The Role of Project Management Processes in the Success of NGOs’ Aid/Development Projects

A thesis submitted in fulfilment of the requirements for the degree of

Doctor of Philosophy

Younmi Al Jrab

BSc, MBA (University of Wollongong)

School of Property, Construction and Project Management

College of Design and Social Context

RMIT University

February 2018
DECLARATION

I certify that except where due acknowledgement has been made, the work is that of the author alone; the work has not been submitted previously, in whole or in part, to qualify for any other academic award; the content of thesis is the result of work which has been carried out since the official commencement date of the approved research program; any editorial work, paid or unpaid, carried out by a third party is acknowledged; and, ethics procedures and guidelines have been followed.

Younmi Al Jrab

February 2018
ACKNOWLEDGMENTS

I would like to thank my senior supervisor Dr. Mehrdad Arashpour and my associate supervisor Dr. Beverley Lloyd-Walker for their guidance and support.

I am also grateful to Professor Derek Walker my previous senior supervisor for his precious guidance, immense patience and continuous encouragement.

I am highly grateful to Royal Melbourne Institute of Technology (RMIT) University especially School of Property, Construction and Project Management for providing me with all the necessary facilities required to carry out my research.

I would like to thank Rob and Dr. Nisrine for their editing assistance.

I would also like to thank Mrs. Samar for her support in all matters related to NGOs.

I cannot thank enough my wife for supporting me and showing extreme patience during all these years of research and study.

I must thank my parents and my two lovely sons who always inspired me to obtain the highest possible education.
# TABLE OF CONTENTS

**TABLE OF CONTENTS** ..............................................................................................................4  
**TABLES** ..........................................................................................................................................9  
**FIGURES** ......................................................................................................................................10  
**ABBREVIATIONS** ......................................................................................................................11  
**ABSTRACT** ..................................................................................................................................12  

**Chapter 1 – Introduction** .............................................................................................................14  
1.1 Introduction ................................................................................................................................14  
1.2 Problem Statement .......................................................................................................................14  
1.2.1 Project Description ................................................................................................................15  
1.2.2 Research Aims and Objectives .............................................................................................16  
1.2.3 Research Propositions ..........................................................................................................17  
1.2.4 Research Questions ..............................................................................................................17  
1.3 Thesis Context ...........................................................................................................................19  
1.4 Research Approach ....................................................................................................................19  
1.4.1 The Expected Contribution ...............................................................................................19  
1.4.2 Research Phases ..................................................................................................................19  
1.5 Relevant Literature .....................................................................................................................22  
1.6 Thesis Structure ..........................................................................................................................22  
1.7 Chapter Summary .......................................................................................................................23  

**Chapter 2 – The Research Context** ............................................................................................25  
2.1 Introduction ...............................................................................................................................25  
2.2 The NGO Sector Context ..........................................................................................................25  
2.2.1 The Legal Framework for NGOs in Lebanon ......................................................................26  
2.2.2 Types of the Lebanese NGOs .............................................................................................27  
2.2.3 Capacity Building ................................................................................................................30  
2.3 The Organisation’s Context ........................................................................................................35  
2.3.1 Organisation Overview .........................................................................................................35  
2.3.2 Enhancing Non-Formal Education Project Overview .........................................................38  
2.4 Doctor of Philosophy (PhD) Research Context ...........................................................................40  
2.4.1 This Research Context .........................................................................................................40  
2.4.2 My PhD Journey ..................................................................................................................41
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8.1</td>
<td>Data Collection</td>
<td>88</td>
</tr>
<tr>
<td>4.8.2</td>
<td>Data Analysis</td>
<td>90</td>
</tr>
<tr>
<td>4.9</td>
<td>Research Validity and Reliability</td>
<td>92</td>
</tr>
<tr>
<td>4.10</td>
<td>Ethical Considerations and Integrity</td>
<td>95</td>
</tr>
<tr>
<td>4.11</td>
<td>Chapter Summary</td>
<td>96</td>
</tr>
<tr>
<td>Chapter 5 – Case Study 1</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td>Introduction</td>
<td>99</td>
</tr>
<tr>
<td>5.2</td>
<td>Case Study Description</td>
<td>100</td>
</tr>
<tr>
<td>5.2.1</td>
<td>Introduction</td>
<td>100</td>
</tr>
<tr>
<td>5.2.2</td>
<td>General Description</td>
<td>101</td>
</tr>
<tr>
<td>5.2.3</td>
<td>Detailed Description</td>
<td>102</td>
</tr>
<tr>
<td>5.2.4</td>
<td>Demographics of the Interview Participants</td>
<td>106</td>
</tr>
<tr>
<td>5.2.5</td>
<td>Details of the Interviews</td>
<td>107</td>
</tr>
<tr>
<td>5.2.6</td>
<td>Desk Study – Data Collection</td>
<td>108</td>
</tr>
<tr>
<td>5.2.7</td>
<td>Results of Collected Data from NGO Documents</td>
<td>108</td>
</tr>
<tr>
<td>5.2.8</td>
<td>Data Collected from Interviews</td>
<td>108</td>
</tr>
<tr>
<td>5.3</td>
<td>Applied PM Processes</td>
<td>109</td>
</tr>
<tr>
<td>5.3.1</td>
<td>Approaching Donors</td>
<td>109</td>
</tr>
<tr>
<td>5.3.2</td>
<td>Budgeting</td>
<td>111</td>
</tr>
<tr>
<td>5.3.3</td>
<td>Staffing</td>
<td>114</td>
</tr>
<tr>
<td>5.3.4</td>
<td>Logical Framework</td>
<td>115</td>
</tr>
<tr>
<td>5.3.5</td>
<td>The Work Plan</td>
<td>115</td>
</tr>
<tr>
<td>5.3.6</td>
<td>Scope of Work</td>
<td>115</td>
</tr>
<tr>
<td>5.3.7</td>
<td>Execution</td>
<td>118</td>
</tr>
<tr>
<td>5.3.8</td>
<td>Monitoring and Controlling</td>
<td>120</td>
</tr>
<tr>
<td>5.3.9</td>
<td>Sustainability</td>
<td>125</td>
</tr>
<tr>
<td>5.3.10</td>
<td>Quality</td>
<td>125</td>
</tr>
<tr>
<td>5.3.11</td>
<td>Reporting</td>
<td>126</td>
</tr>
<tr>
<td>5.3.12</td>
<td>Scheduling</td>
<td>127</td>
</tr>
<tr>
<td>5.3.13</td>
<td>Managing Stakeholders</td>
<td>127</td>
</tr>
<tr>
<td>5.3.14</td>
<td>Procurement</td>
<td>128</td>
</tr>
<tr>
<td>5.3.15</td>
<td>Managing Risks</td>
<td>128</td>
</tr>
<tr>
<td>Chapter 7 – Research Findings &amp; Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1 Introduction .......................................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2 Project’s Key Success Indicators .....................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3 Results of Phase 1 of the Project .....................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.4 Results of Phase 2 of the Project .....................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.5 Evaluation of the Project Success .....................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.6 Evaluation of the Developed PM Process Models ....................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.7 Analysis of the Impact of the PM Processes on Project Success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.8 Chapter Summary ..................................................................</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 8 – Summary and Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Summary of the Research ..............................................</td>
</tr>
<tr>
<td>8.2 Conclusions ......................................................................</td>
</tr>
<tr>
<td>8.3 Recommendations ...........................................................</td>
</tr>
<tr>
<td>8.4 Limitations of the Research .............................................</td>
</tr>
</tbody>
</table>

REFERENCES .................................................................................234
APPENDICES ..................................................................................243
TABLES

Table 3.1: The APM BOK Approach’s Context (5th Edition) (Morris et al 2006) ..............48
Table 4.1: Research Purposes (Neuman & Kreuger, 2003) ..............................................78
Table 5.1: Phase 1 – Contextual Complexity Elements Summary ..................................105
Table 5.2 – Phase 1 Demographics of People Interviewed ...............................................106
Table 6.1: Demographics of Phase 3 Participants ..............................................................192
Table 7.1: Phase1 KSI – Targeted and Achieved .................................................................211
Table 7.2: Phase2 KSI – Targeted and Achieved .................................................................213
Table 7.3 - Phase1 vs. Phase 2 KSIs .................................................................................215
FIGURES

Figure 3.1 - Elements of APM Body of Knowledge BOK (Source: Willis, 1995) ......................47
Figure 3.2: The PRINCE2 Process Model (Source: Portman, 2009) .................................49
Figure 3.3 - Domain of P2M (Source: PMAJ, 2009) .............................................................50
Figure 5.1 Phase 1 Pilot Project Approach ...........................................................................120
Figure 6.1 – Phase 2 Collect Requirements Process Model Flow Chart ............................155
Figure 6.2 – Phase 2 Define Scope Process Model Flow Chart ........................................158
Figure 6.3 – Phase 2 Create WBS Process Model Flow Chart ..........................................160
Figure 6.4 – Phase 2 Define Activities Process Model Flow Chart ....................................162
Figure 6.5 – Phase 2 Sequence Activities Process Model Flow Chart ...............................164
Figure 6.6 – Phase 2 Estimate Activity Resources Process Model Flow Chart ................166
Figure 6.7 – Phase 2 Estimate Activity Durations Process Model Flow Chart ....................169
Figure 6.8 – Phase 2 Develop Schedule Process Model Flow Chart ..................................171
Figure 6.9 – Phase 2 Control Costs Process Model Flow Chart .......................................174
Figure 6.10 – Phase 2 Perform Integrated Change Control Process Model Flow Chart ....176
Figure 6.11 – Phase 2 Plan Quality Model Flow Chart ......................................................178
Figure 6.12 – Phase 2 Develop Project Team Model Flow Chart .................................181
Figure 6.13 – Phase 2 Plan Communications Model Flow Chart .........................................183
Figure 6.14 – Phase 2 Distribute Information Model Flow Chart .......................................186
Figure 6.15 – Phase 2 Identify Risks Model Flow Chart ...................................................188
Figure 6.16 – Phase 2 Plan Risk Responses Model Flow Chart .........................................190
Figure 7.1 – Phase1 Key Success Indicators - Target vs. Achieved .....................................211
Figure 7.2 – Phase1 Budget - Target vs. Achieved ..............................................................212
Figure 7.3 – Phase 2 Key Success Indicators - Target vs. Achieved ....................................214
Figure 7.4 – Phase2 Budget - Target vs. Achieved .............................................................214
Figure 7.5 - Phase1 vs. Phase 2 Key Success Indicators ....................................................216
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APM</td>
<td>Association for Project Management</td>
</tr>
<tr>
<td>BOK</td>
<td>Body of Knowledge</td>
</tr>
<tr>
<td>CBA</td>
<td>Competency Based Approach</td>
</tr>
<tr>
<td>CSF</td>
<td>Critical Success Factors</td>
</tr>
<tr>
<td>ESCWA</td>
<td>Economic and Social Commission for Western Asia</td>
</tr>
<tr>
<td>HR</td>
<td>Human Resources</td>
</tr>
<tr>
<td>HO</td>
<td>Head Office</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>IPMA</td>
<td>International Project Management Association</td>
</tr>
<tr>
<td>KM</td>
<td>Knowledge Management</td>
</tr>
<tr>
<td>KSI</td>
<td>Key Success Indicators</td>
</tr>
<tr>
<td>LFA</td>
<td>Logical Framework Approach</td>
</tr>
<tr>
<td>ME</td>
<td>Middle East</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Government Organisation</td>
</tr>
<tr>
<td>PAR</td>
<td>Participatory Action Research</td>
</tr>
<tr>
<td>PDM</td>
<td>Precedence diagramming method</td>
</tr>
<tr>
<td>PhD</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>PM</td>
<td>Project Management</td>
</tr>
<tr>
<td>PMBOK</td>
<td>Project Management Body of Knowledge</td>
</tr>
<tr>
<td>PMI</td>
<td>Project Management Institute</td>
</tr>
<tr>
<td>RMIT</td>
<td>Royal Melbourne Institute of Technology</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
</tr>
<tr>
<td>VT</td>
<td>Vocational Training</td>
</tr>
<tr>
<td>WBS</td>
<td>Work Breakdown Structure</td>
</tr>
<tr>
<td>ZOPP</td>
<td>Ziel Orientierte Projekt Planung</td>
</tr>
</tbody>
</table>
ABSTRACT

Much research has been carried out on project management (PM) practices addressing performance gaps in managing aid/development projects such as the Logical Framework Approach (LFA). There is a gap in the PM literature with regard to effective application of PM processes to aid/development projects executed by non-governmental organisations (NGOs). LFA contains some pitfalls that made it hard to use with today’s PM framework, especially it has proven that the LFA is inflexible, complex, and difficult to integrate with other PM tools. Moreover, it was found to be too rigid and mechanistic and unable to reflect the complexity of development projects.

The Project Management Institute (PMI) has developed the Project Management Body of Knowledge (PMBOK) as the best practices in managing projects over the past decades. PMBOK is one of the recognized standards for the PM profession and it provides guidelines for managing different projects. PMBOK processes have been applied and followed in different types of projects resulting in a streamlined management practice. However, PMBOK processes have not been followed by most NGOs. Due to unique characteristics of aid/development projects, poor quality of delivery and limited project success has long been problematic for NGOs.

Critical success factors (CSF) leading to success of for-profit businesses have received significant research interest within the PM discipline. However, research interests in investigating the success of aid/development projects that are managed by non-governmental organizations (NGOs) have been minimal. This is despite the fact that these projects are normally taking place in developing countries where aid and development projects are crucial to improve people’s quality of life. Such projects provide socio-economic assistance with the aims of poverty alleviation, living standards improvement, environmental protection, and development of basic physical and social infrastructures.

The aim of the thesis is to demonstrate how improved PM delivery of non-governmental organizations’ (NGOs’) aid/development projects enhanced improvement of aid recipients’ chances for a meaningful and sustainable life and how by applying the PMBOK processes by NGO aid/development projects, the degree of their project success increases.

The proposed research achieved this aim through contributing to an improved understanding for the NGO PM processes by analysing which sustainable processes an NGO has to follow to successfully deliver its aid/development projects. To achieve that aim, appropriate CSF were
developed for this context. The PMBOK processes were chosen as the appropriate PM process model for this research to adapt the traditional PM processes of an existing aid/development project and enhance its delivery because PMBOK processes are applied by many industries and have proven that the application of these processes increases the chances of the success of their projects.

For this purpose, a comparative analysis was used and followed by the multiple case study approach to compare the results generated from the Phase 1 of the project as the pilot case study through which traditional PM processes were applied to the results generated from the Phase 2 of the project as the action case study through which adapted PMBOK processes were applied to better understand the improvement for PM processes and their impact on project success. By applying this, the researcher discovered that certain improvements were demonstrated. The results also showed that adopting the PM processes was not fully successful. The analysis showed that implementing the PM processes has some role in project success. Furthermore, the adopted PM process models had negligible impact on success of the project.

From this thesis, the implications and potential contributions in the PM area mainly contributed the development of the PM processes that an NGO can apply on any similar aid/development project and adapt their existing PM process models. By applying some of the PMBOK processes throughout this research, its impact on the success of one of NGO aid/development projects will be tested through a comparison analysis between the results generated from the application of the traditional PM processes and between the application of the developed and adopted PM processes. The thesis contributes to the PM literature by improving the insight into management of aid/development projects delivered by NGOs.
Chapter 1 – Introduction

1.1 Introduction

This chapter introduces the research and describes how the research was structured to respond to the research questions. The research uncovered gaps in current knowledge that were explored within the context of the research topic. The research aim was to understand the PM processes in managing Non-Governmental Organization (NGO) aid/development projects by analysing the sustainable processes an NGO should follow for successful aid/development projects.

Sections 1.2 and 1.3 describe the research problem in general terms and the research propositions that flowed from the research problem. Section 1.3 elaborates on the research study’s context. The research approach is stated in Section 1.4. The literature was used throughout the research to establish salient literature themes that are introduced in Section 1.5. Section 1.6 presents the structure of the research and Section 1.7 provides a chapter summary.

1.2 Problem Statement

The research was carried out on PM practices, such as the LFA, that address performance gaps in managing NGOs’ aid/development projects. Although some research articles mention that the LFA has proven to be a valuable tool for project design and evaluation, it was apparent from the research literature that it contained some pitfalls that made it hard to use with today’s PM framework, and especially that has proven “inflexible, complex, and difficult to integrate with other PM tools” (Couillard, Garon, & Riznic, 2009, p. 31; PMI, 2008; Steinfort, 2017). It was found to be too rigid and mechanistic and unable to reflect the complexity of development projects (Gasper, 1999). The LFA has proved to be a valuable tool for project approval, design, and evaluation. The LFA is considered an important component of NGOs’ aid/development projects and is considered a stand-alone tool (Couillard et al., 2009). As stated by Crawford and Bryce (2003) and by Hummelbrunner (2010), the LFA is a PM planning and evaluation and performance assessment tool that is widely used in international development organizations. Moreover, the LFA becomes a methodology that is used to plan, monitor, and evaluate international development projects.
As Golini, Corti, and Landoni (2016) state, LFA tool is designed for governmental agencies to manage aid/development projects which are also adopted by NGOs. However, after a thorough review of the literature, it was concluded that few researchers have applied the PMBOK processes to NGO aid/development projects. The closest to this was the PMI post-disaster rebuild methodology (PMI, 2006), though this was criticized (Steinfort & Walker, 2008). However, the post disaster NGO projects and the projects within the scope of this research are different.

The PMI has developed best practices in managing projects and has developed the PMBOK guide over recent decades. The PMBOK is a recognised standard for the PM profession and it provides guidelines for managing individual projects. These processes have been applied and followed by most industries and can enhance the chances of the success of their projects (PMI, 2008). However, these processes have not been applied by NGOs. Nevertheless, study of PM techniques has recently been applied to international aid projects (Amponsah, 2010; Crawford, 2004; Ika, Diallo, & Thuillier, 2010; Steinfort, 2010). One significant problem identified from this work was that project delivery was often inhibited by poor quality and ineffective PM.

1.2.1 Project Description

CSF leading to success of for-profit businesses have received significant research interest. However, aid/development projects managed by not-for-profit NGOs have received less attention. This is despite the fact that these projects provide socio-economic assistance in developing countries where people need many different types of aid/development projects to improve their chances of having a meaningful and sustainable life. The projects’ main objectives are: poverty alleviation, living standards improvement, environment protection, and development of basic physical and social infrastructures. Deliverable benefits tend to be less visible and measurable when compared to those of the private sector.

This context, where the benefits required to be delivered are generally intangible and not commercially oriented, has led NGOs to adopt ad hoc approaches to project delivery that may be less effective than the more formal and traditional PM that is deployed in for-profit organisation projects. Traditional PM refers to the approach specified in the PMI guide to the PMBOK. Steinfort (2010) research, supported by findings from Ika’s PhD (Ika et al., 2010), suggested that adapting standard PM approaches could be of value in the not-for-
profit aid/development project context. This research, therefore, addressed the problem of poor aid/development project delivery in the Middle East (ME) through a study of how existing aid/development projects were managed. The study took a process improvement approach that was then evaluated.

1.2.2 Research Aims and Objectives

a. This research aimed to demonstrate how improved PM processes in NGO aid/development projects could enhance improvement of development recipients’ chances for a meaningful and sustainable life. To achieve that aim, the researcher identified and developed appropriate CSF for this context: what success may look like and how it may be defined. This could be answered by developing key success indicators (KSI)/CSF agreed with key stakeholders as a co-learning exercise. The outcomes achieved from the set of objectives that were considered as success indicators in Phase 1 and Phase 2 are presented in chapter 7.

b. Appropriate PM process models: the researcher chose the PMBOK processes as the appropriate PM process model because they are applied by many industries and have proven that the application of these processes increase the chances of the success of their projects (PMI, 2008). The application of the PMBOK processes are detailed in chapter 6.

c. A research approach to both models and test effective improvement in PM processes of these kinds of projects: for this purpose, the researcher used the comparative analysis followed by the multiple case study approach to compare the results generated from the Phase 1 pilot case study to the results generated from the Phase 2 action case study to better understand the improvement for PM processes and their impact on project success.

The project was an aid/development project and its main objectives were related mainly to the empowerment of people’s education. At the start of the research, the chosen project was at its final stages (Phase 1) and a new similar project of the same type to be repeated was at its early stages (Phase 2). Identification of the project sponsors was needed to discover their expectations and their role in achieving the mission and objectives of the project.

Phase 2 of the project involved an action learning approach with the researcher’s participation as a mentor, guide, and advisor on a similar project that was conducted in Phase 1, drawing upon lessons learned. The PM processes adopted by the selected NGO for one of its aid/development projects, on which the research’s Phase 2 was applied, followed the
framework of the five process dimensions of PMBOK: initiating, planning, executing, monitoring and controlling, and closing process groups or part of these processes wherever it was applicable. The PMBOK allowed a standard and repeatable approach that was widely accepted as a benchmark.

1.2.3 Research Propositions

This research is predicated upon three propositions:

i. Traditional PM tools and processes (the PM approach as proposed by the PMI / PMBOK Guide) are poorly applied, within a ME context, to the delivery of aid/development projects of the type studied;

ii. A traditional PM approach could be adapted to enhance the delivery of aid/development projects of the type studied; and

iii. Effective strategies could be developed to encourage continuous improvement in such projects, provided that effective organisational learning and knowledge management (KM) principles were applied to ensure that lessons learned were effectively passed on from one project to the other.

The proposed research was intended to contribute to an improved understanding for the NGO PM community of PM processes by analysing which sustainable processes an NGO should follow to successfully deliver their aid/development projects. These aid/development projects aimed to improve people’s living conditions in emerging countries by enhancing their health, career, or education, as well as other aspects of their lives. The research was set in a ME context and focused on a single NGO aid/development project.

1.2.4 Research Questions

The key research question for this research was:

Q1. Does following and applying the PMBOK processes increase the degree of NGOs’ aid/development project success?

A number of secondary questions arise out of the problem to be studied.
i. Do NGOs follow consistent project delivery processes in managing aid/development projects?

ii. What processes do they follow when delivering projects?

iii. To what extent is following and applying these processes effective?

iv. How could NGOs attain project delivery success by consistently following effective PM processes such as those offered in the PMI PMBOK guide?

v. What might success look like and how might it be defined?

This could be answered by developing CSFs that were agreed upon by key project’s sponsors as a co-learning exercise. One world standard PM approach was available for us to use as a benchmark: the PMI has developed best PM practices over recent decades and has developed the PMBOK Guide (PMI, 2008). The Guide is a recognised standard for the PM profession that provides guidelines for consistently managing individual projects. It defines PM and related concepts and describes the PM Lifecycle and related processes, as well tools and techniques. These processes have been applied and followed by most PM professionals with the aim of successfully delivering their projects. They can be used as a unit of analysis in this research project. However, literature cited earlier, and preliminary discussion held with ‘owners’ of such projects in the ME, suggested that these processes were not yet followed by most NGOs.

Several subsidiary questions that help to answer Q1 are:

Q1-1: To what extent do project managers ‘on the ground’ who lead project delivery teams understand what they are expected to deliver in terms of CSFs for project delivery efficiency and effectiveness, and more particularly for project benefit realisation reliability, validity and responsiveness? This is related to the expectations of project stakeholders, such as the project sponsor, the project managers who manage team members, and beneficiaries of the project.

Q1-2: To what extent do project managers ‘on the ground’ who lead project delivery teams understand, or to what extent are they expected to understand, the strategic intent and relevance of CSFs for project delivery efficiency and effectiveness, and more particularly, for project benefit realisation reliability, validity and responsiveness?
Q1-3: What are the drivers and barriers to understanding the approach project managers should follow and how they affect PM delivery and project success?

Q1-4: How can lessons learned be effectively and meaningfully communicated to project team members, particularly project sponsors, from one project to another so that they trigger and attain a continuous improvement cycle?

1.3 Thesis Context

This research work is embedded within three specific contexts:
First, the national context shapes the worldview of most of the people involved in the project. This context needs to be made explicit so that the worldview of those involved may be better understood. Second, a local/regional context injects specific constraints and opportunities into the study. Third, this research study is undertaken within a PhD research context and so it is necessary to explain how that shaped the research project. These contexts are detailed in Chapter 2.

1.4 Research Approach

1.4.1 The Expected Contribution

PhD research has several expected contributions. One is a contribution to the literature in the chosen area. This research contributes a deeper understanding, and hence knowledge, of how PM operates within the specific context mentioned above.

At a practice level, it indicates how the PM approach may be improved within this context and thus contributes to PM practice.

At the personal level, this research work broadened the researcher’s PM knowledge and its application and developed his skills as a researcher and reflective practitioner.

1.4.2 Research Phases

This research mainly consisted of three phases:
i. an exploratory study (Phase 1);

ii. action learning (Phase 2); and

iii. a final validation phase done via workshop and peer review by the project experts (Phase 3).

To answer the research questions, an analysis identified the processes followed and applied while managing one representative NGO’s aid/development project. Yin (2009a) suggests that for exploratory studies that are highly context specific and individualistic a single case study is appropriate. The unit of analysis was project delivery processes and so the aim was to learn more about these processes through studying an existing representative project.

The evaluation criteria for the selected and representative aid/development project were that it should be delivered by a Lebanese NGO (or a regional/international NGO that has a representative local office in Lebanon) be possible to map and understand the PM processes followed by this NGO for the specific aid/development project; and be possible to specify the project success criteria from the perspectives of the project’s stakeholders.

The research involved investigating both CSF to better understand project success and critical success processes to better understand PM success and the impact of PM processes on project success. The latter (PM processes) being the processes and approaches used by the project manager, and the former (CSF) being the measures against which success could be judged.

After completing Phase 1 of the project, results were assessed based on established success criteria defined by the project owner. The role that the PM processes played in the degree of success of the aid/development project was evaluated. The researcher then persuaded the project owner to undertake a similar project using PMBOK processes, or part of these processes, in Phase 2 of the project. This enabled the researcher to learn how the two approaches differed and what lessons could be learned from the varying approaches, as well as to better understand how the application of the PM processes could be transferred and improved. The role of the researcher in the intervention project was as a participating observer, active in advising and providing feedback with other participants. This meant that the researcher was not a dispassionate observer but an active part of the project team.
Action learning and action science allows for either approaches (Coghlan, 2001; Coghlan & Brannick, 2005; Heron & Reason, 1997; Raelin, 2007; Steinfort, 2010).

It is clear from the literature that most NGOs are following PM approaches other than PMBOK processes, tools and techniques and do not have any expectation to follow them. Therefore, it was decided to conduct a participative action learning study in Phase 2 of the project through which PMBOK processes, tools and techniques (or parts of them) were applied to evaluate and compare results, and to ascertain whether applying them had a positive impact on project success or not. This allowed the researcher to study the impact of applying professional and well-structured PM processes on an NGO’s aid/development project. The final stage of the research involved validation and peer review of findings. The researcher held a workshop where he presented the findings and conclusions from Phase 1 and Phase 2. All feedback, comments, and suggestions were considered before finalising this research so that it represented the contested findings subjected to expert peer review by practitioners who were in a good position to make such judgments. Where applicable, the researcher amended the final PM process map and approach to reflect workshop outcomes.

A qualitative method research approach was followed. In Phase 1, the researcher applied a case study approach. In Phase 2, the researcher applied an ethnographic action research approach based on a range of grounded and relevant facts, observations, understandings, perceptions and interpretations. This followed by an exploratory and grounded research approach in which the researcher sought to define the relative perception of success according to the project owner. The researcher’s role, as an ethnographer, was to be as truthful as possible and to describe the lived reality of the development project team and the challenges they faced. In-depth knowledge was needed of how to best scope the project and how to identify risks in over-promising and under-delivery. However, it turned out not to be relevant when addressing the real problem in managing an NGO’s aid/development project. This was based on a long-term engagement of 26 months as length of Phase 2 of the project in the field of study where the researcher worked as a practitioner together with the NGO’s team members, local NGOs, consultants, service providers, and other stakeholders. Details of the research approach are provided in Chapter 4.
1.5 Relevant Literature

It is necessary to identify in general terms the relevant literature. The purpose of Chapter 3 is to indicate the literature that the researcher deemed salient to research conducted, to indicate some of the main scholarly references that supported the research, and to explain why these are relevant. The literature covered the PM approaches, project success, PM success, project success factors, and project success criteria.

1.6 Thesis Structure

This section provides a brief overview of the research structure and an explanation for the way it explains the research journey. This research was structured into chapters as follows:

Chapter 1 – Introduction. This chapter provides a general description of the problem and why it was worth investigating, research aims and objectives, research propositions, and research questions. It also includes a brief explanation of the ME as a unique context, and the global studies that highlighted this research as a useful contextual setting for new PM knowledge.

Chapter 2 – Research Context. This chapter provides a picture about the context of the study by explaining the local and PhD contexts. This helps the reader to understand the local context and how it evolved, and the PhD’s contribution to knowledge. A background about the PhD is covered along with the research idea developed from the PhD framework.

Chapter 3 – Literature Review. The aim of this chapter is to provide a summary of types of PM approaches applied in projects in general, and in NGO aid/development projects specifically. It provides a clear understanding about the difference between project success and PM success and between project success factors and project success criteria. A brief explanation about managing NGO projects is provided with the tools and techniques applied in measuring success of NGO aid/development projects within the research context.

Chapter 4 – Research Design and Methodology. This chapter justifies the choice of methods and techniques used to implement this study. It also outlines the position of the researcher with respect to the stated research propositions. It provides a brief explanation of what stance the research discussion took. This chapter explains the pros and cons of the
applied approach, and justification for the choice. It also provides a detailed description of the research design and a detailed description of the action research approach followed and how it was applied in the context of this research.

**Chapter 5 – Case Study 1.** A detailed description of Case Study 1 is provided. A description of the elements and form of standard PM tools and processes is given. This includes the people interviewed, the details of the NGO’s aid/development project, the data analysed, description of the processes followed as well as the tools used, and the results of the interviews. The data were collected from project documentary and interviews. The findings are grouped into themes identified from the literature.

**Chapter 6 – Case Study 2.** A detailed description of Case Study 2 is presented. A description of the intervention with the chosen PM tools is provided. This includes the people interviewed, the details of the NGO’s aid/development project, the data analysed, description of the processes followed as well as the tools used, and the results of the interviews. The results provided are based on reflections of the researcher’s observations. The findings are grouped into themes identified from the literature. A brief summary of the findings and analysis of data are provided.

**Chapter 7 – Research Findings and Analysis.** In this chapter, the results are analysed and refined for further use under lessons learned as a typical model of PM approach. The feedback was provided based on the results of Case Study 2 compared to the results from Case Study 1.

**Chapter 8 – Research Summary and Conclusions.** The conclusion includes a summary of the research findings. Limitations of the study’s scope and scale are identified. A suggestion for future research is also identified. Some recommendations are offered about the approach and its application to aid/development projects.

1.7 **Chapter Summary**

This chapter presents an overview of the problem statement by providing a summary of the project, its aims and objectives, and the propositions and questions of this research. The researcher reviewed the types of PM approaches followed by some NGOs, the challenges
they face in applying PMBOK processes, how PM approaches could be applied, and the CSF within the context of this study.

This chapter explains both the reasons for conducting such research and the research approach followed to prove the research propositions and link the success of the NGO’s aid/development project to the application of effective and sustainable PM processes. The researcher looked at the PhD as an opportunity to tackle the challenges from conducting such type of research and to address the research objectives through a review of the literature, general information and the researcher’s experience.

The researcher found that there was:

- a significant need to understand the relation of PM processes to the project success;
- a need to identify and develop appropriate CSF for this context;
- a need to identify and develop an appropriate PM approach to prove the impact of the PMBOK processes on the project success; and
- a need to identify and develop a research approach and test the effective improvement of PM delivery for these kinds of projects.

The researcher questioned, interviewed, reviewed, reflected upon, and tested each of these objective outcomes, and analysed the results in the most rigorous and effective ways possible within this research context and real environment.
Chapter 2 – The Research Context

2.1 Introduction

The research objective, in this chapter, is to explore PM in the context of local Non-Governmental Organisations (NGOs).

This chapter first provides a brief about the background of local NGOs in Lebanon, the NGO sector’s impact on Lebanese society, the type of local NGOs, and their approach in managing aid/development projects. A contextual review of PM aspects that enhanced the success of the NGO projects is then presented. This review focused on PM practices and systems used by local NGOs. This context needs to be made explicit so that the worldview of those involved may be better understood.

The chapter then provides an overview of the targeted NGO, its objectives and projects in the Lebanese market. Also discussed the NGO’s involvement in local aid/development projects. The overview focuses on the aid/development project managed by the NGO, providing a review of the PM approach it followed and explaining certain constraints it faced, and the opportunities it might have benefited from to achieve its objectives and make such project successful.

This research was undertaken as part of a PhD and so it is necessary to explain how that shaped the research project.

2.2 The NGO Sector Context

An NGO might be a club, a committee, or an organisation working towards a specific objective. Its field of interest might be local, national, regional, or international. It can also be limited to a certain family or profession. An NGO’s remit can range through providing care and awareness, offering social services and assisting charity work, and conducting empowerment activities. NGOs can be based on membership or on a professional group based around a specialised team that is active on a certain cause or objective. They may have institutions and employees or depend on volunteers. These different kinds of NGOs are not necessarily limited to particular fields of works, interests, or activities. It is only natural for NGOs to have their own requirements and needs. That is why there is no efficient ‘ready-made formula’ for developing the work of NGOs. Nevertheless, there are many common
issues and general principles for development work. The work of NGOs is mainly overlooked for the benefit of the society, the community and people.

In Lebanon, NGOs are a major force for progress and sustainable human development. Their role and values are to promote democratic participation, empower civil society, and safeguard rights, freedoms, and good governance, whether within the framework of the NGO or in society in general. However, some NGOs suffer from major deficiencies in their internal governance and in managing their projects, such as the lack of mechanism for rotation of their leadership, and the need for clear regulations and processes, transparency, financial accounting, and accountability.

Following this chapter introduction, background information on the nature of the local NGO sector is presented to help identify the relevant PM processes and practices. The NGO sector has distinct characteristics when compared to many other local industries. In particular, this section deals with the nature and characteristics of the Lebanese NGO sector. It focused on the characteristics that have an influence on the sector.

2.2.1 The Legal Framework for NGOs in Lebanon

a. History

In their establishment and function, NGOs in Lebanon draw upon the ‘liberal’ Ottoman law issued on the 3rd of August 1909 (that is, in the period preceding the founding of Greater Lebanon in 1920). Ever since its issuance, the 1909 Law has been considered the general legal framework for the approach of NGOs in Lebanon; therefore, all local NGOs and associations must comply to it (UNDP, 2004). Before the announcement of this law, the Lebanese people had already established scientific, charitable, and educational NGOs, with the first being established in 1847. These NGOs have helped spread science and knowledge and contributed to the promotion of citizenship in social, intellectual and moral domains (Tatar, 2010).

b. Some provisions of the 1909 Law

The first article of the Law on Associations states that (translated): An Association is consisted of a group of several people unified toward non-profit objective (Tatar, 2010). Any three people are eligible to establish an association if they are Lebanese, they are over twenty-one years of age, and they meet the establishing conditions for an association, which
include the agreement among them to work together to serve specific and legitimate goals. They must also agree to unify their efforts to accomplish the association’s mission which must have not-for-profit financial objective. Article (2) of the 1909 law states that forming an organisation does not need an authorisation at first (Tatar, 2010).

c. Factual Certificate

Article 6 of the Law states that founding secret organisations is prohibited. Accordingly, once the organisation is founded, its founders must provide the Ministry of Interior with a statement signed and sealed by them, including the name of the organisation, its goals, its administrative centre, and the names of the persons in charge of its administration, their positions and addresses, and two copies of the constitution (by-law) of the organisation with the official seal of the organisation attached to the statement. The organisation is given, in return, a factual certificate. Then, the founders may declare the establishment of the association and how it is set up (UNDP, 2004). However, the Ministry of Interior has the authority to withdraw the factual certificate from a licensed association if the association deviates from the objectives for which it was licensed, or if it undertakes illegal activities (Tatar, 2010).

2.2.2 Types of the Lebanese NGOs

NGOs play an important role in the development of the Lebanese society as, with the state, they deliver services to the citizens. They need the moral and financial support from the public and the private sectors to achieve their goals. According to the Ministry of Social Affairs and the Economic and Social Commission for Western Asia (ESCWA), in Lebanon September 2002, around 4,073 NGOs of varying objectives, types, and classifications have sent notifications to government (Chaaban et al., 2010). At the end of 2012, the civil society portal ‘Daleel Madani’ website listed 1,135 NGOs under its civil society directory. The NGOs listed in the website are only those who have posted the name and logo of their organisations. Daleel-madani.org is a civil society portal and public domain developed, operated and managed by Lebanon Support. It aims to enhance the availability of, and accessibility to, information about civil society and state intervention, and to strengthen civil society cooperation in Lebanon (Madani, 2012).

The NGOs perform a variety of activities, such as:
• promoting public education;
• fundraising;
• supporting social and educational facilities to protect and improve the conditions of life;
• providing assistance to children, the elderly, and special categories of persons with limited abilities;
• practicing cultural and scientific activities;
• supporting leisure and hobbies, such as sports clubs, poetry and literature, historical clubs, music, arts and crafts, and others.

a. Classification of Local NGOs

NGOs are categorised into several types based on the nature of the activities they perform:

i. Social NGOs: they are of a civil nature and have social charitable objectives like helping the poor and orphans.

ii. Cultural and scientific NGOs: they have cultural or scientific objectives which include the dissemination of culture and knowledge among its members and the encouragement of business and scientific research.

iii. Cooperative NGOs: They are founded to improve the economic and social conditions of members. These NGOs benefit from some governmental facilities and are exempt from some taxes and fees.

iv. Sports and scouts NGOs: These NGOs are interested in various sports activities. They are encouraged and supported by various countries because of the positive role of sports in the lives of people, especially the young.

v. Political NGOs: These NGOs deal with political affairs and clarify thoughts and particular political streams.

vi. Union NGOs: These NGOs are groups of employers or self-employed business people who belong to a licensed assembly in order to defend their interests and the interests of the profession in which they work.
vii. NGOs of public interest: These NGOs serve the public benefit and their objective is to meet the society’s needs (Lebanon, 2012).

viii. Religious NGOs: on March 13, 1936, Decision No.60 LR gave legal status to NGOs with charity, cultural, or educational objectives, such as monasteries, within the framework of the accepted order of declarations. The religious authorities then became the reference point for some NGOs that asked to have their notification statements withdrawn, stating that it was no longer useful for their work because they were no longer governed by the 1909 Law (Chaaban et al., 2010).

b. Foreign NGOs

The research was undertaken on a foreign NGO located in the Lebanese territories which follows the Lebanese regulations and responds to governmental obligations. Consequently, it is essential to provide an overview of how these NGOs were established, the regulations they follow, the obligations they must meet, the legislation that governs them, and the impact of these regulations and obligations on their existence. Within this context, this research studied the impact of these regulations and obligations on PM processes that were followed by the targeted NGO for one of its aid/development projects.

So-called foreign NGOs are established by virtue of a special decree issued by the Council of Ministers. An NGO is considered foreign if its founder or director is foreign, if it is based outside Lebanon, or if more than a quarter of the members of its general assembly are foreigners. It is governed by the provisions of Decision No. 369 LR dated December 1, 1939 (UNDP, 2004).

c. Process and Stages of NGO Establishment

The establishment of an NGO according to the 1909 Law is defined by the following stages:

i. A number of individuals decide on an idea or set of ideas and agree on objectives and goals.

ii. The association issues an official stamp (optional).

iii. A statement is sent to notify the government about the association’s establishment. Two copies of the association’s certified statutes should be attached to the statement.
iv. The statement, and the two copies of the association’s statutes, are submitted to the Ministry of Interior in Beirut, or to the senior royal commissioner (in the mohafaza or district if the association is based outside Beirut).

v. The association then receives notification.

vi. The association specifies how the founders established it (UNDP, 2004).

2.2.3 Capacity Building

The targeted NGO’s project within the context of this research lay in the capacity building sector. For this reason, a brief critique is given below on the capacity building of the Lebanese NGOs that has impact on the implementation of the NGO’s projects in Lebanon:

a. General Findings and Criticism

Findings on governance indicate that although all NGOs have written mission and vision statements, these are mostly too broad and not necessarily committed to or communicated to concerned stakeholders. Implementation that diverges from the stated mission, for the sake of funding and visibility, is also common. While the majority of NGOs were registered, difficulties were experienced at different times in the legal registration process and for NGOs with a majority of Palestinian members, resulting in less democratic legal structures. The role of the general assembly in appointing board members was generally misunderstood, and this role was effectively undermined as the majority of NGOs covered were led by a small number of individuals, with very limited turnover, despite the commitment to regular elections.

At the level of management, key findings indicated an overlap in roles of management and board, and an absence of an overall organisational vision and structure, and written management processes, in most of organisations. Organisations with more than ten staff members often had regular reporting requirements, as opposed to smaller NGOs that had little reporting and documentation, (although, for all NGOs, information documented was inadequately shared with concerned stakeholders).

Findings related to human resources (HR) management indicated that the majority of the Lebanese NGOs did not have human resource policies, job descriptions for their staff, training and staff development plans, adequate benefits, or clear performance and
complaints procedures. A smaller percentage of employees has no employment contracts or a fair recruitment policy. According to Huemann et al (2007), Kerzner (2009), and Ng (2012), mentoring, coaching and providing feedback are methods adopted for developing PM personnel. Improved human resource management is noticeable in older NGOs with secure funding, and for project-based employees in organisations with international funding. The potential of volunteering was found to be poorly exploited, due to the lack of volunteer recruitment and management systems within the local NGOs (UNDP, 2004).

Almost all non-staffed NGOs, and at least half of NGOs with staff, had neither systemic need assessment and planning nor comprehensive monitoring and evaluation (M&E) systems; and when they were present, mostly in NGOs with international funding, they were project based and implemented to satisfy Donors’ requirements (UNDP, 2004).

Geene (2003, p. 4) defined capacity building as “the process by which individuals; groups; organizations; institutions; and societies increase their abilities to: (1) perform core functions, solve problems, define and achieve objectives; and (2) understand and deal with their development needs in a broad context and in a sustainable manner”. Capacity building is regarded by Van Geene as broader than organisational development, since it includes the overall system, and the environment or context in which individuals, organisations, and societies operate and interact (Geene, 2003).

b. Management Processes

The leadership of NGOs is mostly concentrated in one position (President or Director) or in a group of individuals which can be called a ‘ruling core’ which is capable of making decisions on behalf of the whole NGO. This ruling core sometimes stems from the NGOs’ founders who have been able to maintain power and privileges over other members due to their qualifications, performance, commitment, and social status, access to funding, members’ personal loyalty, or dictatorial leadership style, combined with other members’ indifference or obedience. This pattern of personal leadership rather than collective leadership is very common and established among the Lebanese NGOs. This turns many Lebanese NGOs from institutions where decision-making and management systems follow set procedures into entities run like personal businesses.
The majority of the Lebanese NGOs lack an overall organisational vision and structure that could help the NGO achieve its goals. For example, the majority of the Lebanese NGOs do not have an overall organisational chart that clarifies the relationship between programs and other support structures like administration and finance. There is also no vision of the organisational development of the NGO over a set period of time, to ensure it has the necessary structures and resources to implement its program commitments. Christenson and Walker (2004) and Christenson (2007a) identify vision as an important contributor to the organisational characteristics of culture. Organizational culture’s most visible manifestations are artefacts such as organisational structures. These organisational values should be shared by the group in that culture. Christenson (2007b) added that a vision statement, a document describing goals and aspirations, may become an artefact, and this will not have meaning unless it reflects the values of the culture concerned.

Written managerial procedures are often absent in the Lebanese NGOs. Tasks and responsibilities of different departments are not allocated according to clear organisational lines. Rather, the majority of NGOs, especially with fewer than ten staff members, are characterised by a lack of institutionalisation, where decision making is highly centralised and is very much shaped by and reflects the leader’s individual personality (UNDP, 2004).

Most NGOs with a high number of staff members or a large membership base had a system of annual reporting on program performance and budget expenditure. Very few of the smaller staffed NGOs, and the majority of non-staffed organisations, had a regular reporting system other than basic financial reporting. Even among NGOs with a regular reporting system, almost all expressed the need for improved documentation systems and skills (UNDP, 2004).

Within staffed organisations, few have regular staff meetings and regular systems for sharing information. Also, almost all staff members receive no formal induction; they are given basic induction documents, or even brochures, to introduce them to the work of their employer (UNDP, 2004).

c. Program Performance

Most Lebanese NGOs do not go through a strategic program planning process and have no set systems for assessing needs and developing programs accordingly. Exceptions to this
exist among older well-established NGOs and relatively new organisations that follow a strict professional system and have board membership from academic or the private sector. The work of most Lebanese NGOs was closely tied to their mission, and their overall program design was derived from there. As such, the value and clarity of programs implemented today was dependent on the clarity by which the mission was laid out at the time of NGO establishment, and several had broad or vague mission statements. Exceptions to this are change NGOs (mostly operational NGOs with no staff), which appeared to be more focused on what they actually want to achieve and can see the accumulation of their programs’ impact over the years. There was also no systemic consultation with program beneficiaries and stakeholders outside the NGO. The shape of the project itself usually followed traditional designs of programs already being implemented in the same NGO or by similar NGOs (UNDP, 2004).

Smaller Lebanese NGOs in rural areas believed there was little need for planning and prioritisation. They claimed that whatever service they provided to the community was positive because the need was there at all levels and for all themes. The process of developing a project had the greatest potential to produce relevant projects, despite the fact that it was not systematic, if the mission of the NGO was well focused and adequate dialogue took place. Within this process, and when a good project did come up, its actual implementation depended on funding availability. A more systemic planning process did exist within organisations that received international funding (mostly West European and North American), but remained limited to the project itself, and little space exists for synergy between projects, especially if these projects were funded by different Donors. Absent synergy was also evident in that projects within one organisation could have different planning, M&E modules (following the requirements of each donor). These modules are often implemented for compliance purposes and to satisfy Donors who impose these modules on NGOs to improve project performance (UNDP, 2004).

d. Implementing Monitoring and Evaluation

Most Lebanese NGOs mentioned that they have no set systemic M&E methods. Most do not have set indicators and do not measure their progress regularly. This is especially true for NGOs with one or two staff members. Although many NGOs do not develop M&E systems, many NGOs informally monitor and evaluate their programs and the impact they
had achieved across their projects, and incorporate the lessons learned into their future projects (UNDP, 2004).

NGOs that have systemic M&E usually implement it based on the request of their funding agency, and though the value of it should be on the organisation’s internal learning. A good part of M&E is invested in measuring outputs rather than outcomes. While a few NGOs mentioned the value of going through that process, for several other NGOs this has remained a time-consuming exercise which did not spill over to other projects, nor it was broadened to include the NGO’s overall implementation process and achievement (UNDP, 2004).

Beneficiaries were divided according to their evaluation of their organisations’ implementation strategy. Unsatisfied beneficiaries blamed the deficiency in the service they received to the organisation’s lack of financial resources and excused that to an extent as this was the only organisation to provide such a service for free (UNDP, 2004).

It is important to submit an activity report that features M&E as a key component. This procedure is a series of steps taken by development workers and the general public to make sure that a project’s objectives have been met. It also helps the NGO to improve its services and learn from past experience. This can be achieved by adopting accurate, objective, and periodic M&E. There is a wide range of available tools that provide an indication of how NGOs in Lebanon work, some of which are:

i. **Performance Indicators:** These measure the inputs, operations, outputs, outcomes, and impact of the project. Formal surveys can be used that allow the project managers to monitor and measure progress. The data collected builds a body of evidence that can support the final results. It also helps to identify problems, spotlight procedures that need to be changed, and find timely solutions so that services can be improved.

ii. **The LFA:** This approach helps the NGO to clarify its objectives and performance indicators at each result stage (inputs, operation, outputs, outcomes, and impacts). It identifies risks that stand as obstacles towards fulfilling the objectives. The LFA defines the structure of the project and incorporates the use of performance indicators and risk assessment. Therefore, it can be used to improve the quality of project and program planning (Bank, 2005). Most of the foreign NGOs that have branches in Lebanon follow the LFA. More details about this approach will be given in Chapter 3.
iii. **Formal Surveys**: These can be used to collect unified data within a chosen sample of individuals or households. Surveys usually collect information from large number of individuals or groups that is comparable with a similar body of data.

iv. **Rapid Appraisal Methods**: These are rapid and cost-effective ways to obtain the opinions of beneficiaries and stakeholders. These methods are used to respond quickly to the demand for data and information.

v. **Participatory Methods**: These involve the participation of the direct stakeholders of a project in the decision-making process. This method engenders a feeling of ownership in the findings of M&E. It can be used to define problems arising during the project delivery stage, to empower target groups with the available information and skills, and to understand the living conditions and the priorities of the local community. This information ensures that the developed project effectively meets their needs.

vi. **Impact Evaluation**: This consists of defining the positive and negative impacts of a certain project for individuals, households, institutions, and beyond. It helps to identify the activities’ impact on the targeted groups.

vii. **Cost-benefit and Cost-effectiveness Analysis**: These ensure that the results and impacts of a certain project justify its cost. Cost-benefit analysis measures the inputs and outputs in financial terms, while cost-effectiveness estimates the inputs in financial terms and the outputs in non-financial terms (UNDP, 2004).

2.3 **The Organisation’s Context**

This section provides an overview of the targeted organisation (indicated as ‘The NGO’ in this research to maintain confidentiality) on which research was conducted on one of its aid/development projects in order to help clarify, in general terms, the characteristics of the organization.

2.3.1 **Organisation Overview**

a. **Mission Statement**

The NGO advances the well-being of people in the West Bank, Gaza, Lebanon, and Jordan. Through partnerships and close consultations with local groups and communities, The NGO responds to economic, health, and educational needs with sustainable solutions and also delivers humanitarian aid during emergencies. Incorporated in 1968 to help ease the suffering
of Palestinian refugees after the Arab-Israeli War of 1967, The NGO is non-political and non-religious and is one of the largest American non-profit organisations working solely in the ME. In fiscal year 2011, The NGO delivered $69 million for programs in the ME. With offices in the West Bank, Gaza, Lebanon, and Jordan, The NGO employs more than 80 full-time staff in the ME who are locally hired and work with local partners. The NGO helps local institutions to become more self-sufficient and effective in serving their communities. Every project is planned in consultation with the communities that ultimately benefit – an approach that ensures relevance and commitment and secures the long-term viability of its projects (The NGO website, 2012).

b. Organization Profile

For 40 years in the ME, The NGO has worked with a wide range of local institutions to develop and implement projects, paying particular attention to encouraging the growth of strong and sustainable grassroots organisations. This is to ensure that development efforts continue after The NGO completes a particular project. The NGO’s focus is on strengthening institutions by working on economic development that strengthens their financial base and service capabilities. These key local organisations include municipalities, educational institutions, village councils, cooperatives, and local NGOs. The NGO is working on a comprehensive vocational and technical education program in the camps and the gatherings (unofficial camps) to help with curricula development. In parallel, The NGO recognises the crucial need for building the capacity of trainers and teachers, particularly in non-formal and vocational training (VT), so they can effectively transfer knowledge to their students. Developing a mechanism to form appropriate training techniques, and to improve teachers’ capabilities in using those techniques, is another important component in the development of quality education. The NGO is coordinating with a number of local organisations to make this happen. The aim is to identify methods of teaching that will make studying more appealing to a socially, educationally, and psychologically torn, young and marginalised generation. It is important to develop these initiatives to complement formal education and VT, and to provide these young people with life skills that they desperately need (The NGO website, 2012).
c. The NGO Lebanon

In Lebanon, The NGO has supported local organisations for more than 20 years. It opened an office in Lebanon in January 2006. The NGO provides humanitarian relief for refugees and works for sustainable solutions in the sectors of health, education and economic development. A dedicated team of eight executive staff is improving the lives of families in Palestinian refugee camps and the surrounding impoverished communities. They help Palestinian refugees and impoverished Lebanese families, reaching tens of thousands in poor communities. “Residents of the Palestinian refugee camps in Lebanon face staggering rates of joblessness, internal tension, and disgraceful housing conditions” (UNRWA, 2011, p. 5). Poor Lebanese communities live alongside Palestinian refugees and share many of the same challenges. The NGO is supporting VT, providing agricultural assistance, delivering needed medicines, and spreading health awareness messages in that area.

d. The NGO’s Programs in Lebanon

i. Creative Health: The Creative Health Campaign reaches out to communities with simple, smart, and cost-effective practices that people can adopt to protect their health, save on expenses, and foster self-reliance. Conceptualised by The NGO and its partners after the 2006 war in Lebanon, the campaign has grown from six partners to more than 100 partners in 2010, reaching areas all over Lebanon including most of the Palestinian camps and gatherings.

ii. Vocational Training: The NGO provides financial assistance and works with institutions to develop programs that educate and give people the skills needed in local industries. This includes programs in nursing, information technology, tourism, and other professional and technical skills.

iii. Delivering Medicine and Health Care Supplies: The NGO delivers millions of dollars of donated health care supplies and medicine to Lebanese and Palestinian health care providers. The program also raises awareness about the rational use of medicine and trains health and social workers involved in dispensation of medicine.

iv. Eco Projects: The NGO is working with farming families in Lebanon who operate on a small scale and depend on agriculture as their sole income. The 2006 war in Lebanon damaged to their production capacity and farmers were facing high production costs. By distributing more than 6,000 trees throughout the war-torn Upper Baalbeck and Hasbaya
areas of Lebanon, The NGO is helping farmers raise their income level through cultivating high-value crops such as almonds, plums, cherries, peaches, pomegranates, apples, pears and olives (The NGO website, 2012).

2.3.2 Enhancing Non-Formal Education Project Overview

a. Context

The prolonged displacement of residents from North Lebanon camps, and the slow reconstruction process after its complete destruction in the summer of 2007, has resulted in an acute humanitarian crisis. This situation has added more challenges to Palestinian youth that already faced a daunting set of difficulties and restrictions, both official and unofficial, constraining their ability to build active and successful lives. Educational problems exacerbated by under-employment were major problems among the youth. The educational system has not been able to prepare them for meaningful and rewarding livelihoods and the increasing learning difficulties of the youth has left the doors open to a high level of dropout and delinquency.

The NGO has supported many community-based organisations offering VT and learning support to dropouts and youth with learning difficulties. During the pilot project (Phase 1), the NGO identified the need both to continue to build the capacity of its local partners, and to integrate sports in its intervention in Phase 2 of the project. It was taken for granted that youth who participated in sports activities performed better in their formal classes, showed greater degrees of positive life skills, and had a lower likelihood of dropping out of school. Furthermore, these activities allowed youth to have recreation and counter-balance the negative environment in which they lived. Nevertheless, practical opportunities to gain these skills informally were scarce, either due to the lack of resources of local NGOs offering educational and social services, or due to several other operational constraints. Many sports clubs existed in North Lebanon camps, but they were mostly not well organised and lacked basic training, facilities, and equipment. Most of them focused on football for boys with little attention to activities which girls wanted and could do, as well as to activities for youth with disabilities. Furthermore, when these activities were implemented, they were often delivered without sufficient planning regarding the ‘soft skills’ and ‘life skills’ to be taught and were often only recreational.
b. Technical Situation

The NGO has been working with the Donors to fund Phase 1 of the project since 2010. The main goal of the program was to contribute to the enhancement of non-formal education of the youth in North Lebanon camps. The project was supporting local partners in strengthening their capacity in the provision of (VT) by providing after-school lessons. The project promoted active learning, where major actions revolved around capacity building, equipment provision, small infrastructure projects, financial support of activities, and improvement of linkages to the labour market. The plan under Phase 2 of the project was to work on enhancing sports opportunities and promoting sports as means for the personal development of young people. The project envisioned working to strengthen partner organisations’ abilities to put on sports programs that have built-in curriculum to support youth achievement. The project utilised sports as a cross-cutting strategy in Phase 2 of the project’s activities, and intervention addressed sports clubs, VT providers, developing the capacity of existing sports providers, and potentially introducing new sports activities. The NGO has already rehabilitated a mini-football playground in North Lebanon camps, the only space available in the new camp. It has also conducted a survey about sports clubs in North Lebanon camps which provided a general overview about the capacity of the sports clubs. Special attention was given to playing sports more inclusive to girls.

c. Purpose

The main purpose was to conduct an assessment and project planning exercise to incorporate sports with an education and development component into Phase 2 of the project in a manner that contributes to improving the educational objectives within the project, especially for vocational and remedial education activities.

d. Business Situation

In Phase 2 of the VT project for Palestinian refugee youth in North Lebanon camps, The NGO sought to enhance non-formal education in Lebanon and was seeking the assistance of Sports Development Expert(s) to support its project team in a rapid assessment of sports in the camps. The outcome of this assessment guided the development of a project that aimed to promote personal growth of young people in the two camps. The intervention addressed sports clubs, VT and youth education community-based organisations.
e. Selection Criteria

The targeted NGO and the targeted project met the objectives of the research. First, the aim of the research was to undertake an in-depth study about PM processes through studying an existing, representative, and repeated aid/development project executed by a local Lebanese NGO or foreign NGO with a local representative office in Lebanon. In Phase 1 of the project, The NGO’s focus was to enhance and support VT for Lebanese and Palestinian youth living in marginalised communities in Lebanon. Second, the targeted project was a pilot project conducted recently and was at its closing stages at the beginning of this research. As agreed with The NGO before the start-up of Phase 2 of the project, the project was repeated for the second time following the adaptation of PMBOK processes, or part of it. This was a great opportunity to compare the impact of PM processes on the project success by comparing the results achieved by applying the PM processes during Phase 1 of the project, with those results achieved in Phase 2 of the project after applying the adaptated PMBOK processes. In this way, the objectives of the research were achieved. Last, The NGO got used to apply the LFA in managing the targeted project and this was a great opportunity to discover the pitfalls and gaps that were described in some articles about its inflexibility, complexity, and difficulty in integrating it with PM tools (Sartorius, 1996). It was also a great opportunity to compare its PM processes to those of PMBOK and to improve the targeted project’s PM processes by applying those of PMBOK, or part of it.

2.4 Doctor of Philosophy (PhD) Research Context

This research is part of a professional PhD in PM which focuses on the interaction of coursework and a real case (in the form of on-field action research). From this interaction, the research idea, the research aims, and objectives were developed.

2.4.1 This Research Context

The research context briefly explained the initial research proposition and research questions and provided the framework for the chosen research methodology.

This research was predicated upon three propositions:
i. Traditional PM tools and processes (the PM approach as proposed by the PMBOK Guide) are poorly applied, within a ME context, to the delivery of aid/development projects of the kind to be studied; and

ii. A traditional PM approach can be adapted to enhance the delivery of aid/development projects of the kind to be studied.

iii. Effective strategies could be developed to encourage continuous improvement in such projects, provided that effective organisational learning and (KM) principles were applied to ensure that lessons learned were effectively passed on from one project to the other.

The key research question applied through this research was:

Does following and applying PMBOK processes increase the degree of NGOs’ aid/development project success?

This research mainly consisted of an exploratory study in Phase 1, coupled with action learning in Phase 2, with a final validation phase through workshops and peer reviews done by the project experts in this type of project. Phase 2 involved an action learning approach with the researcher participating as a mentor, guide and advisor on a similar project to that studied in Phase 1 by drawing upon lessons learned. A mixed methods research approach was followed. Phase 1 used a case study approach and Phase 2 followed an ethnographic action research approach which was based on a range of grounded and relevant facts, observations, understandings, perceptions, and interpretations. This followed an exploratory and grounded research approach that sought to identify the relative perception of success from the perspective of the stakeholders.

This research aimed to contribute understanding of the processes in managing NGOs’ aid/development projects by analysing the sustainable processes an NGO should follow to maintain the success of their aid/development project.

**2.4.2 My PhD Journey**

My PhD journey at RMIT University increased my knowledge, enlightened my research track, led me to my research topic, and helped me generating the ideas for my research. During my PhD journey, I took several useful and necessary PM courses which helped me in shaping my research guidelines and road map.
I learnt from the PM KM course how I can leverage tacit and explicit knowledge to shape and influence the success of a project and how to effectively use information communication technology (ICT) to develop, share, archive, retrieve, communicate, and transfer information to help people in their KM activities. These aspects were important and relevant to my research topic since managing the NGO aid/development project was repeated following PMBOK processes using the information from the pilot project, which had been executed for the first time by the NGO following the Logframe. A paper, titled ‘KM Process from Creation, Sharing till Transfer of Knowledge between Engineering and Procurement Departments and the Role of Tacit and Explicit Knowledge in a Construction Company’, was successfully submitted to the University as part of the PM KM Reflective Learning course requirements. The results from that work proved that as long as employees who were involved in bid preparation provided accurate data, and met bid deadlines, the likelihood of getting a project award increased. Moreover, the use of the automation/ERP system allowed employees involved in bid preparation to share and transfer knowledge following a reliable process, to use accurate data, to expedite the process, and to be ready within a reasonable period to submit the full bid package and meet deadlines.

From the PM leadership course, I learnt about the types of leadership, the impact of the leadership style on the project success or failure, and the competencies needed by PM leaders to make their projects successful. These aspects of leadership were important and relevant to my research topic since my research tackled the factors that affect project success, in addition to the PM processes. For this purpose, a paper titled ‘The Project Manager’s Leadership Style and the Effects of Leader’s Skills and Attributes on Subordinates’ work Attitude and Performance as a Success/Failure Factor of Projects’, was successfully submitted to the University as part of the PM Leadership Reflective learning course. The results proved that leaders should not always use one specific leadership style. They should change their leadership styles from time to time based on the type of project and other variables. Therefore, one leadership style might lead to either success or failure depending on team members and other circumstances.

Furthermore, I learnt from the PM Ethics and Procurement course the procurement options which are open to project managers to add value to stakeholders. The application of ethics to procurement provides the ethical framework in delivering PM value. These aspects of PM
ethics and procurement were important and relevant to my research topic since procurement processes were applied during the action research stage while applying the PMBOK processes. For this purpose, a paper titled ‘The Ethical Aspects in Procurement Practices and the Role of Setting Procurement Processes in Preventing Unethical Issues in a Construction Industry’, was successfully submitted to the University as part of the PM Procurement and Ethics Reflective Learning course. The results proved that some employees did not consider all listed procurement practices as unethical practices. In their opinions, some were ethical and some were not, so there was no consensus. The selections of the employees about the suitable prevention action, plan, policy process or rule they thought proper and appropriate to avoid the occurrence of unethical practices were also not constant. Selections differed from one employee to another due to the difference in their personalities, positions, skills, and behaviors.

2.5 Chapter Summary

From the brief given in this chapter about the Lebanese NGOs and how they are founded and organised, and how they work and manage projects in the capacity building sector, it was realised that most local NGOs have gaps in their PM processes and need improvement. Although the LFA has certain positive aspects, it has not been improved for a long time and it was vulnerable to criticism. Better PM practices can help minimise PM gaps, and strengthen NGOs’ project planning and execution so that they are more effective and project performance is improved.

The second section of this chapter provided an overview of the history of NGOs in Lebanon, their types, their classifications, their objectives, their legal framework, and the process of NGO establishment. A brief overview was also given on the capacity building sector’s status in Lebanon, showing the relevance to the type of the targeted project in this research.

The third section outlined The NGO’s context, its profile, and its support to local organisations, and to the Lebanese and the Palestinian communities in Lebanon through aid/development projects. This section included a brief about the targeted project, its context, its purpose, its business situation, and what enhancement was needed.
The fourth section summarised the research context and its propositions, and the personal knowledge and experience the researcher had in PM. It also included the PhD courses taken, and the papers submitted to RMIT during the PhD journey.

It was recognized from the pilot project findings that the project needed enhanced PM processes to improve its efficiency and effectiveness, and to address its challenges.

It is concluded that project outcomes relied on several factors which avoided PM gaps and increased the project’s likelihood of success. Those factors were: the targeted NGO’s capabilities; the PM team members’ experience gained in implementing the project; the lessons learned from its execution for the first time (Phase1); the researcher’s experience in PM; and the application of PMBOK processes.
Chapter 3 – The Literature Review

3.1 Introduction

The purpose of this chapter is to provide an overview of the main PM approaches applied by profitable business projects and by not-for-profit/NGO projects evident in the literature. The review explores PM in both sectors including the history of different PM approaches, their applications, processes, tools and techniques.

This is followed by a comparison between project success and PM success through identifying the difference between project success factors and project success indicators. It includes a brief description of success for NGO projects and how it is measured. The chapter focuses on the Logframe and its limitations and the gap addressed in this PM tool.

3.2 Project Management Approaches

There are many PM approaches applied by various companies around the world. The top worldwide and main applied PM approaches are described in this section.

3.2.1 Project Management Institute (PMBOK)

The PMI has developed the widely recognized guide known as the PMBOK (PMI, 2008). PMBOK incorporates applied knowledge, skills, tools, and techniques, which are considered as best practices in PM. It includes other areas essential to PM, such as the application of area knowledge, standards, and regulations, the project environment, general management knowledge and skills, and interpersonal skills.

PMBOK consists of five processes recognized as PM process groups. The Cooke-Davies (2002); (PMI, 2008) guide declared that applying these processes, in addition to skills, tools and techniques, has a significant impact on the success of projects. These process groups are defined as follows:

i. The Initiating Process Group;
ii. The Planning Process Group;
iii. The Executing Process Group;
iv. The Monitoring and Controlling Process Group; and

The five process groups apply nine knowledge areas through a matrix that maps them onto the knowledge areas. Appendix 2 contains mapping of the PM processes to the PM process group and the knowledge areas (PMI, 2008).

Steinfort (2017) argues that the application of PMBOK differs in its application from one organisation to another but the standard application of the PMBOK is not yet applied on PM methods of aid/development projects. Steinfort (2017) states that this is because the NGO industry has different PM methodologies to that of PMBOK. Moreover, PMBOK as known as standard PM tools and methods are not suitable to manage aid/development projects (Khang & Moe, 2008).

3.2.2 Association for Project Management – BOK

The International Project Management Association (IPMA), founded in Europe in 1965, is made up of 30 PM associations with around 20,000 members. The largest association of IPMA was the Association for Project Management (APM) which was founded in the United Kingdom (UK) in 1972 with more than 13,500 members (Boyce, 2010).

The development of APM body of knowledge by APM was an independent knowledge standard which took a different perspective compared to other PM approaches in terms of what was considered relevant and how this information was conveyed (Crawford & Pollack, 2008).

The APM considered the application of PM throughout the lifecycle of the project. PM was described by APM as the discipline for successfully managing projects which involved achieving project objectives safely, effectively, and within agreed time, cost, quality, and other performance criteria (Willis, 1995).

The APM Body of Knowledge (BOK) was divided into four major categories that included 40 PM processes. These four categories are:

i. Project management;
ii. Organizational Issues;
iii. Tools and Techniques; and
iv. General Management.

Willis (1995) argued that although the APM BOK covered all PM aspects, it still contained a few irregularities. Figure 3.1 identifies the major categories defined in the APM BOK (3rd Edition).

![Figure 3.1 Elements of APM (BOK) (Willis 1995)](image)

Morris, Jamieson, and Shepherd (2006) discussed the APM body of knowledge that was considered necessary for professionals based on the success and failure of research that led to the management of the project’s paradigm. Table 3.1 shows APM’s latest approach to PM.
3.2.3 Projects IN Controlled Environment 2 (PRINCE2)

PRINCE is the abbreviation of PRojects IN Controlled Environments. It is considered a well-structured PM approach developed by the UK Office of Government Commerce. It is suitable for many projects and aims to provide a flexible and adaptable approach (Commerce, 2009). PRINCE2 is recognised now as a de facto PM standard (Commerce, 2009). PRINCE2 originally aimed to manage public sector projects, but it served the private sector too (Fox, 2007). The PM process in PRINCE2 is divided into the following four stages (Portman, 2009):

i. Pre-project;
ii. Initiation;
iii. Continuation; and
iv. Closing Stage.

The model divides these stages into seven main processes and three main sections. Figure 3.2 illustrates the model.
There are different themes in PRINCE2 used by project managers as tools to organise and direct the execution of the processes. These are:

i. Business Case (why);
ii. Organization (who);
iii. Planning (where, how, when and how much);
iv. Controls;
v. Configuration management;
vi. Risk management (what if);
vii. Quality; and
viii. Change management.

PRINCE2 project management includes “the planning, monitoring and control of all aspects of the project to achieve the project objectives on time and to the specified cost, quality and performance” (Commerce, 2009, p. 4).

The PRINCE2 approach is a single unified closed methodology applied by closed organisations. It starts by developing the initial product breakdown structure then identifies the corresponding network scheduler. PRINCE2 can be customised for different projects (Portman, 2009).
3.2.4 Project and Program Management for Enterprise Innovation (P2M)

Project and Program Management for Enterprise Innovation (P2M) is considered a new PM paradigm and framework developed by the Engineering Advancement Association (Ohara, 2005) in 2002 (Crawford & Pollack, 2008). It is applied by 250 engineering and project based Japanese companies (Bredillet, 2007).

The P2M approach consists of three models: “concept development (Scheme model), implementation (System model), and operation (Service model); it generates diversified, creative and synergistic business models” (Bredillet, 2007, p. 5). The P2M framework is an approach based on a mission, insightful thinking, and problem solving that allows the integration of multidisciplinary knowledge and methodologies (Bredillet, 2007).

Ohara (2005) identified the scheme model as a conception plan to develop a mission into multiple scenarios. A scheme report concerning the feasibility is a deliverable. The system model is a method that pursues optimisation with project engineering techniques and focuses on control using the phase approach. It divides work process by the time axis and by the work breakdown concept. Also, Ohara (2005) identified the service model as a completed system that functions to generate potential value in a program or a project. Figure 3.3 illustrates these three models (Ali, 2010).

![Domain of P2M](image)

Figure 3.3: Domain of P2M (Ali, 2010, p. 37)

Ohara (2005) explained that the P2M approach is made up of four steps as follows:

i. The first step: it describes how to make a first step as a mission-achievement professional.
ii. The second step explains the basic definition and framework of PM.

iii. The third step introduces program management that organically combines multiple projects.

iv. The fourth step offers 11 domains of PM that are used in a stand-alone or combined manner for individual tasks and challenges of project and program management.

3.3 Project Management Approaches for NGO Projects

Many countries are suffering from poverty, poor infrastructure and lack of resources, low educational levels and poor medical services. They need a lot of support, most of which is provided via aid/development projects delivered by non-governmental organisations (Diwallo & Thuillier, 2005). These aid/development projects aim to improve people’s living conditions in emerging countries. The objectives of these projects differ from other types of projects that are profit-based. The difference is due to their social, not-for-profit nature and the intangibility of the developmental results (Khang & Moe, 2008). Youker (2003) suggested that the approach to the implementation of these projects must also be different from other PM approaches. However, limited attention has been given to this need. Steinfort (2010) declared that there are PM methods that are significantly more developed for third world locations through the development sector and agencies.

These methods fall under the LFA, known as Logframe (Baccarini, 1999; Earle, 2003; Gasper, 2000), which was developed in 1969. There are various PM methods and processes, but the most famous and applicable approaches by most aid/development projects are the Logframe Approach and Project Cycle Management. The Logical Framework is the most widely known approach (Biggs & Smith, 2003).

3.3.1 Project Cycle Management

Project Cycle Management (PCM) was introduced by Baum in 1970 as an approach for international development projects (Baum, 1970). The approach was developed to serve aid/development projects by offering well-structured efficient techniques that focused on the project’s objectives and allowed people to work together while bringing into focus the project’s objectives. PCM consists of a number of progressive phases “that lead from
identification of needs and objectives, through planning and implementation of activities to address these needs and objectives, to assessment of the outcomes” (Biggs & Smith, 2003, p. 1743).

Baum (1970) introduced five phases to PCM and after eight years, he outlined “six progressive phases i.e. identification, preparation, appraisal, negotiation, implementation and supervision, and evaluation” (Baum, 1978, p. 4).

His aim was to define project activities while focusing on developing objectives and issues. Then, the project cycle was used to manage and evaluate aid/development projects, and the project-cycle management framework “became a standard practice for aid/development agencies to organize their activities” (Biggs & Smith, 2003, p. 1743). Landoni and Corti (2011) noted that the project cycle approach was adopted by many development agencies after introducing many changes to the initial approach.

3.3.2 The Logical Framework Approach

a. History of the Logframe Approach

The LFA was originated in 1969 by Fry Associates and Practical Concepts Inc., two US-based consulting firms, at the request of the United States Agency for International Development (USAID) (Solem, 1987). It was adopted by many organisations, such as USAID in 1971, and extended to all types of foreign assistance projects in 1974 (MacArthur, 1993). The Canadian International Development Agency started using it a few years later (MacArthur, 1993). The Department for International Development adopted it in 1985 with differences in the headings for the rows and the columns. The Food and Agricultural Organization used it, with the addition of one more row called ‘activities’. It was also adopted by most of the United Nations’ development agencies (for example, International Fund for Agricultural Development, United Nations Development Programme). In 1983, the Logical Framework was modified by the German aid agency Gesellschaft für Technische Zusammenarbeit (GTZ) which developed an extended version, the Ziel Orientierte Projekt Planung (ZOPP) (Helming & Göbel, 1997). The ZOPP provided a more systematic, participatory, and complete process to draw the matrix (Gasper, 1999); International Fund for Agricultural Development (IFAD, 2001); (Nakabayashi, 2000). Many other agencies, such as the Norwegian Agency for Development Cooperation (NORAD, 1999), Danish
International Development Assistance (DANIDA, 1996) and the Swedish International Development Cooperation Agency (SIDA, 1996) incorporated the ZOPP approach into their project planning and management procedures. Many versions of the Logical Framework were developed and under various terms, but it ended up with a matrix that broke down a project into its component parts to facilitate its management (Cracknell, 2000).

b. **Logframe Approach Overview**

The Logframe Approach (LFA) is a 4x4 matrix that measures the achievement of project objectives by summarising goals, activities, and indicators (Gasper, 2000) and (Coleman, 1987).

Many donor agencies considered the LFA as a pre-requisite for planning and an appraisal tool for funding an aid/development project (AusAID, 2000). Project managers cannot use any other PM tools because it is part of the obligation from Donors to deal with the PM approach they impose as a condition of financing such projects (Brière, Proulz, Flores, & Laporte, 2015).

In addition to promoting the LFA as a planning and appraisal tool, it is considered as a framework for defining, monitoring, and evaluating systems to support PM (AusAID, 2000; Cracknell, 2000).

Steinfort (2010) stated that the Logframe method essentially defines a goal by the statement of outcome(s) and then listing the outputs or deliverables and how these outcomes will be measured. It is outlined as follows:

i. **Goal**;

ii. **Outcomes/Benefits**;

iii. **Outputs – Deliverables**; and

iv. **Activities**.

The Logframe process works ‘top down’, ‘bottom up’, or at any level, and at the level of competence, comprehension, and commitment through organisations at project or program levels that made for a solution of theory and practice. Under the Logframe approach, the objectives are defined by outcomes to be measured by deliverable activities in the project plan (Steinfort, 2010).
The logical framework is a linear model that assumes causal relationships among inputs, outputs, objectives, and activities. “It uses a matrix containing:

i. a hierarchy of objectives for a specific project or intervention;
ii. indicators as to whether objectives are achieved;
iii. targets and sources of information for each objective level;
iv. a set of assumptions concerning the pre-conditions for the desired project or intervention to succeed” (Gasper, 1999, p. 75).

Furthermore, the Logical Framework is a blueprint that is used as a planning tool where project funding is based. It is used to monitor and evaluate performance. It is a communication tool that can be used to simplify messages. It can also be used as a checklist of activities and outputs, and as a scheduling tool (CIDA, 2002).

According to Crawford and Pollack (2008), LFA has become the international standard for PM knowledge, although it was mainly developed for North America (Muriithi & Crawford, 2003). The Logframe Approach summarises the reasons behind the project, its aim, expected outcomes, and assumptions. The approach has proved its effectiveness in many cases, specifically as a design and evaluation tool. However, “it contains few pitfalls that make it hard to use with today’s PM framework or to integrate it with other PM tools” (Couillard et al., 2009, p. 31).

c. Limitations of the Logframe Approach

Although the Logframe Approach has been used by donor agencies and proved its strength through implementation by numerous aid/development projects, playing a major role in defining the frameworks of these projects (AusAID, 2000; Cracknell, 2000); it suffers from four main issues: the absence of a time dimension; the inappropriateness of assigning efficiency level Objectively Verifiable Indicators (OVIs); the inadequacy of the Means of Verification (MOV) column, and the static nature of the Logframe.

The Logframe Approach needs to be integrated with other PM tools into one framework. This eases the modification of the Logframe matrix and facilitates other management functions before starting the design phase (Crawford & Bryce, 2003). However, most of the tools that were found useful in other PM approaches were not effective in the Logframe.
Approach tools which were more sophisticated and less diffused. Golini, Malchschmidt, and Landoni (2015) conducted a survey to study the application of PM tools in NGO development projects in which they related the adoption of PM tools and techniques to the performance achieved. Golini et al. (2015) concluded that there is a progressive adoption of PM tools, starting from the Logical Framework and moving toward more sophisticated tools. They found that good project performance could be achieved with a basic set of tools and techniques through which projects can improve the long-term impact on the recipients. However, they discovered that some tools and techniques were neglected due to their complexity, such as the critical path method, issue log, or earned value management system.

The LFA faced much criticism, mainly on its application as a development tool. It was found to be too rigid and mechanistic, and unable to reflect the complexity of development projects (Gasper, 1999). It is an inflexible, complex tool, with a non-participatory view of the development process. Its linear, overly-structured nature assumes causal relations which may not reflect reality (Gasper, 1999, 2000). It has lack of stakeholder involvement and it is difficult to integrate with other PM tools (Couillard et al., 2009). In addition, it uses terms that are considered confusing.

Moreover, a little more recently (Jackson, 1997, p. 4) cited “four weaknesses of the approach:

i. It frequently produces poor results because any initial negative focus pervades the rest of the Logframe process.

ii. It is often rigid in both its development and its practice, which can inhibit and suppress innovative thinking and adaptive management.

iii. It is often developed after the project has been designed, rather than being used as the basis for design.

iv. It is not suitable for monitoring unintended consequences”.

3.3.3 Discussion

Golini et al. (2016, p. 2) argues that “PCM and LFA are extensively adopted by NGOs compared with other standard methodologies e.g. PMBOK Guide”. Both, the Project Cycle Management and the Logical Framework are incorporated into the project planning, monitoring and appraisal processes throughout the entire life cycle (Khang & Moe, 2008). The logframe as a tool has been developed within PCM (Biggs & Smith, 2003). The logframe
is also considered a stand-alone tool (Couillard et al., 2009). However, both methodologies have a lack of standards in the management of aid/development projects (Golini et al., 2016). Also, both have lack of integration with other PM methodologies because cannot replace traditional PM tool such the work breakdown structure (WBS) (Golini et al., 2016). Therefore, some recommendations declared for further improvements for PCM and the LFA (Couillard et al., 2009; Gasper, 2000).

### 3.4 Project Success and Project Management Success

At the personal level, some individuals look for achievements in their lives by attaining high level positions with high salaries. Others look to achieve high levels in their education, while others aim to achieve high profits in their businesses. Success differs from one person to another, depending on the aim she or he wants to achieve in their life, and under certain circumstances, depending on the resources they have and on the culture surrounding them. As well, success factors of a project differ from one project to another. Christenson and Walker (2008) investigated the outcome of a project and concluded that there are many factors that have impact on project performance and increase the chances of its success such as performance goals, lessons learned, planning actions and the development of project objectives. However, at the institutional level, companies’ main objectives are to achieve growth, high revenues and profits, and to expand their businesses. Organisations attain their success by the success of their projects. The success of their projects is based on different factors. Before identifying the success criteria of projects, it is necessary to differentiate between project success and PM success, and between success criteria and success factors. Cooke-Davies (2002) stated that project success is measured by achieving all objectives of the project, while PM success is measured based on the project performance related to time, cost, and quality. Cooke-Davies (2002) also added success criteria by which success or failure of a project or business is judged. Success factors are management system inputs that lead to the success of the project either directly or indirectly. McLeod, Doolin, and MacDonnell (2012) compared the difference between project success and PM success and measured project success based on project objectives and PM success based on cost, time and quality.
A project might be considered successful despite its poor applied PM practices, and if a company possesses well-defined, clear and advanced PM practices, this does not mean the project success is guaranteed. Mir and Pinnington (2014) argued that the development of PM processes, tools and techniques improve project success. To define project outcomes, project managers today face the challenge of developing effective management tools and processes. Although PM would be considered a project success factor, it also might lead to project failure if the PM approach adopted is considered ineffective. Ika and Hodgson (2014) argued that PM approaches for development projects could be ineffective and might lead to a failure to consider important conditions that might influence project planning, implementation, and evaluation.

3.4.1 Project Success Factors and Project Success Criteria

Crawford (2000) highlighted two major concerns regarding PM: how project success is measured and identified as success criteria, and the factors that contribute to success and identified as success factors.

a. Critical Success Factors

The leading American Quality Standard Award (Jacobsen, 2013) identified a list of seven success factors:

i. Leadership;
ii. Customer focus;
iii. Strategic planning;
iv. Analysis and KM;
v. Workforce focus;
vi. Operations focus; and
vii. Results.

Different project stakeholders perceive project success differently. They evaluate the success of a project based on the achievement of its objectives. Müller and Jugdev (2012) viewed success as the achievement of a particular combination of objectives while (PMI, 2008) relates the success of a project to the balancing between project time, budget and quality. Each project has its own success factors determined by the project manager and his or her
team at project initiation. These are considered the internal success factors. There are other external success factors. Ika, Diallo, and Thuillier (2012) grouped external project success factors into seven groups which are political, legal, economic, environmental, social, physical and cultural.

Turner and Müller (2005) reviewed the literature about the relation between leadership and project success and concluded that the role of a leader and his or her competences are rarely considered as critical project success factors. Brière et al. (2015) stated that although there are many studies conducted on the competencies of project managers for the private sector, very few studies address the NGO sector. They stated that development of projects require specific competencies from project managers such as technical skills, management skills, and interpersonal skills.

Leadership is very important for the success of any project. Although its presence does not ensure the success of the project, its absence might negatively affect the performance of the project and might even lead to failure. Differences in leadership style vary from one project manager to another. This does not mean all leadership styles necessarily have positive effects on the success of projects. Aga, Noorderhaven, and Vallejo (2016) emphasised that within the context of development projects. Transformational leadership has both direct and indirect influences on project success. In addition, they showed that team-building is a critical project success factor that plays a mediating role in the relationship between transformational leadership effective but has less attention in the role of project success. However, it is concluded that project leadership is an important factor influencing the success of organisations. In addition, contingent reward to employees has a positive significant effect on project success.

Cooke-Davies (2002, pp. 186-189) described “12 success factors:

i. Adequacy of company-wide education on the concepts of risk management;
ii. Maturity of an organisation’s processes for assigning ownership of risks;
iii. Adequacy with which a visible risk register is maintained;
iv. Adequacy of an up-to-date risk management plan;
v. Adequacy of documentation of organisational responsibilities on the project;”
vi. Keeping project (or project stage duration) as far below three years as possible (one year is better);
vii. Allowing changes to scope only through a mature scope change control process;
viii. Maintain the integrity of the performance measurement baseline;
ix. The existence of an effective benefits delivery and management process that involves
   the mutual co-operation of PM and line management functions;
x. Portfolio and program management practices that allow the enterprise to fully resource
   a suite of projects that are thoughtfully and dynamically matched to the corporate
   strategy and business objectives;
xi. A suite of project, program, and portfolio metrics that provides direct ‘line of sight’
   feedback on current project performance, and anticipated future success, so that project,
   portfolio, and corporate decisions can be aligned; and
xii. An effective means of ‘learning from experience’ on projects, that combines explicit
   knowledge with tacit knowledge in a way that encourages people to learn and to embed
   that learning into continuous improvement of PM processes and practices.
xiii. Project success needs to be identified from the perspective of the project team members
   and other involved stakeholders based on different external and internal factors that
   differ from one company to another and from one project to another.

b. Project Success Criteria

According to Pinto and Mantel (1990b), project success could be measured using three
different criteria:

i. the efficiency of the implementation process, including staying on budget and schedule,
   achieving technical goals, and maintaining healthy working relationships;
ii. the quality of the project as perceived by the stakeholders; and
iii. an external performance indicator of the project and its team in addition to client
   satisfaction.

To give a more comprehensive picture of the outcomes of a project, Andersen and Jessen
(2000) divided success criteria into ten elements. These dimensions include quality, time,
and budget, in addition to how useful the products are to the base organisation, what the
results mean to all stakeholders, what is learned, how motivated team members are to do
future work, how much knowledge they acquire, how the final report is prepared, and how
the project ends (Andersen & Jessen, 2000).
Müller and Turner (2007) stated that project success criteria vary from one project to another based on the project size, uniqueness and complexity. Project success criteria differs based on the organisational objectives they need to achieve, on the way they want to measure the success of their projects, and on what criteria they consider their project successful. Criteria for measuring project success differs from one project to another due to differences in project size, uniqueness and complexity (Müller & Turner, 2007). However, Ika et al. (2010, p. 78) argued that “there is no significant correlation between project planning efforts, project success, and project success criteria”.

c. Discussion

There are no standard project success factors for all projects and it is very difficult to define a general checklist of project success factors for all projects since success factors differ from one project to another and from one organization to another (Westerveld, 2003b). Different project stakeholders perceive project success differently. De Wit (1988) defines project success by measuring the overall objectives of the projects. Achieving growth, high revenues and profits are considered the main objective to achieve success of for-profit organization projects while success for NGO’s aid/development projects is to achieve a humanitarian goal, help people to develop communities and not to only to make profit. However, achieving the objectives of the projects cannot be recognized until the end of the project (Cooke-Davies, 2002). Müller and Jugdev (2012) viewed success as the achievement of a particular combination of objectives while (PMI, 2008) relates the success of a project to the balancing between project time, budget and quality but this balancing was considered by some authors as a narrow view for the success of projects and requires to be linked to the success criteria of the project (Westerveld, 2003a). Project success criteria is the set of principles or standards used to determine project success (Ika et al., 2010; Jugdev & Muller, 2005). For aid/development projects and as per Cooke-Davies (2002), project success refers to the PM success which is related to cost, schedule and quality, and to project success which is related to stakeholders’ satisfaction and the achievement of company strategic goals. Despite whether a project is for-profit or for non-profit and despite the difference of the for-profit or non-profit project’s objectives, the long and different lists of the identified success factors were mostly focused on how successful project implementation was, or the overall success of the project, rather than on factors relevant to
the various phases of the project (Hermano, Lopez-paredes, Martin-cruz, & Pajares, 2013; Ika et al., 2012).

3.4.2 Project Success vs. Project Management Success

It is important to differentiate between project success and PM success (Davis, 2014). Many authors mention the role of PM in the success of projects. Milosevic and Patanakul (2005) argue that greater success could be achieved by increasing the level of standardization. Montes-Guerra et al. (2015) argue that the adoption of PM practices is an important part in the success of the project and improvement could be achieved by increasing the use of methodologies, techniques and tools in the implementation procedures and that the use of PM tool can end with a positive impact on the performance of the project. In addition, they argue that the application of PM in the aid sector allows for a more lasting and sustainable development outcome. Some authors (Baccarini, 1999; Cooke-Davies, 2002) argue that it is important to divide the success into PM success which is usually measured in terms of time, cost and quality; and project success, which is measured by the achievement of company’s objectives. In this regard, and for the purpose of this research, success criteria was identified and considered as measures that the project will be judged by (Cooke-Davies, 2002) during the two phases of the project by measuring the difference between what was planned and results obtained (Toor & Ogunlana, 2008, 2010). A comparison was conducted between the achieved results of the two phases to measure by metrics the project performance (Kim & Huynh, 2008) and to evaluate if an improvement was achieved through the development and adoption of the PM processes, tools and techniques during the phase 2 of the project.

PM success is concerned with measuring success based on quality, time, and cost at the completion of the project. It includes abiding by budget constraints and the schedule, applying adequate quality standards, and achieving project goals. According to Gal and Hadas (2015), the factors which may cause the failure of a project are many, including: lack of knowledge sharing, lack of trust between project team members, lack of reward, lack of coordination between information flow and organisational processes, lack of decision making and lack of availability of information system.

Project success is based on evaluating whether the owner’s strategic organisational objectives and goals were met. It depends on how the key stakeholders and, mainly, the project owners, managers, and sponsor define the objectives they want to achieve. The
project is considered successful if the objectives are achieved as targeted at the end of the
project and as defined jointly with the project sponsor (Turner & Müller, 2003). Projects
have many stakeholders with different expectations. This may cause people to have
conflicting views of success, as each person will evaluate success differently (Shenhar, Dvir,
Levy, & Maltz, 2001). This conflict could be resolved by identifying common goals. What
are the measures that a project’s success is based on? CSFs are the input measures based on
pre-selected success outcomes that, if achieved as set, will lead to success (Cooke-Davies,
2002).

Montes-Guerra et al. (2015) considered that if tools and techniques are properly used, they
might lead to project success. Jugdev and Muller (2005) argued that project success and PM
success are interlinked, and that success is achieved if they are both combined. However, De
Wit (1988) and Nicholas (1989) argued that although effective PM can lead to project
success, it is unlikely to prevent failure. They also indicated that project success could exist
regardless of poor PM. It is suggested, then, that broader decisions initially selecting a
suitable project are more likely to affect the overall success of the project than the mere fact
of having PM techniques. Such techniques may help ensure a successful project
implementation; however, if the project fails it is unlikely that such techniques alone could
salvage it.

CSFs are essential in achieving project success. As well as PM processes, tools and
techniques could be considered as part of this success but at different levels compared to
other success factors. Belassi and Tukel (1996) developed a table in which they summarised
the main project success criteria. These criteria included PM, organisation, and culture within
these criteria.

Besner and Hobbs (2006) conducted a study of over 70 project tools and techniques and their
potential impact on project performance. They discovered that the software tools for task
scheduling, scope statements, requirements analysis, and lessons learned had high intrinsic
value, and extent of use had the potential for improving project performance.

3.4.3 Project Success of NGO Projects

Many NGOs are now required to develop their organizational systems, internal processes,
and tools and techniques to manage their projects. This can ensure performance quality and
effectiveness of their projects and might have a positive influence on the success of their aid/development projects.

The success factors of NGO projects differ from one organisation to another, and from one project to another, depending on the Donors’ objectives and the nature of the project, because success factors affect project success and enhance the ability of Donors and implementing NGOs to ensure desired outcomes. However, there are some common success factors despite the Donors’ objectives and the nature of the project. In the last three decades, profit-based projects and their success factors have received significant research interest (J. K. Pinto & Slevin, 1987, 1989). Less attention was given to NGO projects as well as to their practices, approaches, and management techniques due to their nature as not-for-profit projects, the complex relationships of the project stakeholders, and the intangibility of the developmental results.

Wallace (2000) pointed out that importing techniques from other business sectors could bring new ‘apolitical’ managerialism, which could compromise NGOs’ abilities to provide a critical voice and promote good development practice. Lewis (2003) argued that NGOs need to learn from mainstream management if they want to raise their level of effectiveness and live up to their new expectations.

The success factors identified were mostly focused on “how successful project implementation was, or the overall success of the project, rather than on factors relevant to the various phases of the project despite the importance of the success factors” (Hermano et al., 2013; Ika et al., 2012).

a. Success Factors for NGO Projects

Diallo and Thuillier (2005, p. 19) reported that “project success was influenced by seven groups of stakeholders: coordinators, task managers, supervisors, project team members, the steering committee, beneficiaries, and the population at large”. They also added criteria related to beneficiaries’ satisfaction with goods and services, documenting of goods and services, achieving project goals, completing the project within budget and on time, the existence of a high national profile, and good reputation as perceived by the principal Donors.
Success factors are grouped in three major categories:

i. Project manager and team members’ competency: White and Fortune (2002) stated that the need for a project manager and their team members to have relevant project experience. Diallo and Thuillier (2004) and Khang and Moe (2008) agreed that competencies of project managers are one of project success factors. After the recruiting stage is completed, adequate training for project managers and project team members is to be provided to enhance their competences and, as a result, enhance project performance.


iii. The enabling environment: an enabling environment provides ample support from stakeholders and management with compatible rules and regulation, adequate resources, and favourable conditions (Cleland & King, 1983; J. K. Pinto & Slevin, 1987). A project environment includes external factors such as agencies that fund or implement projects, government agencies, and target beneficiaries.

Having open communication builds trust among aid/development projects’ stakeholders, mainly the project sponsor, manager, and team members. This trust emerges through communication (Hosmer, 1995). Belassi and Tukel (1996) added factors related to advances in technology or nature as external environmental factors that affect project success.

Shenhar et al. (2001, p. 717) related four dimensions of success to four timeframes of expected results: “short term goal of project efficiency (meeting cost time goals), medium term goal of customer success (meeting technical specifications, and functional performance and solving customer’s problem), long term goal of business success (commercial success and gaining increased market share), and the long term goal of preparing for the future (developing new tools, techniques, products, markets, etc.)”.

Furthermore, Jugdev and Muller (2005) related some success factors to the organization’s external environment e.g. politics, economy, social, technological, nature, client, competition, and subcontractors.
The incorporation of sports into the NGO projects in this research has a positive impact on the performance of these organisations. This incorporation of sports activities is tested in their integration as a component in the program that The NGO took as a cross cutting program strategy to enhance the effectiveness of the project priorities and encourage youth to acquire additional skills and personal development, and increase their employment opportunities. Hayhurst (2006) and Frisby (2005) indicated that sport managers have re-oriented their organisations towards considering how sports can contribute to the betterment of society. Siivonen and Brunila (2014) stated that the demands of young people are accompanied by a notion of employability which is understood as a set of skills and characteristics that guarantee entry into the current highly competitive labour market.

b. Measuring NGO Project Success

To measure the success or failure of a project, Pinto and Mantel (1990a, p. 270) identified three aspects of project performance: “the implementation process, the perceived value of the project, and client satisfaction with the results”. Freeman and Beale (1992, p. 8) mentioned seven main criteria for assessing project success: “technical performance, efficiency of execution, managerial and organizational implications (including customer satisfaction), personal growth, and manufacturer’s ability and business performance”. The critical success/failure factors of aid/development projects and profitable projects, how to measure them, and the interactions among them, have a great impact on PM effectiveness (Belassi & Tukel, 1996). Baccarini (1999) used a hierarchy of project objectives which included goal, purpose, outputs and inputs. Gardiner and Stewart (2000) suggested using the concept of Net Present Value (NPV) to develop an ongoing monitoring tool for assessing project success.

For Donors, measuring success takes another shape based on an assumption that NGOs have to fulfil key stakeholders’ expectations and to achieve their organisational goals (Cutt & Murray, 2002). Accountability shows the NGOs and their stakeholders how well an organisation is doing; it also allows them to verify that the organisation is actually achieving its goals and fulfilling its purpose. NGOs also develop various formal and informal tools to sustain smooth stakeholder relationships, while dealing with on-going accountability demands (Ospina, Diaz, & O’Sullivan, 2002).
Ramage and Armstrong (2005) identified two categories that influence project success: rational/scientific and political/cultural. They stated that to understand rational/scientific factors, one needs to consider the political/cultural factors as well.

Evaluating project success by measuring the degree of success of each factor is not an easy task. Project performance is measured by metrics (Kim & Huynh, 2008), and the process is the establishment of goals, the choice of an improvement strategy through success factors, and the measurement for the difference between what is planned, and the results obtained from that planning (Ogunlana, 2008, 2010). Also, it depends on how the project’s stakeholders perceive the value of what was delivered. Khang and Moe (2008) argued that measuring the success of development projects could be highly subjective due to the intangibility of their objectives. To measure objective success, one should measure the success of project lifecycle phases by evaluating the quality of the end products and the achievement of the results intended for each of these phases. The final success report is the culmination of the success of all the previous phases. At the end of the project, project success could be evaluated by a different set of criteria that are essentially based on the impacts, sustainability and acceptance of project achievements by stakeholders. According to Díez-Silva, Pérez-Ezcurdia, Gimena Ramos, and Montes-Guerra (2011), a total of 22 categories from the literature can be extracted to measure performance in a project, preserving the usual three criteria (time, cost and quality), as well as customer satisfaction, scope, and effort, among others.

Mir and Pinnington (2014) argued that there is still a gap in measuring the relation between the PM and PM success and there is not yet enough clarity about the relationship between PM performance and project success. Although many researchers have identified CSF and their individual influence on project success, there is still a continuing need to identify factors that have positive impact on project success.

3.5 The Relevance of LFA to Aid/Development Projects

The LFA is considered an important component of NGOs’ aid/development projects and is considered a stand-alone tool (Couillard et al., 2009). As stated by (Crawford & Bryce, 2003) and by (Hummelbrunner, 2010) the LFA is a PM planning and evaluation and performance assessment tool that is widely used in international development organizations. Moreover,
the LFA becomes a methodology that is used to plan, monitor, and evaluate international development projects (Ortegón, 2005). It is also incorporated into the project planning, monitoring and appraisal processes (Khang & Moe, 2008). Due to its communicative aspect, the LFA becomes useful and provides a common language between the NGOs as aid recipients and funding organizations (Neu, Gomez, Graham, & Heincke, 2006). However, NGOs modify their own versions for their own use internally and outside the official reporting commitment with funding agencies. Due to its fluidity, the LFA is adaptable to the various control needs of the funding agencies through the integration of its various components. While the features of the Logframe allow for fluidity in its use, there is also a rigidity to it when spread and integrated with other management controls that permit it to be monitored and controlled at a distance. The LFA possesses some features that allow its users to transform it through the field of NGOs by extending its components into the NGO’s strategic plan, operating plan, and budget. These connections make the LFA a powerful device to introduce a way of thinking about the practice of international development (Law, 2004). Also, the LFA possesses certain features that explain its transformation and mobilization. It is an inscription that is fluid in shape and function (Law & Singleton, 2005). This notion of inscription shows “how the Logical Framework makes the project’s components visibly separate, allowing their recombination as another deployable inscription” (Czarniawska & Mouritsen, 2009, p. 172). In addition, the LFA’s features allow it to possess variable components. These features help the LFA to become powerful in developing conditions in the field of development and the accounting literature on the transformative and colonizing power of accounting technologies (Saravanamuthu & Tinker, 2003).

The LFA is developed throughout the field of NGOs allowing better the communication between different stakeholders. It also extends its components throughout NGOs’ management and accounting practices. Thus, the inscription becomes more powerful at the NGOs that operate (Neu et al., 2006).

The LFA provides the funding agencies with an ability and authority to control the project from a distance. It identifies the relationships between the NGOs’ aid/development projects through the LFA template that the NGOs are responsible of to submit to the funding agencies during a defined duration including strategic, operational and budgeting practices. This
template is used as a tool to identify problems, opportunities, objectives into a summary of the NGO’s aid/development project. When this template is filled up, the NGO includes it in the proposal submitted to the funding agency to get approval on it and then, it will be submitting to the funding agency regularly in the form of M&E reports. The LFA is characterized “by being material, mobile and combinable” (Justesen & Mouritsen, 2011, p. 177).

The LFA tool helps not only the NGOs’ aid/development projects but also those of governmental agencies in targeting the long-term identified objectives while keeping their social impact high (Golini & Landoni, 2014).

As Golini et al. (2016) state, LFA tool is designed for governmental agencies to manage aid/development projects are also adopted by NGOs. They also declared (2016) that more than 90% of the aid/development projects had adopted the LFA at least one project during the years 2008-2009. It would be important to standardize such methodologies so that an NGO can use the same approach for all its projects and Donors. At the same time, flexibility should be allowed because these tools can be further improved, and project managers should be free to adapt them up to their needs and to the specificities of each project (Golini et al., 2016).

Over the last decades, and from its foundation in 1969, the LFA has undergone lot of changes. Many versions have been developed by a range of institutions. Consequently, each institution has its own version and has considered it as a requirement for fund raising. NGOs have found themselves contractually obliged to use the version of the Logical Framework developed by the agency they are funded by. The LFA is not common among all aid/development agencies. Together with other management tools such as the strategic plan, operative plan, activity schedule, and the budget, the LFA is usually a required component of NGOs integrated system of PM tools. As a result, the funding agencies develop and implement various Logframe versions by adding and removing components then imposing their own version of the Logframe on NGOs. The NGOs in their turn adapt it by adding some components and integrating it to the NGO’s control system, particularly the strategic plan and the budget. Although the LFA is not an easy tool to adopt and use, it has been found to optimise the social impacts of aid/development projects (Golini et al., 2016).
The LFA has faced a lot of criticism and recent debates have focused on the limitations of NGOs’ PM methodologies seems to imply that the former are no longer common in NGO practice (Conlin & Stirrat, 2008).

The limitations of the LFA were mentioned under another section in this research but the main limitation was the lack of integration with other PM standards because the LFA is not a substitute for traditional PM tools, such as a WBS and the Gantt chart supporting a project’s operational management. However, despite such criticism, the LFA continues to be the most widely used monitoring tool for funding agencies, NGOs and for some of the biggest corporate sector funders in many countries. Even though one of the main limitation of the LFA is its integration with other PM standards, improvement and further development to LFA is necessary and possible (Golini et al., 2016). This is the focus of this research.

Golini and Landoni (2014) have studied the need for specific managerial approaches and tools for aid/development projects and showed that standard project management methodologies could be complemented by specific tools such as the LF to increase the likelihood that high social impact is the outcome of the project. They discovered that some of the tools have descriptions that are much shorter than those in the PMBOK Guide, while the PMBOK Guide does not include LFA and trees analyses and that PMBOK provides accurate descriptions of the project charter. They declared that PMBOK is a general project management guide, it lacks some specific tools such as the LF and references to the context of development projects. In addition, they stated that there is a promising area of development which is the integration of the different contributions so as to develop a more effective and adequate development project management methodology, which is the key condition for the effective monitoring and appraisal of such interventions. They confirmed that the PMBOK as a standard and specific project management tools and methodologies should be adopted by project managers of development projects. They observed that many challenges faced by aid/development projects correspond to the new challenges of business projects.

3.6 Chapter Summary

In the first part of this chapter, an overview of the main applied PM approaches for profitable businesses and NGO projects was presented. It provided a brief history of their foundations,
which organisations considered applying these PM approaches, and which adopted them and worked on their development. This included a brief about the knowledge, skills, processes tools and techniques applied in the PM approaches and what well placed practitioners said about them. Moreover, an evaluating on the application of each approach was presented, with criticism on the application of some in addition to the limitations of the LFA.

The application of PMBOK differs in its application from one organisation to another but the standard application of the PMBOK is not yet applied on PM methods of aid/development projects because the NGO industry has different PM methodologies to that of PMBOK. The LFA is a 4x4 matrix that measures the achievement of project objectives by summarizing goals, activities, and indicators. Many donor agencies considered the LFA as a pre-requisite for planning and an appraisal tool for funding an aid/development project. It is considered as a framework for defining, monitoring, and evaluating systems to support PM. Under the Logframe approach, the objectives are defined by outcomes to be measured by deliverable activities in the project plan. The PCM and LFA are extensively adopted by NGOs compared with other standard methodologies e.g. PMBOK Guide. Both, the PCM and LFA are incorporated into the project planning, monitoring and appraisal processes throughout the entire life cycle. The Logical Framework is considered a stand-alone tool but both methodologies have a lack of standards in the management of aid/development projects and both have lack of integration with other PM methodologies and therefore require further improvements.

The second part of the chapter provided a detailed description of the difference between project success and PM success. It also distinguished between success criteria and success factors and how these were identified from different points of view by different practitioners. This included identifying the success factors for NGO projects and the criteria used to measure them.

From the different literature listed in this chapter, it is obvious that there is no standard project success factors for all projects and it is very difficult to define a general checklist of project success factors for all projects and project stakeholders perceive project success differently. Achieving growth, high revenues and profits are considered the main objectives to achieve success of for-profit organization projects while success for NGO’s aid/development projects is to achieve a humanitarian goal, help people to develop
communities and not to only making profit. PMI relates the success of a project to the balancing between project time, budget and quality but some authors considered the success of project requires to be linked to the success criteria of the project. For aid/development projects, project success refers to the PM success which is related to cost, schedule and quality, and refers to project success which is related to stakeholders' satisfaction and the achievement of company strategic goals. Despite whether a project is for-profit or for non-profit and despite the difference of the for-profit or non-profit project’s objectives, the long and different lists of the identified success factors were mostly focused on how successful project implementation was, or the overall success of the project, rather than on factors relevant to the various phases of the project.
Chapter 4 – Research Methodology and Design

4.1 Introduction
This chapter explains the research methodology and design that was used to carry out this research. In this chapter, the most appropriate philosophical elements are presented, the ontology and epistemology as well as the research purpose and methodological approach. It is shown how they were applied within the context of this research and the given environment. The theoretical foundation of the research is also covered.

The chapter is structured as follows:

- Section 4.2 explains the epistemology of the research.
- Section 4.3 explains the ontology of the research.
- Section 4.4 introduces the research paradigm options and explains the reason behind the selected option.
- Section 4.5 explains the research purpose considered and justifies the selected option.
- Section 4.6 introduces the research approach options considered and justifies the selected approach.
- Section 4.7 introduces the research methodology options considered and justifies the selected methodology option and its application in this research.
- Section 4.8 describes the research methods of data collection and data analysis.
- Section 4.9 explains how the quality of the research was assured and validated.
- Section 4.10 presents the ethical considerations in this research.
- Section 4.11 provides a summary of the prior sections.

4.2 Epistemology of the Research
To assure that research findings would be valid and reliable, the research commenced with a design that had philosophical foundation derived from acknowledged research processes and data analysis. However, the knowledge claim element of epistemology (such as positivism/post-positivism or constructivism) does not alone determine if research should follow a qualitative or quantitative research design.

Epistemology is the study of criteria about how we know what constitutes scientific knowledge and what does not (Johnson & Duberley, 2000). The key epistemological
assumption is that knowledge advances as science advances, through the exposure of the falsification and the eradication of mistakes (Johnson & Duberley, 2000). Easterby-Smith, Thorpe, and Lowe (2002) described epistemology as the theory of knowledge and assumptions about what can be called knowledge rather than belief. It is the general set of assumptions that are concerned with the very basis of knowledge – its nature and forms, how it can be acquired, and how it is communicated to other human beings (Cohen, Manion, & Morrison, 2007). It is concerned with what constitutes acceptable knowledge in a field of study (Saunders, Lewis, & Thornhill, 2007). A variety of strategies of inquiry (Creswell, 2003) or research methodologies (Easterby-Smith, Thorpe, & Jackson, 2008), classified either under qualitative or quantitative research designs, could be mapped against positivist or constructivist epistemologies.

This research was not identified under an objectivist epistemological position because it did not unveil an objective truth and it was not about the process of meaning making. This research adopted neither a constructionist epistemological position nor a subjectivist epistemological position because the research was not done on different people who constructed different meanings for the same phenomenon, and the objective did not contribute to its meaning. Instead, in this research meaning was discovered and the process needed to be applied to secure the outcomes and results. Although positivism relies more on observation, data and statistical analysis, which were available in this research, positivism was an inappropriate epistemology because this research did not depend only on common knowledge. It depended on practices and experiences, as well as on some field and ground situations that project managers faced during project execution.

For action research, epistemology allows a creation of knowledge to be developed in a relation to the field of practice. In other words, knowledge and action are developed together (Hatchuel, 2005). Within its given context, this research adopted a paradigm using an epistemology of pragmatic action research because the research followed the epistemology of traditional PM deemed as the most workable meta-frame for this type of research as most widely defined (Steinfort, 2010). Following pragmatic epistemology, it enabled a process to be both understood and formed through different environments and contexts. Action research was able to address this in an overall frame, but may still need a depth of support in
philosophical and project practice in the theories of knowledge and the understanding could be drawn from this (Steinfot, 2010).

Therefore, it was likely best to start with the epistemology of pragmatic action research because at the end of the research, the researcher needed to apply what was learned of PMBOK processes that were practiced in the targeted aid/development NGO project. “Ultimately, a practice epistemology should be able to target learning outcomes that are specifically practice-based, in other words, that derive from learning within the practice” (Raelin, 2007, p. 508). The researcher then proceeded through the action research methodology to process the understanding of the problem. The proposed outcomes and the gaining of knowledge were attained through the reflection and evaluation of the actual outcomes from practice in the actual context and environment within which people would need to resolve solutions.

4.3 Ontology of the Research

Ontology is the way to explore the nature of the real world and has to address the question if the findings discovered are of quality with validity and reliability (Bryman & Bell, 2015). Ontology is a theory of the nature of social entities (Bryman & Bell, 2003). Ontology is a theory based on suggestions about the nature of a specific phenomenon (Lancaster, 2005). It is the way that the researcher perceives and understands the nature of the real world. Ontological assumptions are concerned with the very nature or essence of the social phenomena being investigated (Cohen et al., 2007). Ontology is about the nature of reality (Easterby-Smith et al., 2008) and a theory of the nature of social entities (Bryman & Bell, 2003).

The researcher has great interest in applying PMBOK processes within the context of a local NGO aid/development project, adapting these traditional PM processes, enhancing their performance, getting better outcomes, and applying the experience generated over a number of years.

From the researcher’s experience, significant time was spent applying the framework of the five process dimensions of PMBOK (that is, initiating, planning, executing, monitoring and controlling, and closing process groups) under which different types of knowledge areas were managed (that is, project integration management, scope management, time management, cost management, quality management, human resource management,
communication management, risk management, and procurement management) (PMI, 2008). This application of knowledge required effective management of appropriate processes experienced during the researcher’s career.

To address ontological reality, the research was constructed by involving experienced practitioners from the NGO field in this research context through a pilot case study conducted for a pilot NGO aid/development project. As per Yin (2009a, p. 92), “The pilot case study will help the researcher to refine data collection plans with respect to both the content of the data and the procedures to be followed”. The pilot study was carried out to inform the researcher of the themes of the research and provide insight about design of research processes (Yin, 2003). Details of the pilot interview procedures are discussed in Case Study 1 (Chapter 5). Case study outcomes strengthened the researcher’s belief that there was a need to apply well-developed PM processes such as those of PMBOK which were applied in the second round of the same NGO aid/development project using pragmatic action research (Chapter 6).

Steinfort (2010) argued that the ontology is where the reality of ‘truth’ is not eternal, but ever changing and hopefully improving. To apply this to the second round of the targeted project, a synergy between PMBOK processes (mainly including project execution, M&E) and action research, taking into consideration that critical reality and pragmatism could both play a valuable part, and taken together, they would assist the researcher to strike a path through this sort of challenge.

Therefore, the researcher adopted critical pragmatic action research. This approach was selected since the data gathered were primarily observed through the eyes of the participants as they learned to apply new techniques in their environment, and to develop appropriate changes in behavioural interactions. The keys to this research were the rigor of action research, allied with reflective practice and interaction.

4.4 Research Paradigm
Easterby-Smith et al. (2002) described a paradigm as the progress of scientific discoveries in practice, rather than how they are subsequently reconstructed within textbooks and academic journals. Paradigms are universally recognised scientific achievements that provide model problems and solutions to a community of practitioners in a specific period of time (Johnson & Duberley, 2000).
According to Neuman and Kreuger (2003), each paradigm is constructed, observed and measured using a different social reality or way to understand the world. Research paradigms point to the appropriate methods of inquiry and direct researchers on how to conduct the research properly and guide them to success. However, there is no common agreement regarding the types or numbers of paradigms to be used in a specific research. Research philosophies or paradigms provide the framework of “the development of knowledge” (Saunders et al., 2007, p. 107).

Saunders et al. (2007) noted that the research paradigm researchers adopt entails important assumptions about the way in which they view the world. These assumptions underpin the researchers’ strategies and the methods they choose as part of these strategies.

A paradigm is a philosophical position of defining reality (Saunders et al., 2007) that has an agreement within a defined group of people at a specific time.

Saunders, Lewis, and Thornhill (2003) described the three most common philosophies as positivism, interpretivism, and realism.

This research adopted a pragmatist paradigm. “Pragmatism has an interest not only for what “is”, but also for what it “might be”. Pragmatism can be understood as a philosophy that fully acknowledges this mutual permeation of knowledge and action” (Goldkuhl, 2004, p. 1). This paradigm was appropriate because the research involved varied forms of communication, including learning and introducing new understandings, which meet the recognised criteria for action research as set out by various researchers in this field (Checkland & Poulter, 2006; Coghlan & Brannick, 2014; Dick, 1999; McNiff & Whitehead, 2000; Mumford, 2001; Reason & Bradbury, 2001; Winter & Szczepanek, 2009; Zuber-Skerritt, 2002). Likewise, participants were instructed in how to use metaphor techniques, watch what transformations they could emerge in the environment by using these techniques, and to consider what they could accomplish by applying them. Differences and common insights were observed which can be reflected upon to build up a more complete comprehension of the circumstance and watched closely in the action research cycle (Coghlan & Brannick, 2005). The interactions among the participants in the workshop conversations impacted their impression of the concepts they were exposed to. The power of reflective practice and personal development were strong themes of the research (Raelin,
2001, 2006), that highlighted how it could be built into action research and action learning programs to develop leadership and offer professional development.

There were synergies between action research and the different PMBOK processes, and pragmatism played a valuable role as these PM processes overlapped throughout the lifecycle of the targeted project. The paradigm was pragmatic action research. However, the methodology of action research allied with reflective practice were the keys to this research. Action research was possibly a sufficient research paradigm for this work, given the valuable progress made recently in similar environments and contexts through various papers and publications (Attwater, 1999; Fishman & Neigher, 2003; Gustavsen, 2008; Hickman, 2007; Hughes, Ndonko, Ouedraogo, Ngum, & Popp, 2004; Johansson & Lindhult, 2008; Kvale, 1995; Nielsen & Nielsen, 2006; Winter, Smith, Morris, & Cicmil, 2006).

4.5 Research Purpose

According to Sekaran and Bougie (2016), research can be exploratory, descriptive, or explanatory. Yin (2009b) termed case studies as descriptive (providing narrative accounts), explanatory (testing theories) or exploratory (used as a pilot study for larger social research). According to Yin (1994), each strategy can be used for all three purposes: exploratory, descriptive, or explanatory. Thus, what distinguished the strategies was not their hierarchy, but the type of research question posed, the extent of control an investigator has over actual behavioural events, and the degree of focus on contemporary as opposed to historical events.

Cavana, Delahaye, and Sekaran (2001) described exploratory studies as the better understanding of the problem described in studies, as does (Saunders et al., 2003, p. 139) who described exploratory studies as “particularly useful if you wish to clarify your understanding of a problem”. Sekaran and Bougie (2016) argued that an exploratory study is attempted when very little is thought about the current circumstance, or no data is accessible on how comparative issues or research issues have been settled before. An exploratory concentration, as opposed to having recommendations, may have an expressed reason or criterion that will give direction and a sort of operating framework for the case study to follow (Berg, 2004). An exploratory approach according to Neuman (2013); (Rowley, 2002; Yin, 2003) can be considered useful when the research purpose uncovers or highlights issues about a phenomenon under study. Exploratory research aims to unearth
the problem and has the goal of formulating problems more precisely, clarifying concepts, gathering explanations, gaining insight, eliminating impractical ideas, and forming hypotheses. Exploratory research is characterised by its flexibility and can be done by using a literature search, surveying certain people about their experiences, holding focus groups, and performing case studies. When surveying people, exploratory researchers would not try to acquire a representative sample, but rather, seek to obtain views from those who are knowledgeable and who might be able to provide insights. Exploratory research is focused on ‘what’ questions, using observation, open-ended questions in interviews, and/or focus groups (Sekaran, 2000). w Creswell (2009) linked this to qualitative research and states that qualitative research is exploratory and useful when the researcher does not know which variables to examine. Yin (2009b) suggested that for exploratory studies, which are highly context specific and individualised, a single case study is appropriate. Table 4.1 provides more information about the three research purposes mentioned.

Table 4.1: Research Purposes (Neuman & Kreuger, 2003)

<table>
<thead>
<tr>
<th>Exploratory</th>
<th>Descriptive</th>
<th>Explanatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Become familiar with the basic facts, setting and concerns</td>
<td>Provide a detailed highly accurate picture</td>
<td>Test a theory’s predictions of principle</td>
</tr>
<tr>
<td>Create a general mental picture of conditions</td>
<td>Locate new data that contradicts past data</td>
<td>Elaborate and enrich a theory’s explanation</td>
</tr>
<tr>
<td>Formulate and focus questions for future research</td>
<td>Create a set of categories or classify types</td>
<td>Extend a theory to new issues or topics</td>
</tr>
<tr>
<td>Generate new ideas, conjectures or hypotheses</td>
<td>Clarify a sequence of steps or stages</td>
<td>Support or refute an explanations or prediction</td>
</tr>
<tr>
<td>Determine the feasibility of conducting research</td>
<td>Document a causal process or mechanism</td>
<td>Link issues or topics with a general principle</td>
</tr>
<tr>
<td>Develop techniques for measuring and locating future data</td>
<td>Report on the background or context of a situation</td>
<td>Determine which of several explanations is best</td>
</tr>
</tbody>
</table>

This research mainly consisted of an exploratory case study in Phase 1. In Phase 2 it was an ethnographic action research case study approach. Case studies can be exploratory in nature (Yin, 2009b). The case study in the Phase 1 was exploratory, more modest in its objectives, and more limited in its scope of action. The type of questions posed in the research made it necessary to deepen the exploratory dimensions. The application of the action research case
study methodology in Phase 2, for the purpose of exploratory research, allowed the researcher to expose issues and better understand them (Sekaran & Bougie, 2016). The researcher decided to use a research design that supported an exploratory approach (Neu et al., 2006; Rowley, 2002; Yin, 2003), uncovering or highlighting issues of the phenomenon under study (Neu et al., 2006).

4.6 Research Approach

4.6.1 Introduction

Before developing a research approach, an early decision was taken about whether to follow a predominantly qualitative or quantitative path. Little was lost by taking either a qualitative or quantitative approach, in light of the fact that at the highest level, quantitative and qualitative research share a common objective of having the capacity to clarify a hypothesis by having comprehension accessible confirmation (Bassey, 2003) that describes the observable world (Locke, 2001).

If a qualitative approach is selected as the preferred research approach, it does not mean that the quantitative approach was not considered. If for a certain reason, a quantitative approach is needed, even for a certain area or aspect in the research, there is always the option to also include a quantitative research approach. To determine which research strategy to use, the researcher allows form to follow function, by considering how the research questions could be addressed and how the research goals could be met (Dick, 1999; Saunders et al., 2003).

4.6.2 The Qualitative Research Strategy

Creswell (2003, p. 22) suggested that “qualitative research is exploratory and is useful when the researcher does not know the important variables to examine”. Under the qualitative research approach, (Creswell, 2003) listed five different research methods: that is, narratives, phenomenology, ethnography, grounded theory, and case studies.

According to Olds, Moskal, and Miller (2005), qualitative research is characterised by the collection and analysis of textual data (surveys, interviews, focus groups, conversational analysis, observation, ethnographies). The research questions that could be answered qualitatively generally require rich, contextual descriptions of the data; this is called ‘thick’
description. Several texts provided descriptions and examples of qualitative research in the social sciences (Creswell & Poth, 2017; Denzin, 2005; Merriam, 2002; Patton, 2002), and two other publications described the conduct of qualitative research (Chism, Douglas, & Hilson Jr, 2008; Koro-Ljungberg & Douglas, 2008). Tonso (1996) specifically contrasted qualitative research with anecdotal information. Anecdotal information is collected haphazardly as it becomes available. Qualitative research involves the careful planning of a research design that encompasses all aspects of the study, including research questions, sampling, and data collection and analysis.

4.7 Research Methodology

4.7.1 Case Study

Creswell and Poth (2017) defines a case study as an exploration or multiple cases, in-depth data collection involving multiple sources of information and rich in context. Berg (2004) explains that a case study is a method that involves systematically gathering enough information about a particular person, social setting, event, or group to allow the researcher to effectively understand how the subject under study operates or functions. (Yin, 2009b), on the other hand, describes it as an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident. Luck, Jackson, and Usher (2006) define a case study as a detailed, intensive study of a particular contextual and bounded phenomenon that is undertaken in a real-life situation.

Yin (2009b) terms case studies as descriptive (providing narrative accounts), explanatory (testing theories) or exploratory (used as pilot studies for larger social research). Sturman (1999) identifies four kinds of case studies: an ethnographic case study – single in-depth study; action research case study; evaluating case study; and educational case study.

A case study’s questions are generally directed towards answering the ‘how’ and ‘why’. This provides an important clue regarding the most relevant research methods to be used (Yin, 2009b). The study’s proposition derives from these how and why questions and assists in developing a theoretical framework. The actual data analysis requires from the researcher to combine or calculate the case study data as a direct reflection of the researcher’s initial proposition (Yin, 2009b).
Yin (2003, p. 60) stated that “although all designs can lead to successful case studies, when you have the choice (and resources), multiple-case designs may be preferred over single case designs. The chances of doing a good case study will be better than using a single case design”, and “the evidence from multiple cases is often considered more compelling and more robust” (Yin, 2003, p. 60). A key issue in case study research is selecting information (Cohen et al., 2007). Goetz and LeCompte (1984) note that the researcher’s task is to determine the groups for which the initial research question is appropriate, the contexts that are potentially associated with the research questions, and the time periods to which the questions may be relevant. Similarly, Bogdan and Biklen (1992) suggest that when proposing a study, researchers should address the following issues: where the study is to be done, what the subjects are, how the subjects are determined, how much time each activity will take, what data will be included, and how analysis will be conducted. Yet, they also suggest that when determining who the most important subjects are or the boundaries of the cases, the researcher’s ‘intuition’ and the research questions guide what is to be examined. A case study approach proves useful in presenting detailed accounts of organisational practices, in scanning the cultural perceptions as a channel to a better understanding of the different actors, and in interpreting management practices in their socioeconomic, institutional and organisational contexts (Silverman, 1985; Walker, 1985; Werner & Schoepfle, 1987).

According to Yin (2003, p. 1), “case studies are the preferred strategy when ‘how’ and ‘why’ questions are being posed, when the investigator has little control over events and when the focus is on a contemporary phenomenon within some real-life context”. Berg (2004) stated that many qualitative researchers use the case study approach as a guide to their research. Yin (2009b) also emphasises that case studies allow the capture and analysis of many variables but are generally restricted to a defined event or organisation.

4.7.2 Action Research

Action research is described by McNiff and Whitehead (2000) as starting with the question, how do I improve my work? It requires the researcher to be central to the research process, to embody self-learning and self-transformation through that learning, not to aim for closure but for ongoing development, to participate in the research rather than be an independent observer, and to focus on the process being educational.
Action research is “a type of inquiry in which instructors make documented, systematic improvements in their classrooms as a means of applying new knowledge as it is generated” (Feldman & Minstrell, 2000, p. 60). While this approach allows findings to be quickly applied, a common criticism is that it lacks the rigor traditionally applied in experimental research to more systematically or objectively establish the effectiveness of the intervention (Gentile, 1994).

According to Easterby-Smith et al. (2002), action research is a reflective process where investigators problem solve in teams to improve the way they address issues.

Dick (1999) defined action research as a research methodology which tracks action using continuous refining methods. It is an iterative participatory action that seeks better understanding. Johnson and Duberley (2000) stated that the objectives of participatory action research (PAR) are producing knowledge and empowering people. They highlighted that action research enables a greater level of interaction between the researcher and those being researched, which suited the approach being taken in this research. McTaggart and Kemmis (1988) defined action research as a form of collective self-reflective inquiry undertaken to improve the rationality and justice of practices.

Coghlan (2001); Coghlan and Brannick (2005) support the use of what they term PAR in which the researcher is an active and participating member of events being studied. They argue that this is valid because the PAR brings deep insights, and large measures of tacit knowledge, and often shares substantial trust and social capital assets with those being researched in such situations. They also note that PAR can be subject to bias, so the researchers should always be mindful of this potential bias and take active measures to minimise it.

Project actions are about “improving practice through intervention, and demand rigorous preparation, planning, action, and attention to process, reflection, re-planning and validating claims to learning and theory generation” (Coghlan & Brannick, 2005, p. 152). Action research is, therefore, building/testing theory within the context of solving an immediate practical problem in a real setting. It thus combines theory and practice, researchers and practitioners, and intervention and reflection. Collaboration with practitioners and their learning is vital. Both the researcher and the practitioner emerge with enhanced learning.
Finally, action research was an evolving process that was undertaken in a spirit of collaboration and co-inquiry. It was neither pure research that focused on the theory, nor applied research that focused on practice (Easterby-Smith, Crossan, & Nicolini, 2000). It generated practical theory (McNiff & Whitehead, 2000) but most importantly, those who participated in it increased their knowledge through their participation (Coghlan & Brannick, 2005). The organisation benefited from both the outcome and the process of the research itself. The process of action research is consisted of defining the initial concept and designing the research strategy, based on the goals and objectives that arose from the research objectives, in a cycle of planning and implementing the defined action, and then monitoring and evaluating the results, after the implementation (McTaggart & Kemmis, 1988).

4.7.3 Selecting the Research Methodology

This research project involved PM research (PM processes of an aid/development project within an NGO) and, therefore, the case study research technique fits this purpose in the Phase 1 pilot project. In addition, the research concerned management system improvement, and solving specific management problems, leading to theory generation. It also involved practitioners in developing management strategy and its follow-on implementation. Therefore, the action research technique was applied in Phase 2 of the project.

In this study, the research question addressed the ‘how’ of the project vision constructed and therefore a case study approach was most appropriate. The case study approach was also appropriate when collecting data and conducting thematic analysis between cases. While distributing questionnaires across large numbers of subjects provides data for considered generalisations, the aim of this type of research was to explore in depth the role of project vision. Therefore, “the selection of a case study method was particularly useful” as (Christenson, 2007a, p. 120) stated. This was very much consistent with the unique intent of a professional doctorate and in keeping with theory building that informed practice.

Since this research is mainly consisted of an exploratory case study in Phase 1 and an ethnographic action research case study in Phase 2, the researcher adopted a multiple case study approach. The first case study was conducted as a pilot case study for a specific NGO aid/development project. The second case study was repeated for the same project within the PMBOK framework. As Yin (2009b) suggested, for exploratory studies which are
highly context specific and individual, a multiple case study was appropriate. Even though this research was a multiple study, the researcher used the comparative analysis followed by the multiple case study approach to compare the results generated from the Phase 1 pilot case study to the results generated from the Phase 2 action case study to better understand the improvement of PM processes and their impact on project success.

This research aimed to explore PM practices and to demonstrate how improved PM delivery of NGO aid/development projects can enhance improvement of aid recipients’ chances for a meaningful and sustainable life; therefore, the nature of the questions posed were how, why and what. According to Yin (1994), the relationship between the research questions and the research methodology is important in selecting the appropriate research methodology.

It was not the researcher’s interest to extensively explore the practice of a particular NGO, but rather to explore the PM practices of one of its aid/development projects within the research context. Therefore, both phases (Case Study 1 and Case Study 2) are described below to explore the PM processes applied in each phase:

a. Case Study 1

A description is provided of the elements and form of standard PM tools and processes needed to analyse the management of one representative NGO aid/development project. This included the people interviewed, the details of the conducted NGO aid/development project, the analysed data, description of the processes followed, as well as the used tools and results of the interviews. The results were presented from project documentary and interviews. The findings were grouped into themes identified from the literature. The unit of analysis was project delivery processes and so the aim was to learn more about these processes through studying an existing representative project. The evaluation criterion for the selected and representative NGO aid/development project was established by a Lebanese NGO (an international NGO that has a representative local office in Lebanon), namely: to map and understand the PM processes that were followed by this NGO for one specific aid/development project, and what the project success criteria were from the perspective of the project’s stakeholders.
b. Case Study 2
A detailed description is provided about the action learning Case Study 2 and the chosen PM processes intervention. It involved an action learning approach with the researcher’s participation as a mentor, guide and advisor on a similar project that he studied in Phase 1, drawing upon lessons learned. The adopted PM processes by the selected NGO for the Phase 2 of one of its aid/development projects on which the research was applied following the framework of the five process dimensions of PMBOK. This included the people interviewed, the details of the conducted aid/development NGO’s project, the data analysed, description of the processes followed, as well as the used tools and results collected from workshops and questionnaires. The results were provided based on the researcher’s reflections of the observations he did. The findings were grouped into themes identified from the literature. This case study was based on a range of grounded and relevant facts, observations, understandings, perceptions and interpretations. This followed by an exploratory and grounded research approach that sought to find the relative perception of success from the perspective of the key stakeholders. The researcher’s role, as an ethnographer, was to describe the lived reality of the aid/development project managers and the challenges they faced. The researcher needed in-depth knowledge of how to best scope the project and how to identify risks in over-promising and under-delivery, or delivery of what turns out to be not all that relevant in addressing the real problem in managing NGO aid/development projects.

In Case Study 1, it was understood from the interviews conducted how the project was run based on the traditional PM processes in the pilot project (Phase 1). By implementing the PMBOK practices in the Phase 2 project or part of it, and by comparing the results, the researcher wanted to study the influence of these practices on project implementation, progress and results. The researcher also wanted to evaluate if applying these practices would increase the success level of the project and achieve better results. The results of Case Study 1 were used to evaluate the weaknesses of the PM processes. In Case Study 2, the researcher worked on developing and improving these PM processes, and then comparing results from both case studies. This action research, took the form of a case study because the researcher was in the research environment, both observing and participating in the activities of the project to which the participants and control group also belonged (Burton
& Steane, 2004). The research was supplemented with a regression analysis to measure the change following the treatment.

Creswell (2003) argued that integration (when the researcher mixes the data from two methods – that is, case study and action learning) can occur at several stages in the process of research including data collection, data analysis, interpretation, or some combination. The above model was commonly used when the researcher used two different methods in an attempt to confirm, validate, or corroborate findings within multiple studies. This research combined a case study and an action research case study. The results of this model have the potential to produce well validated and substantiated findings (Creswell, 2003). However, Creswell warned that comparing the results of two analyses using data of different forms is one of the biggest limitations of this approach and can be challenging.

Consequently, case studies were included as part of the research methods. Case studies help explain, describe and illustrate casual links in real life interventions that are too complex for surveys or other research methods (Yin, 1994).

Therefore, the researcher chose ‘case studies’ as the strategy of inquiry under the qualitative research design approach (Creswell, 2003) using the ‘collective case study’ type defined by (Denzin & Lincoln, 1994).

The goal of the research with the NGO aid/development project was to improve and add value to the existing PM processes. According to Coghlan (2001), this approach provides opportunities for both effective action and learning and contributes to the development of theory of what really happened in the project.

The situations presented in this research were ideal for action research, because the intent in case study 2 was to help participants use the PM techniques and apply PMBOK processes, observe what change they could stimulate in the environment after using them, and learn from reflecting on what they could achieve by applying them. That was why there were multiple interactions with a number of involved participants leading to learning and understanding which aligned with the criteria identified for action research.

This action research study involved cycles of interactions between the researcher and the research subjects that had two separate objectives:
1) Participant learning to build capabilities and enhance their ability to understand and apply PMBOK processes.
2) Generation of research findings for the researcher on the usefulness of PM processes as tools to enhance such actions by the participants.

For the researcher, balancing the iterative cycles of learning and the development of research understandings can be challenging as the motivations of, and benefits for, different parties in the PM team could compete with each other (Nogeste, 2006; Steinfort, 2010).

In this case study, the action research process described by (Coghlan & Brannick, 2014) was adopted because the research objectives aligned with their broad definitions of action research:

i. Research in action, rather than research about action;
ii. A collaborative democratic partnership;
iii. Research concurrent with action; and
iv. A sequence of events and an approach to problem solving (Coghlan & Brannick, 2014).

Another reason for which an action research approach was chosen was that it combined both learning and generation of new research knowledge through a series of iterative cycles across Phase 2 Case Study. This was an ideal way to explore the research objectives in such an emergent situation. The role of the researcher in this research was to guide the participants in the use of the PM processes, assist them through all PM processes from initiation to closure, and to collect data about how participants perceived the use of these processes and what impact they had on them.

Action research was undertaken in the selective NGO aid/development project. This could be applied to a spectrum of issues and settings, including system improvement, change management, innovation, and specific problem solving and theory generation. It attempted to develop a direct link between theory and practice, to improve the context, understanding and application of practice, and to involve practitioners in developing definitions of problems and in implementing change (Burton & Steane, 2004).
4.8 Research Methods

Data collection methods were selected on a range of criteria and were related to the research approach to be used, whether qualitative or quantitative. Quantitative data are usually collected through experiments, surveys, existing statistics or other secondary data such as organisation’s business plans or project documentation; it can be expressed numerically or statistically. Qualitative data collection uses primarily field research, with interview, observation, participation and document examination (Neuman & Kreuger, 2003). Data collection methods include questionnaires that are personally administered, through the mail or electronically, interviews – structured or unstructured and conducted face-to-face, by telephone, or via the internet – and observations of individuals or groups. Analysis of documents is another method of data collection that requires no researcher engagement (De Vaus & de Vaus, 2001; Saunders et al., 2003).

4.8.1 Data Collection

The main types of data collection methods in qualitative studies are: interviews, questionnaires, observations, documentation, and archival records (Yin, 2009b). However, Wolcott (1995) stated that in qualitative research, the researcher relies on three basic methods: observations, interviews, and document analysis. Some of these methods are more structured than others (DeWalt & DeWalt, 2011). Various studies may rely on one data gathering method than another. In general, the qualitative approach answers questions about the complex nature of phenomena, often with purpose of understanding and describing the phenomena from the participants’ point of views.

This research consisted mainly of an exploratory case study in Phase 1 for the pilot project already conducted, and in Phase 2 an ethnographic action research case study approach for another similar project under processing. Consequently, it was considered more effective to begin gathering data by conducting interviews using semi-structured questions about the topic from its primary source, and to allow the type of information to emerge within the context of the study from the main participants in the Phase 1 pilot project. This semi-structured interview format was intended to collect data about the PM processes followed in the pilot project. Observation could not be the data collection method adopted because the project was already completed, and nothing could be observed. Phase 1 was expected to yield the most refinement and efficiencies. For Phase 2, data were collected through
observation of the project team, observation of the application of PM processes that the researcher attended, analysis of documentation obtained from The NGO, and from informal meetings with main participants.

The researcher noted what happened and what was done in the particular timeframe. The observation notes were recorded, including change in procedures and processes for further analysis. Data collection for observational measures were taken in real time as they occurred for later analysis (Page & Meyer, 1999). Saunders et al. (2003) argued that observation is a systematic approach of recording, description, analysis and interpretation of people’s behavior, and the effect they have on people. Researchers observe activities without interfering. Its emphasis is on discovering the meanings attached to the actions and improvements that the organisation attains as a result of such actions. Phase 2 was about processes improvement and the final phase was expected to validate the effectiveness and ease of use of the methodology and its processes. The observed actions were supported by questionnaires to allow the researcher to record participants’ opinions about the differences and similarities between the previous traditional practices of PM processes applied during Phase 1 and the PMBOK processes applied during Phase 2 and do the necessary comparison.

The data collected from the questionnaires were needed during the final stage of the research which involved validation and peer review of the research findings for which a special workshop was undertaken during which the researcher presented his findings and conclusions from Phases 1 and 2 and how he envisaged that effective knowledge transfer about lessons learned could take place. This workshop comprised of NGO sponsor representatives and project managers as well as representatives from local NGOs, consultants and service providers. All feedback and comments, as well as suggestions, were considered before finalising this research, and so it represented the contested findings that have been subjected to expert peer review by practitioners who were in a good position to make such judgments.

The data collected through the conducted interviews were divided into primary data and secondary data. The primary data source was the interviews and the secondary data source was the documentary evidence. Primary data referred to information obtained firsthand by the researcher on the topic of interest for the purpose of the study. Some examples of these data are those obtained through individual records, focus groups, and panels (Sekaran, 2003).
Secondary data referred to information gathered from sources already existing. Some examples of these data are those obtained from company records, government publications, and industry analyses (Sekaran, 2003).

Since interviews are often only regarded as verbal reports and are, therefore, subject to bias, poor recall or even inaccurate articulation, it was necessary to support the data collected from the interview conducted with the project participants in addition to other sources of documentary evidence, such as minutes of meetings, reports, plans and contracts. The researcher took the advice of scholars (Bryman, 2015; Creswell, 2003; Yin, 2003) and collected data from multiple sources.

Yin (2003) compares strengths and weaknesses of six sources of evidence to collect data, namely: documentation, archival records, interviews, direct observations, participant observations and physical artefacts. In this research, the interviews were conducted face-to-face, and one-on-one in-person with project executives who were involved in the initiation, planning, execution, monitoring and controlling, and closure phases of the pilot project. Participants were willing to actively engage in the interview process and this had a direct positive effect on the project processes. The research questions were respondent-oriented depending on the executives’ role and experience in their NGO. Questions were designed to center on the research objectives. The details of the interview processes, and actual questions used related to PM processes, are presented in Chapter 5.

4.8.2 Data Analysis

In term of the approach to data analysis, meaning was developed from analysis of a range of data sources, bearing in mind and guarding against biases referred to earlier. The researcher used a conscious and sub-conscious process of coding the data; formulating and testing themes of findings against theory; and accepting, adapting or building theory to address the research exercise.

As previously described, there were three possible sources of data to be analyzed regarding the actions undertaken within the organization and their effects. The first source of data was the responses generated from the questions asked to main individual participants in semi-structured interviews during the Phase 1 case study. The second source of data was the project documentation obtained from The NGO about Phase 1 of the project. These
documents were business plans, concept notes, project proposals, minutes of meetings, and consultants’ reports. The third source of data was the notes and memos taken during the observed actions conducted during the running of Phase 2. Data were generated from the questionnaires distributed to The NGO project’s sponsor representatives, project manager, and representatives from local NGOs, consultants and service providers.

The data were collected and analysed in Phase 1 not only to support the interview question design, but also to provide information for the upcoming action research case study in Phase 2, for comparative analysis and for further improvement of PM processes. The outcomes from this phase are detailed and documented in Chapter 5.

Interviews were conducted for the Phase 1 case study with main participants. The researcher recorded participants’ answers. After each interview, a summary was prepared by the researcher. A summary report was then sent to each interviewee for validation and a confirmation was received from each one of them indicating that what was mentioned in the report was the same as what was mentioned during the interview. Later, the interview data were codified and analysed. Analysis was documented in the form of memos and diagrams (Corbin & Strauss, 2008). The initial list of concepts and sub-concepts were derived from memos and diagrams using the open coding technique (Corbin & Strauss, 2008). After analysing data from the interviews, the new additional sets of interview questions were derived, and additional interviews were conducted with the same participants. This process was repeated until only few, if any, new concepts emerged in each case study. This was the sign of data saturation (Corbin & Strauss, 2008). Data from the interviews supporting the concepts and sub-concepts were put into a table format. More memos were developed for the axial coding to crosscut and relate concepts to one another. Phase 1 case study data, and data collected from triangulation documents about the case study were also analysed as supplements to the interview findings. The outcomes of the analysis are documented in Chapter 5.

In Phase 2, where an action research case study was applied as research methodology, the unit of analysis was The NGO project supported by the project team. During the iterative methodology refinement phase, data were collected through observations of the project team and other participants. Observations were conducted for the development of the PM process models, in addition to observations of the dynamics of some necessary meetings between
the researcher and some participants. During these meetings, questionnaires were distributed to project participants to evaluate the PM processes applied and to seek their opinions about required changes. The questionnaires sought participants’ evaluations and opinions about the improvement of PM processes, as well as on their effectiveness, applicability, and impact on project success. Data were collected also through analysis of documentation obtained from The NGO and from informal meetings with main participants.

The analysis of data during this phase consisted of examining data collected from each of the project participant and data collected from The NGO itself. An analysis of similarities and differences between the PM processes used in Phase 1 and those used in Phase 2 led to conclusions about the improvement of these processes which would lead to better results and higher levels of the project success.

The aim of this analysis, drawing on feedback and reflection, was to validate the achievability of models, processes, and templates for improvement that emerged out of Phase 1 of the project. Participants were required to discuss models, processes and templates for improvement, to comment upon their validity and the limitations on their potential use, and to suggest what effort and resources would be needed to implement them.

The analysis of data was recorded as notes in excel spreadsheets. Data were coded or broken down into titles of manageable categories on a variety of levels – word, word sense, phrase, sentence, or theme, and then examined and identified under processes and themes. Then, data were summarised to present a case study.

4.9 Research Validity and Reliability

Gerring (2006) states that validity and reliability are the two important factors in qualitative research as they help in evaluating and judging the quality of the research. Babbie (2015) notes that there often appears to be a trade-off between quantitative measures and qualitative measures, arguing that qualitative research is more valid than quantitative research because it is rich, but it is less reliable research because collection methods may be subjective. Creswell and Poth (2017) stated that it is not easy to know if a qualitative study is accurate. The terms ‘reliability’ and ‘validity’ are commonly referred to when discussing the quality of research. In the qualitative community, the concepts of internal and external reliability and validity are parallel equivalents to the quantitative terms (Bryman & Bell, 2003;
Creswell & Miller, 2000; Creswell & Poth, 2017; Seale, 1999; Yin, 2003). According to LeCompte and Goetz (1982, p. 32) “reliability is concerned with the replicability and validity is concerned with the accuracy”. The go on to describe the four terms mentioned above: “External reliability addresses the issue of whether independent researchers would discover the same phenomena or generate the same constructs in the same or similar settings”. “Internal reliability refers to the degree to which other researchers, given a set of previously generated constructs, would match them with data in the same way as did the original researcher”. Internal validity refers to the extent to which scientific observations and measurements are authentic representations of some reality. External validity addresses the degree to which such representations may be compared legitimately across groups” (LeCompte & Goetz, 1982, p. 32).

According to Yin (2009b), to attain validity and reliability in a case study, the researcher has to keep the following in mind:

i. Construct validity: the researcher needs to identify correct operational measures for the concepts being studied.

ii. Reliability: the researcher needs to demonstrate that the operations of a study – such as the data collection procedures – can be repeated with the same results.

iii. External validity: the researcher defines the domain to which the study’s findings can be generalised.

Yin (2009b) also suggested that validity can be increased through gathering the views of respondents on the draft report. He further stated that reliability can be demonstrated by using the appropriate case study protocol, and external validity can be achieved through using replication logic in multiple case studies.

In this research study, the reliability test was addressed by:

i. Using the same semi-structured interview template for all interviews;

ii. Using the same interview case study protocol for all interviews;

iii. Using plain language statements to ensure understanding of the research purpose by all participants;

iv. Having interview participants from all levels of the projects;

v. Having consistent interviews across the case studies; and
vi. Having all materials reviewed by multiple persons to ensure consistency of understanding.

Moreover, validity, reliability, and external validity were assured by:

i. Collecting the data from different sources;

ii. Sharing the key information of the draft with the interview participants; and

iii. Ensuring that the same procedures were followed across the research by using a case study protocol.

Creswell and Poth (2017) argued that ontology addresses the nature of reality for the researcher; reality is constructed by individuals involved in the research situation. In this research, both a case study and an action research case study served the purpose of validating the propositions as being reasonable and likely to be true, and addressed the nature of reality, especially that the research was taking part on its real nature and because this research adopted a critical, pragmatic action research approach. A pragmatic action research approach was appropriate for this research as the data gathered was primarily observed by the participants as they learned to apply new techniques in their environment. Moreover, they learned to develop appropriate changes in their behavioural interactions which required the rigour of action research, allied with reflective practice and interaction which were the keys to this research.

Easterby-Smith et al. (2002) described epistemology as the theory of knowledge, including how knowledge is acquired and what is valid or invalid. Epistemological assumptions are concerned with the basis of knowledge – its nature and forms, how it can be acquired, and how it could be communicated to other human beings (Cohen et al., 2007). In this research, an action research case study served the purpose of validating the propositions, as the epistemology of pragmatic action research, which allowed the researcher to learn which PMBOK processes were the most reliable and validated processes in the PM field.

The quality of research was built into the design and was executed throughout the research processes. It was the researcher’s self-assessment that determined what actions were included in the research design and contributed to the quality criteria for the research.
4.10 Ethical Considerations and Integrity

It was essential for the researcher to ensure that the research design and practice met ethical standards. Ethics are norms or standards of behaviour that guide moral choices about our behaviour and our relationship with others. The goal of ethics in research is to ensure that no-one is harmed or suffers adverse consequences from research activities (Cooper & Schindler, 2006). As a researcher, one is required to be professional, make value judgments, and use discretion (Lancaster, 2005). Therefore, the researcher followed ethical standards for the purpose of research integrity. The researcher ensured the conformance of this research with the RMIT University’s ethical code of practice in research.

Before the data collection phase, a formal application for ethics approval was submitted to The RMIT University Human Research Ethics Committee which governs both the ethical design and research practice. The research design proposal was approved, the approach was validated by the Committee, and the researcher complied with RMIT ethical requirements prior to conducting the research.

For ethical considerations, the collection of data commenced after getting approval from the University on the ethics application. A consent form submitted in the RMIT ethics application was signed by participants before the start of interviews confirming participants’ willingness to participate in the research project. The participants were aware that their participations in any interview, workshop or focus group, and completing a questionnaire, were voluntary. They were given the option to withdraw from the data collection phase at his or her discretion. All the participants were assured that their privacy would be kept intact always during and after the research, and that was confidentiality was maintained as a top priority. This was accomplished both by including specific instructions to this effect on questionnaires and verbally during the administration of questionnaires and interviews. A second element of ethical compliance in this research was transparency which allowed readers to judge from themselves the integrity of the research. The NGO freely informed participants that a research study was underway, and that the researcher’s presence was specific to that intent. Invitations to discuss any issue that may arise during the research were made to ensure that participants felt free to express concerns or to identify potential conflicts (ethical or otherwise). To the best of the researcher’s knowledge, no issues were raised during the research process.
After the interviews were conducted, the participants were allowed to review, check, and change any data provided for final confirmation. The participant's identity was not confidential to the researcher as each one involved in the research was clearly known and mentioned in the consent form. However, in the research, only participants’ roles in the project were used instead of their names. During the interviews, the researcher informed the interviewees about how the data would be used and published. The researcher also signed a confidentiality agreement and submitted it to The NGO, as requested by The NGO’s sponsors.

The researcher was not an employee of The NGO; the main concern was how the researcher could maintain in a safe manner confidentiality of the valuable information collected. The researcher documented all questionnaires and all interviews and summarized them in report form using a question and answer format. All record files were coded, filed and saved. Data were stored in a password-controlled computer in the researcher’s secure home office. Backup copies were similarly stored on a password protected backup computer drive. The researcher did not need or intend to send any data to the supervisor in RMIT, only sharing results from the analysis of the data but was ready to send any time at request. Data would be stored for five years after publication of research findings and only the researcher would have access them. Data would only be used for the purposes described in the participant information sheet. All collected data were confidential and were not to be shared with anyone during the research other than the research supervisors in RMIT University.

Given the above procedures, the author was confident that the research presented in this study was conducted in an ethical manner.

4.11 Chapter Summary

The chapter began with an introduction of the research questions, research aims, and research objectives. An explanation of the epistemology and the ontology of the research followed. Then, the chapter defined the research paradigm, and identified the reasons behind the selected paradigm. A justification was then presented for the selected methodology and research approach, including selected data collection and analysis methods. In the last sections of the chapter, reliability, validity and ethical standards were discussed.
The research was undertaken in a single local Lebanese (international NGO that has a local representative office in Lebanon) NGO aid/development project structured in three phases. This research mainly consisted of an exploratory study in its first phase (Phase 1) coupled with an action learning in the second phase (Phase 2) with a final validation phase (Phase 3) through a peer review workshop by experts in managing such type of projects.

In this research, the researcher used a qualitative method research approach and this approach was adopted throughout the research. Phase 1 used a case study approach and Phase 2 an ethnographic action research approach including an exploratory and grounded research approach. The final stage of the research involved validation and peer review of the research findings.

The preferred research strategy was related to PM processes and their improvement; therefore, the case study and the action research technique represented the best fit. The research also ran over a period of a time. The research data were collected qualitatively.

It was not the researcher’s interest to extensively find out the practice of a particular organization but rather to explore the PM practices of one of its aid/development projects within the research context.

This research adopted a paradigm using an epistemology of pragmatic action research. Concerning the ontology of the research, the researcher adopted a critical pragmatic action research and case studies as the strategy of inquiry under the qualitative research design approach.

In Phase 1, qualitative data were gathered by conducting semi-structured interviews using semi-structured questions about the topic from its primary source, allowing the type of information to emerge from the main participants in the pilot project (Phase 1) within the context of the study. In Phase 2, data was collected qualitatively through observation of the project team. The researcher observed the application of PM process models during all stages of the project; the researcher attended part of the applications, through the analysis of documentation obtained from The NGO, and from informal meetings with participants. The observed actions were supported by questionnaires to allow the researcher to record participants’ opinions about the differences and similarities between the previous traditional PM processes applied during Phase 1, and the adopted processes applied during Phase 2.
The data collected from the questionnaires were needed during the final stage of the research which involved validation and peer review of the findings. For this purpose, the researcher conducted a workshop where findings from Phases 1 and 2 were presented and explained during the workshop how he envisaged effective knowledge transfer about lessons learned could take place.

The philosophical approach described in this chapter helps readers to understand on what basis and foundations the research was conducted, and how data were interpreted and applied. This chapter also described the details of the research design and how data gathering was performed. It explained how the design and approach were consistent with the research philosophy and how this in turn led to the selection of research methods and instruments that appropriately aligned with the research purpose. It explained how action research was ideal for a qualitative exploration within PM environment. Figure 4.1 summarizes the research methodology and design that was followed identifying the research approach and data collection method applied during each stage of the research.

![Figure 4.1: Research Methodology & Design](image-url)
Chapter 5 – Case Study 1

5.1 Introduction

In 2010, The NGO ran an aid/development project to enhance and support VT for the Lebanese and the Palestinian youth living in marginalized communities in North Lebanon camps. The targeted project was a pilot project conducted from the initiation date in mid. November 2010 until its completion at the end of August 2012. This research started during the closing stages of the pilot project.

The aim of this pilot study was to observe the ‘as-is’ approach to PM within the context of a small community aid/development project and to analyse it against the practices and processes expected of the PMI as prescribed in the PMBOK. The analysis highlighted discrepancies and gaps in the approach to prompt thinking about:

i. The extent to which the PMBOK and PMI approach are appropriate for this kind of project;
ii. The extent to which those managing the project followed intuitive appropriate PM practices given the project’s context;
iii. The nature of the PM skills, attributes and experience that those managing this project demonstrated or lacked;
iv. The suggested ways in which the project performance and success may be improved in the future; and
v. The insights into how such future project delivery performance could be effectively assessed.

The aim of this chapter is to present the in-depth study about the applied PM processes through studying an existing, representative aid/development project to map and understand, from the perspective of the project’s main stakeholders, the PM processes that were followed by the targeted NGO for one specific aid/development project, and the adopted project success criteria. It is also aimed to discover and assess the PM processes that were actually applied and what may be needed for improvement.
Subsequently, this chapter provides a detailed description about Case Study 1 and describes the elements and form of the PM tools and processes. This includes the people interviewed, details of the project, a description of the processes followed, as well as the tools used. The results from the project documentary and the conducted interviews are then presented. This chapter is structured as follows:

i. Case study description: this includes a general overview of the case study followed by a detailed description including details of the demographics of people interviewed and details of the interviews transcripts.

ii. Case study data: this includes the results from desk study of secondary data and from the conducted interviews.

iii. Proposed model of a new approach: describes the elements and form of standard PM tools, processes etc., and how they are justified in the context of the study and aid/development project type.

iv. Initial summary of the findings: this includes an evaluation and analysis of the results and how these results form the basis for Phase 2 of the research project.

5.2 Case Study Description

5.2.1 Introduction

The project contributed to enhancing the capacity of VT providers in the Palestinian community in North Lebanon camps. The intervention was geared towards enabling VT providers to better provide employability skills to students while enhancing their programs. Specifically, the aim was to address the skills their instructors required to become more student-centered, and how their programs might be adapted to become more market-oriented.

The NGO designed and developed a PM plan to closely match the needs of the project with qualified staff and local NGO partners who were trying to maintain efficiency by applying the traditional Logical Framework as their PM model. Consultants with specific VT technical skills related to the project were hired.

The aim of the researcher was to identify the PM applied process in Phase 1 and measure its efficiency and results. The objective of Case Study 1 was to identify which PM processes and tools The NGO applied in managing this aid/development project to achieve the
objectives set out in their original plan and concept note submitted to Donors, on which they obtained approval for the release of funds. Moreover, the aim was to analyse the results achieved, to compare them to the objectives which were considered to be key indicators of project success and study the possibility of enhancing the NGO’s PM processes to achieve better results in Phase 2 of the project.

5.2.2 General Description

The project started with a need assessment carried out through consultations, desk studies, focus group discussions and meetings with service providers, instructors, and experts. Major finding was the need to enhancing instructors’ skills so that they become more competent in addressing new teaching skills to students who were facing learning difficulties. The majority of students enrolled in such training programs were mostly dropouts from different educational levels and backgrounds, had many learning problems, and were already struggling to learn new skills that would give them better opportunities in life. VT instructors were mostly technical people with limited teaching and pedagogical skills. Also, most of the providers had programs with no clear curricula and, if curriculum was available, commonly it was outdated and content-oriented rather than market oriented, hindering the proper preparation of their students for finding suitable jobs.

Based on the findings and consultations with main stakeholders and experts, it was clear that instructors needed to shift their teaching programs and methods to provide knowledge and skills that answered the needs of the job market, as well as the learning needs of their students. Thus, to increase the competency and qualifications of their students for successful employment, they needed to better design and organise their training courses in a way that provided their students with a set of competencies and skills the job market was looking for. They also needed to enhance their pedagogical skills using more active and engaging teaching techniques to address students’ learning difficulties.

Consultations with stakeholders and experts, namely the International Labour Organization (ILO), which had worked on VT development in the region, led to choosing the competency-based approach (CBA) in VT and to adopting this within the capacity building program of instructors. In the opinion of The NGO, the CBA in VT proved to be successful in other countries (developed, industrialised and other countries similar to Lebanon) in providing
quality VT programs and in better preparing students for the job market. CBA revolves around market needs and students needs. CBA training programs and curricula, course plans and teaching techniques were designed to provide learning and to evaluate students based on competencies needed by the job market.

To fulfill the needs discovered from the conducted assessment and based on the above-mentioned reasons, The NGO applied the concept note in which they requested the Donors to provide The NGO with the necessary funds to hire consultants and sign partnership agreements with Local NGOs to run the project activities. In turn, consultants handled the technical part of the project and provided the necessary trainings to instructors, who in their turn provided the necessary courses to students.

After receiving offers from experts, consultants were contracted to provide the capacity building program for teaching by using CBA methodologies. Workshops were delivered to instructors, supervisors and coordinators from four local NGOs with which The NGO had signed partnership agreements to run the project activities and to achieve its objectives. Job coaching sessions were offered to instructors who were teaching during the lifecycle of the project. During interactive, very practical and highly tailored intensive sessions, participants learned practical steps in using CBA in VT and steps towards becoming professional trainers. They enhanced their skills in structuring and designing their lesson plans, full course plans, and student evaluation plans. They also learned active learning pedagogical techniques. The progress of those who were coached was also monitored through the lifecycle of the project to assess whether they provided adequate and requested courses for students.

5.2.3 Detailed Description

In May 2007, a refugee camp of 27,000 Palestinians in northern Lebanon, was devastated by three months of fighting between some militants and the Lebanese army. Community centres and educational institutions were either severely or completely destroyed as a result of the shelling and bombing. Later, only 300 families were able to return to their homes in the old camp, while the rest remained displaced in the vicinity of North Lebanon camps (UNRWA, 2011, p. 5).
Reconstruction was proceeding slowly and the camp was struggling to recover from the economic crisis (UNRWA, 2011, p. 5). In addition, restrictions on movement into and out of the camp imposed by the Lebanese army led to the stagnation of the community’s once-thriving economy. This further increased the financial burden on displaced families. During five years of fighting, thousands of families were uprooted from their homes and were reliant on humanitarian assistance.

Even before the battles, harsh social, cultural, and educational problems topped by underemployment were major problems among the Palestinian population in Lebanon, especially the young. Half of those working never acquired the skills to enable them to find suitable jobs. In addition, Lebanon has a long history of restricting even the most basic rights of Palestinians; they live in precarious circumstances without many legal and social options to improve their standard of living and to find good jobs to secure their livelihoods. The legal and economic context has led to social challenges. Youths, in particular, were strongly affected by this situation. Even simple necessities such as space for recreation and the ability to express their talents were constrained.

As a result of these degrading conditions, many youths felt left behind in despair with no hope for the future. This was increased by the retreat of emergency programs provided right after the conflict which had helped ease the psychological and educational needs of youth in North Lebanon camps (UNRWA, 2011, p. 5). The set of challenges and restrictions for youth was high and this severely constrained their ability to build active, successful lives for themselves. The formal education sector did not adequately and automatically prepare them for a bright future. This situation constrained youth’s ability to learn and increased the number of dropouts from schools. As a result, many youths remained in need of help with their studies through remedial classes (UNRWA, 2011, p. 5).

While some VT programs were available, both in formal technical schools and in non-formal settings, students and instructors complained that content was not delivered in a way that was relevant to the students and was thus not as effective as it should be. Studies showed the need to reform VT and learning support provided within the camps to better prepare youth for a better life. Developing appropriate training methodologies and techniques and the capacity
of service providers and instructors in using those techniques was an important component of a large set of interventions to the development of quality education.

In 2010 and under pilot project, The NGO launched pilot interventions to address these education issues. Through partnerships with local community-based organisations, the project introduced VT programs to enable these organisations to better address the challenging learning needs of students. In addition, the intervention supported youth community initiatives that provided youth with skills and the opportunity to volunteer in projects addressing pressing issues in their community.

The main goal of the project was to enhance the capabilities and life skills of youth in North Lebanon camps through non-formal education.

The project’s objectives towards this goal were (The NGO):

i. By the end of the project, 70 students targeted to acquire new skills that increased their employment opportunities, having attended VT sessions.

ii. 40 instructors teaching VT and non-formal education classes in community-based organizations in North Lebanon camps targeted to learn and apply appropriate non-formal education methods during the implementation of the project.

iii. 25 young activists and social workers participating in the project recognized the importance of utilising non-formal education techniques within their NGOs, understood how to use these techniques, and integrated non-formal education into their programs.

iv. 300 young people in North Lebanon camps, including young women, targeted to have access to training and non-formal education opportunities that utilised the newly acquired training techniques developed and taught during this project.

To maximize the benefit of the project and reach out to a bigger number of students, The NGO supported all the organisations participating in the instructors/trainers’ capacity building program through small grants. Each VT session focused on offering specific short intensive training programs that were not provided by another group. Grants contributed to
instructors’ salaries, equipment and training materials. Table 5.1 summarises the contextual complexity of this project.

Table 5.1: Phase 1 – Contextual Complexity Elements Summary

<table>
<thead>
<tr>
<th>Sq.</th>
<th>Complexity Element</th>
<th>Notes and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Physical environment</td>
<td>Disruption to communications technology and availability of facilities like internet access, phones, actual room for meetings and office space would be limited and built environment facilities that made the communication between staff members, suppliers, service providers, local NGOs and The NGO Head Office (HO) difficult.</td>
</tr>
<tr>
<td>2</td>
<td>Resource support</td>
<td>Funding was always postponed meaning the project was postponed more than once and it was facing difficulty in recruiting and maintaining appropriate staff. Getting them all on board at the same time was very difficult since most staff members had commitments with other jobs at the same time.</td>
</tr>
<tr>
<td>3</td>
<td>Team motivation</td>
<td>While the team was highly motivated to do their best, they had to cope with different people from different society levels, education, cultures, backgrounds, and mentality which from time to time discouraged team members from acting as requested.</td>
</tr>
<tr>
<td>4</td>
<td>Regulatory environment</td>
<td>It was necessary to gain permits from The Lebanese Army and other Palestinians parties for team members and any guest who would like to visit the site where the project was taking place. This meant dealing with disrupted and dismayed local/regional government bureaucracy.</td>
</tr>
<tr>
<td>5</td>
<td>Political/military environment</td>
<td>The area concerned was subject to infiltration of criminal and political/religious agitator elements that sought to disrupt and take advantage of plans to establish normal interactions with different parties.</td>
</tr>
<tr>
<td>6</td>
<td>Security issues and location of the project</td>
<td>The project was located in the North of Lebanon, far from the capital and to get there daily, staff members needed to pass by areas facing turbulence.</td>
</tr>
</tbody>
</table>
5.2.4 Demographics of the Interview Participants

Interviews were conducted, and data were collected at The NGO HO in Beirut, Lebanon.

The selection of interviewees depended on their roles in the project. Four key executive participants were selected to conduct various interviews depending on the subject of the interviews. The selection of the country manager was due to her:

- direct relationship with key stakeholders, mainly the Donors and The NGO senior management in HO;
- involvement in approaching Donors and in getting approvals and necessary donations to finance aid/development projects;
- overall management of the project; and
- oversight of many administration and financial matters.

The selection of the finance and administration manager was due to his involvement in all matters related to budgeting and other financial matters. The project manager was selected due to her involvement in PM of the project, from initiation to closure. The selection of the programs and grants officer was based on her involvement in all execution and grants processes. Table 5.2 outlines the demographics of people interviewed indicating interviewees’ positions and the rationale for choosing them, and their roles and involvements in the project.

Table 5.2 – Phase 1 Demographics of People Interviewed

<table>
<thead>
<tr>
<th>Interviewee Position</th>
<th>Rationale for Choosing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country Manager</td>
<td>Has direct connection with stakeholders mainly Donors and The NGO top management. Involved in approaching Donors and in getting approvals and necessary donation to finance the aid/development projects</td>
</tr>
<tr>
<td>Finance &amp; Administration Manager</td>
<td>Handling all financial matters and planning &amp; managing budgeting matters</td>
</tr>
<tr>
<td>Project Manager</td>
<td>Involved in all PM of the project from initiation to closure</td>
</tr>
<tr>
<td>Programs &amp; Grants Officer</td>
<td>Involved in all project executions and grants processes</td>
</tr>
</tbody>
</table>
5.2.5 Details of the Interviews

This case study aimed to identify the PM practices used during the pilot project (Phase 1) of the project and to evaluate whether any improvement to PM delivery of the NGOs’ aid/development projects could be identified to enhance the subsequent delivery of Phase 2 of the project. Therefore, the questions posed were how, why and what. In Case Study 1, the interviews conducted were used to understand how the project was run based on the traditional PM processes applied in the pilot project (Phase 1).

Interviews were conducted in Arabic and recorded with the interviewees’ consents, then translated to English. Written approvals were signed by the interviewees to audio-tape their face-to-face interviews. After each interview, an interview transcription was prepared by the researcher in a narrative form (see Appendix 1 – Interview text format sample). After each interview was transcribed by the researcher, the interview transcription report was sent to each individual participant for the interviewee’s own record and for verification and validation of each interview’s content. Confirmations were received, with minor corrections, from all interviewees indicating that what was mentioned in the reports was the same as mentioned during the interviews. Later, the interview data were coded and analysed. After analysing any interview, new additional sets of interview questions were derived, and additional interviews were conducted as required with the same participants to get responses to these additional questions and to collect additional data and support new emerging concepts. This process was repeated until only few, if any, new concepts emerged.

The data was collected and analysed in Phase 1, not only to support the interview question design but also to provide information comparative analysis and for further improvement of PM processes and which was the focus of the action research case study in Phase 2 of the project.

The interview questions were inspired from the PMBOK process groups and knowledge areas (See Appendix 2 – Project Management Process Groups and Knowledge Areas Mapping), and from the experience of the researcher in managing projects, in addition to some general questions about the project. The questions were part of a semi-structured interview protocol. They were related to the respondents’ experiences in managing this type of aid/development project. During interviews, interviewees were asked a set of questions
that related to their project roles and their involvement in managing the project. Appendix 3 outlines details of Phase 1 interviews.

5.2.6 Desk Study – Data Collection

This section includes the results from the project documentary collected from The NGO about the project. There were two sources of data to be analysed regarding the actions undertaken by the NGO within the pilot project. The first source was the responses generated from the questions asked of the individual participants in semi-structured interviews. The second source was the secondary data of project documentation obtained from The NGO about Phase 1 of the project.

5.2.7 Results of Collected Data from NGO Documents

These documents were business plans, concept notes, project proposals, financial reports, minutes of meetings, consultants’ reports, etc. Samples of these were not provided as they were considered to be confidential. The researcher was permitted to read and take personal notes from these documents during interviews with The NGO’s representatives.

Data was gathered from The NGO’s project documents which consisted of: concept notes; the project profile; monthly, quarterly and final reports; project plans; agreements with consultants, suppliers, partners from local NGO and Donors; and other related documents.

A vast volume of data about the pilot project and about PM methodology and processes of the project were collected. Appendix 4 summarises data collected from The NGO documents.

5.2.8 Data Collected from Interviews

Data was gathered from interviews using semi-structured questions about how the project was planned and managed, executed, monitored and closed. These semi-structured interviews were intended to collect data about the PM processes, tools and techniques followed in the pilot project.
From the interviewees’ answers to the questions asked during the interviews, the researcher gained an in-depth understanding of how the project was conducted based on the traditional PM processes applied in the pilot project.

A vast volume of data about the PM methodology and processes was collected during interviews. The literature review about PM processes, the experience of the researcher in this field, and data from the secondary source, shaped the initial version of the interview questions. As the researcher’s aim was to investigate how the project was carried out, semi-structured interview questions were asked. This was done to obtain as many data as possible from the participants. The interviewer only interfered if the discussion was straying too far from the topic. The interviews remained focused on initiation, planning, executing, monitoring and controlling, and the closing phases of the project. The interviews were designed to get the overall picture of the PM practices applied during Phase 1. Appendix 5 summarises the data collected from interviews conducted with The NGO’s participants.

5.3 Applied PM Processes

This section describes the processes applied in the pilot project and how they are justified in the context of the study and aid/development project type.

5.3.1 Approaching Donors

Appendix 6 summarises the challenges in approaching Donors for raising funds and categorises the methods followed.

There are many types of methods for approaching Donors for raising funds and this presents challenges that range from simple to highly complex. Big Donors, like USAID, arrange for calls for proposals. The NGO make sure they are on the USAID list to receive calls for proposals and follow up to ensure they are notified of any new release of funds. Applying for funds is done on Donors’ websites. However, before being notified, and to be on the Donors’ lists, NGOs must pass a qualification process designed by each donor’s organisation. USAID requirements differ from those of the European Union (EU) which also differ from those of (UN) agencies. Some departments within the USAID have their own requirements. ME Partnership Initiative’s (MEPI’s) requirements are different from state department’s
requirements. NGOs have to ensure that they have a license and pay federal taxes and should have experience in the field they are applying for.

Most Donors request that NGOs submit concept notes which should include briefs about the projects the NGOs are aiming to conduct. Each call for proposal has its own objectives which NGOs must meet, and application forms and related guidelines are released at the time the call for proposal is announced.

There are success criteria that NGOs have to meet. The NGO applying for funding should participate financially in the project budget; the percentage of contribution differs between donor agencies. Some Donors request a local contribution to execute the project on site. This process is competitive, complicated and demanding. Calls for proposals could be international, regional or local and for specific countries, but competition with international NGOs is very high.

Some foundations do not announce call for proposals and it is easier to approach such foundations directly. Some of these foundations do not have clear guidelines. It depends on the NGO’s reputation and on the capability to convince Donors on the project idea and also it depends on personal relationships that NGOs have with the foundation. Some funds from Arab foundations depend on how the NGO approaches them, the trust that is built with the Donors over time, and success achieved on projects previously conducted.

Donors usually conduct an investigation and ask NGOs about the type of aid/development projects they have executed. In addition, and most importantly, the objectives of the aid/development projects for which funds are requested should meet the objectives of the Donors and receive the support of the countries in which they are interested. The NGO is located in several countries where it executes big and high budgeted projects that attract Donors due to the experience they have in different countries, not only in Lebanon. Keeping in mind that many foundations are ready to release funds but cannot find a convenient way or trustworthy NGOs to release funds to, ensure funded projects are executed, and be confident the funds are spent appropriately. Foundations want to ensure donations serve the right people and are spent in the right way and through reputable, non-political, non-military NGOs. Having established a good reputation over a long period in many countries, working with refugees and the poor, provided added value to The NGO bids for funds. The NGO
The NGO submitted their proposal by the end of 2009. They got the final approval and signed an agreement with Donors by November 2010.

First, they proposed a project idea. They could not submit their proposal without having a strong project idea in order to be a competitive project and shortlisted. They then prepared a need assessment report. There was a need for non-formal education, support for education learning and support for VT. The NGO knew through their contacts that the Donors were interested in supporting educational programs. The NGO informed the Donors of its work within the Palestinian communities in North Lebanon camps and asked if they could collaborate. The Donors asked The NGO to prepare a very short proposal of the intended project, so they could decide whether to fund the project or not. The NGO prepared a short proposal, submitting several drafts before the Donors approve the final version. Approval for the idea was given after several meetings conducted between The NGO and the Donors.

The NGO submitted a concept note which was revised several times and before final approval. The partnership agreement was signed. In this agreement, the payment procedures and each partner’s contribution were discussed and agreed upon.

5.3.2 Budgeting

The budget was set according to the stated objectives, related activities and sub-activities. The project manager identified the required resources for the project, then estimated the cost of resources, personnel costs, and costs of equipment and materials. The budget was finalised after the project manager collected three quotations to support cost estimate and added a buffer for contingencies. At the beginning of the project and during grant submission, the finance manager worked with the team to verify the figures and to check that numbers in the budget were properly distributed. He interfered in the projection to increase or decrease rates and percentages and based on his experience he could recommend increasing the manpower or decreasing it and any other resource with the coordination of the project manager.

Each project activity had a code to facilitate tracking. For each activity, an allocated budget was given as well as for breakdown activities. The budget was broken down into objectives
which also were broken down into sections which were then broken down into items. For example, salaries were budgeted under the personnel section to calculate the total salaries of all team members in the project. If there was a variance between the budget and the actual cost of any item, it was considered acceptable if the total section actual cost was on the line of the total budget. However, the total variance should not exceed the personnel budget. If for some reason the total actual cost exceeded the budget, The NGO did not charge the Donors and the excess amount was deducted from The NGO budget’s contribution. The NGO covered the extra expenses from its own contribution in the overall budget in such cases. However, it was allowed to exceed the total budget by maximum 10 per cent within the same category as agreed between The NGO and the Donors, but usually expenses did not exceed 10 per cent over budget. Also, it was mentioned in the agreement signed between The NGO and the Donors that if any expense exceeded the budget of the same category over 10 per cent, a written request was required by The NGO to be sent to the Donors to get their approval. If expenses exceeded the budget over 10 per cent without prior approval, then it was supposed to be covered from The NGO’s own budget. The budget was categorized by objectives and for each objective there was an allocated budget; in case there was an excess over budget for a certain objective and a shortage in another, this excess could be transferred from one objective budget to another to cover this shortage. This was done by just sending a letter to the Donors explaining the reason for this transfer to get approval and keep it on the line of the initial budget. An excel spreadsheet was the tool format followed in the report showing the budget, actual costs, and variance.

All monthly expenses were reported to the finance manager and, before releasing payment, a request for payment was submitted by the project manager for a certain activity with supporting documents checked by the finance manager. At the end of each month, The NGO’s finance manager sent the project manager the details of what they actually spent to enable comparison with the budget, to check if there was a variation and if they were spending within the budget. Expenditures were controlled through the regular reports by comparing each expense of an item to its related cost mentioned in the budget. In the monthly report, actual expenditures were listed, in addition to the variance between the budget and the actual cost. A quarterly report prepared internally by The NGO, was submitted regularly to Donors.
If there was a request for payment against a consultancy fee, the finance manager referred to the consultancy agreement signed with the consultant to check if the payment was as per the terms of payment mentioned in the agreement. The finance manager checked the details of the payment, the actual expenses, the number of hours provided by the consultant, the rate and the total fee, as well as the duration of the service provided to check which period it covered. Under this consultancy agreement, the services needed to be conducted were expressed by number of hours. For example, 100 hours of training sessions to train instructors on a monthly basis should not exceed 10 days per month in total and for which The NGO signed an agreement for a certain fee, rate, payment terms and terms of reference. The payment of the consultancy fee was based on the deliverable. An invoice was issued based on a time sheet, deliverable of a certain number of training hours given in a certain location, the type of training, and as per payment terms.

For some expenditures, The NGO was sub-contracting or appointing someone from inside the organisation to do the work needed for the project, to check what materials needed, to get quotes and effect purchases. The NGO selected one quote, issued a purchase order, and released payment based on submitted invoice.

Concerning the miscellaneous expenditures, the finance manager released the payment after receiving a signed request for the list of expenses approved by the project manager and the country director along with the supporting documents. After the finance manager checked the request for payment and the supporting documents, expenditures were verified, and payments were released.

Usually the project manager followed the payment related to activities, but by the end of each month, the finance manager sent a memo to project manager requesting for the expected expenditures for the upcoming month in order to have a payment schedule and cash projection for each month. This cash flow was important because, based on it, the finance manager submitted a request for payment to The NGO’s HO to release payment and cover all monthly expenditures of The NGO Beirut office’s projects.

Concerning releasing grant funds to local NGOs, this was also done as per the contract indicating that The NGO would release part of the grant based on the payment terms mentioned in the agreement with each local NGO. Each local NGO had a work plan with a
budget which was broken down based on executed activities, and for each activity there was an allocated budget. Each local NGO had different work plan and different budget. The NGO approved the work plan and the budget, and each local NGO regularly sent The NGO their actual expenditures with supporting documents. The expenditures were sent on time as scheduled in the work plan. Usually, The NGO released advance payment since local NGOs needed continuous financial support. They could not pay from their own budget and waited for The NGO to reimburse them. A payment plan was set according to phases as per the work plan and budget. Payment of the entire budget could not be released to the Local NGOs in advance, but it was released as per the phases of the budget agreed upon during the planning phase of the project. This was usually done in three instalments, starting with the advance payment to cover each NGO’s expenditures. The advance payment was usually 40 per cent of the total budget paid and after receiving the first quarterly report from the local NGO, the second payment was released. The payment regime was not rigid. Sometimes the amount paid was more and sometimes less, depending on the amount and deliverables.

With Donors, funds were transferred to The NGO’s account based on payment terms as soon as The NGO signed the agreement with Donors. Under Phase 1, payment was made in two settlements: one upfront upon signature of the agreement and the other at the project midterm based on the midterm report. Sometimes, transfer took time and money was received after the start-up of the project activities. The NGO provided financial reports which included expenditures versus budget originally agreed upon in the memorandum of understanding. Usually the report comprised simple budget tables. For Donors, and for monthly reports, The NGO mentioned the total expenditures to-date against budget. In quarterly reports, it was by objectives. The lump-sum of the total expenditures spent during a certain month with the total cumulative of the previous month were mentioned on each report submitted to Donors and on Donors’ template forms. Internally, the reports were much detailed by The NGO’s finance manager.

5.3.3 Staffing

The NGO designed a management plan to closely match the needs of the project with qualified staff of The NGO while maintaining the maximum amount of efficiency. Consultants on project activities were hired in VT and specific VT technical fields: learning
support/remedial and active learning, and sports development. Appendix 7 summarises the staff assigned to manage the project, indicating their level of involvement and responsibilities.

5.3.4 Logical Framework

The NGO followed the Logical Framework to manage such aid/development projects, which mainly focused on having a set of objectives. Each objective was broken down into a set of activities, and for each objective, outputs and targets were defined. Appendix 8 summarises the pilot project’s objectives, activities and outputs.

5.3.5 The Work Plan

The NGO developed a work plan worksheet in which it broke down the objectives into activities and set a time schedule for each on a quarterly basis over the lifecycle of the project. Appendix 9 summarises the objectives and schedule of the pilot project.

5.3.6 Scope of Work

The NGO requested the services of the consultant to conduct capacity building for VT providers in North Lebanon camps, under Phase 1 of the project. Both parties agreed that:

a. The NGO would be responsible for the following:
   i. The overall management and supervision of the project;
   ii. In coordination with the consultant, support in coordinating with beneficiaries and Local NGOs in regard to logistics for sessions and workshops (invitations, locations, equipment needed, etc.);
   iii. Workshop expenses such as materials/ stationery needed, hospitality, and, whenever applicable, transportation of participants and space rental. Transportation of the consultant’s team members to and from working locations has to be covered by the consultant.
b. The consultant, as the contractor on this project, were responsible for the following:

i. Capacity building for VT providers including facilitating and conducting training workshops for remedial education instructors from North Lebanon camps. Capacity building has two main components:

• General training on pedagogy including senior and middle management, and instructors. This component of the training addressed VT providers within the Palestinian community in North Lebanon camps with varying degree of competency, outreach, and size. The training addressed instructors (males and females) each teaching a different trade. Contents of the training included the following: psycho-pedagogy, preparing and animating training sessions, evaluation of students, follow-up, communication and life skills, using participatory and engaging methodologies, dealing with students with learning difficulties, on-the job training, methods of linking training to labour market needs, etc.

• Specific training and coaching for 1 to 2 building trades using the CBA curriculum developed by the ILO in Lebanon. This training addressed instructors teaching the identified respective building trades at the VT NGOs in the camps.

ii. Prior to capacity building sessions, the consultant had to:

• Conduct a preliminary assessment for Local NGOs in North Lebanon camps who benefited from the project. The purpose was to tailor training and coaching to better address the needs of the instructors and management of these Local NGOs based on their current and future capacities.

• Conduct coaching and on the job training with instructors. Coaching had to be scheduled as between group workshops.

• Identify, through the sessions with instructors, further capacity building needed by instructors to successfully implement their teaching methods.

• Design a participant’s evaluation form and perform the evaluation to include findings in the final report.
• Administer a pre and post assessment of instructors that can help identify new skills acquired as a result of the training.

• Deliver periodic reporting during the life cycle of the project, after the completion of each training component and/or assessment.

• Develop supporting and training materials including manuals of new methodologies in course delivery. Develop schemes for hands on training and instructors’ evaluation methods. The NGO and the consultant coordinated closely to determine the appropriateness of marking developed materials as needed.

• Adapt the ILO curriculum used based on field experimentation.

• Advise and assist project team as needed for a successful implementation of the project.

A revised action plan was submitted after the preliminary assessment to be agreed with The NGO.

Requirements for sessions (training and one to one coaching) with instructors were:

• In Arabic and tailored and adapted to meet the diverse needs of the different categories and backgrounds of participants in the project. They were also practical and directly relevant to beneficiaries and contextualized to the group of participants.

• Conducted using an ‘adult education’ methodology which recognized that participants themselves could contribute significantly to educating each other.

• Interactive methods and provided participants with the opportunity to also develop their general life skills. Preference was for ‘out of the box’ approaches and methodologies, offering a space for instructors to express themselves and learn through fun and exchange of expertise.

• Encouraged teamwork and cooperation among the different instructors and contributed to the development of a ‘network of instructors’ which would continue to provide representation and support to beneficiaries in the future, and also reinforced a system of education in the camp.
• Provided networking opportunities that brought instructors together with consultants and other professionals who could potentially support instructors at a later stage.

### 5.3.7 Execution

The NGO’s pilot project was executed in partnership with local groups. They brought on board consultants (individuals and/or groups) for technical support. They also closely coordinated with other NGOs (local and international) to complement efforts. When approval was received from Donors, project activities were divided into sub-activities and work plans were developed to start the implementation. The activities that would be implemented were mentioned in the proposal submitted to Donors. Before implementing these activities, The NGO worked on subdividing these activities which included, on an upper level: first, the capacity building of instructors and supervisors; second, procurement and materials; third, job placement; and last, the appointment of consultants who would help and guide.

The NGO followed an action work plan based on a quarterly basis. The main activities of the capacity building included hiring consultants, signing agreements with them, developing a training plan, meeting with local NGO partners to discuss the plan, developing a training and coaching schedule, conducting the workshops and coaching sessions, conducting evaluation sessions with trainees (instructors and supervisors), and holding evaluation and consultative meetings with decision makers.

Within the lifecycle of the project, and to achieve the project objectives, The NGO focused on four key activities developed in the Logical Framework:

a. Support and develop VT: providing VT to youth and young teenagers, mostly drop-outs from schools, equipping them with the skills necessary to find work, improve their lives, and increase their self-esteem. Coordination with UN Relief and Works Agency and other educational institutions ensured the classes they were providing were not being taught in other institutions and that the skills taught were in demand in the job market. This project provided financial support for to conduct VT sessions, including providing tool kits for students where necessary. During the project lifecycle, sessions frequently requested by the job market prioritised.
b. Train and build the capacity of VT instructors by teaching non-formal education classes: this was a crucial part of the project that complemented the work of The NGO and other local NGOs in developing vocational education curricula. To ensure quality teaching and a better quality of learning in non-formal and vocational education programs, it was important to provide instructors with non-formal education training techniques that were interactive, geared to the special needs of students, and could be used in both formal and non-formal settings. It was also important to give instructors tools and support them on the job whenever needed. The activities included developing a mechanism to provide ongoing education support to non-formal education instructors.

c. Train and build the capacity of social activists and social workers: social activists were key players in the local communities. They were either members of a specific organisation or independent contractors, working with them all. They were key drivers for youth. In many of the education and training programs carried out in North Lebanon camps, social activists played a key role and were highly regarded by the young. This emphasised the need for building their capacity, empowering them, and encouraging them to train others. They needed to use non-formal education techniques in their work. It was also important to push them and support them to launch key creative initiatives related to life skills activities and programs within their community. A youth project coordinator was hired to coordinate the work with youth.

d. Launch at least two initiatives in extracurricular/non-formal education for youth of North Lebanon camps with social activists and workers: one key component of the program was to help social activists voice their concerns and better help them understand the needs of the youth of their local community for the development of life skills initiatives. Illustrative ideas would help the youth in the community, particularly young women, to express themselves and develop cultural, social, and life skills. Figure 5.1 illustrates the approach and the key components of the pilot project.
5.3.8 Monitoring and Controlling

The NGO planning, M&E system incorporated three interrelated segments: the administrative planning phase, the monitoring/tracking phase, and the evaluation phase. In the administrative planning phase, the system for M&E was organized in a manner that ensured efficient collection of relevant data so that the program could respond to the Donors’ needs and to allow the PM team to be able to address areas where performance was lagging. The M&E officer with project manager were primarily responsible for transforming the plan for the M&E program into a system that was effective in practice. The monitoring/tracking phase involved several components: field trips for gathering data on ongoing activities, evaluation group meetings, checking compliance with procedures and assuring that the expected impact was likely to be realized, and submission of regular progress reports. The evaluation phase was a filtering and gathering process where the administration of the project, the implementation procedures, indicators, measurement of achievement versus targeted outputs and inputs were all analysed and reported.

The NGO has experience in the cycle of planning, monitoring, and evaluating project activities in an appropriate manner to meet the needs of Donors based on The NGO previous projects conducted in the Near East. The NGO’s management structure placed great
emphasis on having an integrated approach to M&E; the staff worked together to ensure that project was implemented effectively. In responding to the needs of Donors for timely reports, M&E were continuously ensuring that activities conducted were of a high quality.

Monitoring and controlling occurred at all stages of the project implementation. For example, with the grantees, monitoring was conducted on the procurement of the required equipment and materials agreed upon, on the data needed and whether it was collected or not, and whether the training courses were taking place or not, and on the number of beneficiaries of that training. Different monitoring methods were used. These included field visits, checking reports (narrative and financial), and supporting documents. Monitoring and controlling was performed by the project manager, field officer and other project team members. Monitoring and controlling concentrated on the classes and on all listed equipment that were procured. Usually the Local NGOs bought the required equipment as mentioned in the plan and within the set budget for certain specifications. Monitoring and controlling was not only related to the equipment but also to other consumables, and accessories required for each training session. The materials and equipment that needed to be bought were requested by each local NGO and then presented and approved by The NGO, as per the proposed and approved plan and budget. When Local NGOs presented their financial reports including their expenditures, their receipts were checked as supporting documents to these expenditures. Invoices were also checked by referring to the three offers they got from three suppliers to justify the purchasing of materials and equipment before being purchased. These documents were all attached to the financial reports submitted regularly by each local NGO. Concerning the training sessions conducted by the Local NGOs, their reports included remarks that were recorded identifying which activities have been done and from the performance evaluation sheet of each instructor, it was shown if the instructor was following the new ways of teaching they took during the training sessions by experts who worked with the hired consultants. An expert attended a training session to observe the way the instructors taught students, and this was the monitoring process at the consultant level. Local NGOs submitted narrative reports to The NGO. In the grants agreement/memorandum of understanding, the Local NGOs mentioned their detailed budget, the scope of work, details of terms of the grants and details about the materials and equipment they needed to buy. Also, it was mentioned in the grants agreement that the Local NGOs were responsible for the provision of the vocational technical training and that they were responsible of all capacity building expenses,
so they could provide the NGO with the designated money covering the running cost and equipment. Also, the expenditures of grants funds, return of funds, the reports that they had to submit, their commitments, their legal obligations, procurement, the cost of each activity, salaries, individual cost of training and other training costs were all reported too.

To monitor and control workshops and consultants’ performance, The NGO studied the performed activities by: analysing reports, checking the deliverables vs. actual activities and data collected, evaluation sessions (individual and consultative) and side meetings with recipients. Based on the contract signed with the consultants and mainly the interactive sessions mentioned in the agreement, The NGO monitored the courses materials given by instructors and the training materials given by experts. They also checked the dynamicity of the trainers, their style in training, the contents of the sessions, the level of preparation for each session, and how the experts prepared their work plan based on the curriculum. Then, an evaluation was done at the end of each workshop. The VT was full of workshops, the instructors who were attending were evaluated, and the evaluation performance sheets were issued based on certain evaluation criteria. The NGO agreed with the consultants on the format and the criteria of the evaluation. For each training session, they issued an evaluation performance sheet. The consultants presented to The NGO and to the Local NGOs their reports and from both reports The NGO prepared their own reports to the Donors and The NGO HO.

Quality was monitored by both The NGO and by each local NGO partner based on a set of indicators, and both general and specific. For example, the project team monitored the work of grantees and the work of consultants and trainers and this was based on the agreed objectives and deliverables. Consultants and trainers also had a role in monitoring, specifically in relation to end beneficiaries like instructors, making sure the latter were applying what they had been taught. Monitoring was performed through field visits; consultants attended training sessions to coach and monitor the work of instructors. They also checked reports received from Local NGOs and consultants and through regular meetings. Checklists were also used by consultants/ trainers to monitor instructors’ works. Quality was also monitored by the Local NGOs on the consultants’ performance. Entering classes and checking what consultants were doing was part of monitoring and controlling the quality of their work. The consultants were running workshops for capacity building; it was
agreed with them that they were responsible to provide certain deliverables. There was a continuous follow-up with the consultants in case they wanted to prepare for a training session. The consultants shared their agenda with The NGO before the session started to make sure that it was going as per the agreed plan. Instructors submitted a list of deliverables and what they were going to teach before they started the workshops, and they sent the project manager the plan of the day and what the instructors were going to learn. Monitoring was done on site most of the time. The NGO’s project team was available on most workshops given. The NGO monitored their work by attending the sessions they were giving, checking the reports they were submitting, and by checking the supporting materials they were developing as agreed upon. These materials were arranged and provided to the instructors during the sessions. For example, The NGO’s representatives had to provide a personal file for each instructor. They had to prepare agendas of the coaching sessions they were going to perform. They informed The NGO about sessions before conducting them. In addition to the workshops, they did coaching, they sat with each instructor to make sure that he/she understood the materials provided and this was part of the capacity building they were providing. The NGO also monitored their performance by checking the reports they received from the Local NGOs, but this was an administrative monitoring. The NGO team representatives were not experts in VT, but they relied on experts. They were neither technical people nor VT people, but they knew the instructors’ needs. During their attendance at certain training session, The NGO’s team representatives realized that instructors needed to learn more about class management, so the consultant amended their materials to meet these needs. Monitoring of the quality of the materials occurred to make sure good quality of training was given to the instructors.

Some grants were given to Local NGOs and others were given to the consultants. The NGO signed with four Local NGOs. It was agreed that the given grants would cover part of the salaries of the instructors, the equipment, materials, and stationery needed by the students. It was important to make sure that the grants were spent on the above-mentioned items. To monitor this, for example, when equipment was bought, The NGO team representatives checked this equipment. They also checked the materials bought during the site visits. At the end, the Local NGOs submit financial reports that provided a comprehensive list of expenditures to The NGO. The NGO agreed with the Local NGOs to refurbish the classrooms under certain specifications, and within a defined budget. The NGO checked
when the refurbishment was completed to ensure that it was as per specifications and within agreed budget. They were supported in this effort by the field coordinators. It was the responsibility of The NGO to follow up and provide technical support. The NGO’s monitoring did not reveal any NGO going outside the scope of the agreement, or whose operations were not on the line of the terms of references. No instance was identified that an item bought was not within the budget. Such a purchase would have caused a major change in the scope. The NGO worked closely with the Local NGOs on the implementation of the project to avoid such conflict. In case something happened, The NGO always went back and rectified as needed with the Local NGOs and accordingly with Donors. However, if this happened and the scope or budget needed to be amended, The NGO did the amendment to the grant agreement and asked for a change based on the changes of the requirements. When The NGO received a note from the local NGO informing them that a change happened, such as they missed to mention something in the scope or in the initial budget or they were obliged to hire a person or to buy certain equipment or certain material and they needed The NGO’s support to rectify the change, this was considered as minor change that was rectified internally without informing the Donors if it was aligned with the overall budget. However, if a change was above the maximum budget provided by the Donors and outside the scope, it required higher level of approval from the Donors. This happened once when it was needed to re-build the VT center. The Donors recognized that there was a need to add one additional classroom which was not mentioned in the initial plan. The NGO contacted Donors to take their approval because a bigger amount of budget was needed. This happened during the execution of the project. The NGO informed Donors and a meeting was arranged to ask for an increase in budget and they got the approval after few justifications. The relationship with the Donors, for the pilot project, was very transparent and they did not need to wait until they sent someone from the Donors’ side to check and get the approval. In this situation, Donors sent later their representative to check the overall running of the project.

Monitoring was designed to check not only the scope and whether an objective was achieved or not, but also to make sure that Local NGOs were getting the right data to enable students to get benefits. This was the main objective of the whole project. Of course, The NGO was working with consultants, Local NGOs, and with instructors, but they wanted to ensure student’s success and to check what was happening to them. They wanted to make sure that the Local NGOs had collected the required data from the meetings with students’ parents and
instructors and if they did the right follow up. The NGO also followed up with students on job placement to check how many of those who graduated found jobs. The supervisors of the Local NGOs had to make sure that the consultants were providing the training sessions and to make sure that the instructors were applying what they have learnt from the training sessions. The consultants checked this as well, but it was the responsibility of the supervisors to monitor this and to report to The NGO. Consultants monitored instructors and produced reports and evaluations of the instructors’ performance during the sessions.

5.3.9 Sustainability

The NGO was working with well-established grassroots organisations that also were partners and beneficiaries of the project. These local NGOs have been providing VT, and social and cultural support, to youth and families in North Lebanon camps for more than 30 years. The NGOs’ approach was to support and build the capacity of reputable grassroots organisations that were effective in responding to the needs of their communities. This approach ensured sustainability when the funding ends. In addition, The NGO and the Local NGO partners work together towards a clear exit strategy during the implementation of the project. This project enhanced the skills of instructors, social workers, and others involved in the non-formal education in North Lebanon camps. During the project, The NGO and the Local NGOs tried to establish a mechanism to provide continuing education to these educators. This was done through the existing vocational education network.

5.3.10 Quality

Observation and coaching of instructors by consultants were done to monitor the quality of the training. Checklists were also used to monitor the quality of training when consultants followed up instructors on their performance. Instructors were trained, and the consultants were the experts who were hired to ensure that those instructors were well trained and performed their job properly. Experts who were working on instructors coaching developed criteria for evaluating the performance of instructors based on the workshops they executed and the knowledge of skills they provided. They developed an individual performance evaluation sheet for each teacher.
In most workshops provided by experts, The NGO’s project manager attended, and The NGO’s coordinators were present in the field. The NGO’s presence during workshops was not to monitor the technical part but rather to monitor and evaluate the quality of training sessions, how the experts were training instructors and how the sessions were managed.

5.3.11 Reporting

The Local NGOs submitted their reports following the schedule mentioned in the agreements. Reports were received from the six Local NGOs that The NGO was working with. These reports had specific formats that were developed to make them easy to be filled up by Local NGOs. Reports were received from the Local NGOs and in turn The NGO submitted their reports on monthly and quarterly basis to Donors. Quarterly reports were prepared according to the standard formats given by the Donors. The monthly financial reports were submitted by The NGO and were narrative in format. These reports included the performed activities, the results achieved during the month, and a brief about the progress. The project manager of The NGO prepared the monthly and quarterly reports. In general, narrative reports highlighted the background of the project, the progress during the reporting period, results, success stories and pictures, as well as planned activities for the next period. The format of the narrative and financial monthly reports submitted by The NGO to Donors did not specify a comparison between actual vs planned activities. It was somehow developed in quarterly basis. The availability of a comparison between the actual and the planned would provide a comparison of what happened during a reporting month but under phase 1, it was not like this. Consultants submitted their reports on deliverables and outcomes of their interventions with recommendations. These reports were submitted periodically based on the duration of the intervention. Usually they were submitted on the midterm of the project. From one consultant, The NGO got an initial assessment report, then a midterm report, and a final report with supporting documents and checklists concerning the instructors’ performance. The consultants’ reports about the instructors were mainly recommendations about the next coming period and what should happen at different stages of the training sessions.
5.3.12 Scheduling

The schedule was designed to cover activities over a quarterly period using excel spreadsheets. Objectives were broken down into activities and for each activity there was an estimated time.

The whole project was delayed due to some planning issues, but mostly because of the security situation in the North of Lebanon. The delay did not affect the results. The NGO rectified planning and activities accordingly. The NGO had a Plan B, especially when working in difficult areas. For these reasons, implementation of the training sessions was not delayed.

There was delay in reporting or collecting indicators due to administration reasons like getting permits to visit the sites. Although the sessions finished on time, the project did not because there was a delay in preparing the final reports. As long as the delay did not affect the end results that were needed to be achieved, the delay was somehow acceptable.

5.3.13 Managing Stakeholders

This was done through regular, individual and group consultative meetings where written reports and recommendations were shared with main stakeholders. The main stakeholders were the Donors, The NGO, the partners/recipient (local NGOs, with their instructors and administrative staff, consultants, suppliers and service providers), other NGOs, and the students. Communication was executed through reports submitted monthly and quarterly to Donors.

There was internal communication with The NGO HO via monthly notes and reports. The NGO Beirut office sent these reports to The NGO HO. In addition, they sent them their monthly news like celebrations, signing of agreements and marketing activities. These were shared among the different offices of The NGO. Also, The NGO HO was copied on all reports submitted to the Donors by The NGO Beirut office. They did not copy the reports they received from the Local NGOs unless they needed supporting documents. The NGO HO did not go into details.
5.3.14 Procurement

Hiring consultants was done through advertisement for consultancy openings, including scope of work. This was followed by an interview process engaging different staff at The NGO. Some exceptions were made for programmatic constraints and specificities, especially if The NGO was building on a previous intervention or if an unconventional specialisation and experience required waving the bid process and headhunting. The NGO prepared a shortlist of consultants who met the terms of references. A comparison sheet was prepared to select the suitable consultant. This was done based on the highest grade they got on the set of selection criteria, including: methodology, expertise and relevance, experience within the same context, professionalism, and price. The NGO signed agreements with contracted consultants. These agreements included scope of work, scheduled deliverables, and scheduled payments. The NGO closely monitored the implementation of the agreement with consultants. The NGO also worked with consultants on capacity building.

With the Local NGOs, the technical support The NGO provided was also specified in the agreement. The NGO explained to local NGO partners about the work plan they were going to follow. They asked about the sessions they were going to provide, the instructors who were available to provide capacity building training under certain conditions, and some pre-requisites that would allow those instructors to be part of capacity building.

In each session, the following was mentioned: how many students were accepted and how much each student would cost; the number of coordinators and their cost; and the equipment needed and its cost. Based on the proposal of each NGO with all estimated costs, The NGO studied their proposals, approved them and then signed agreements with them. The NGO provided general guidelines to local NGOs to submit their proposals. In general, each local NGO partner used its own form/template. Based on these proposals, The NGO signed contracts.

5.3.15 Managing Risks

The key assumptions under this project were that newly trained instructors and trainers were using the new acquired skills to develop new initiatives within their local teaching programs and organisations. It was assumed this would enhance VT programs and the quality of
education. The quality of the instructors of VT was important. The risk was that programs and instructors would be of poor quality. The NGO addressed the risk carefully by selecting and monitoring project participants.

It was also assumed the improved quality of teaching and enhanced programs encouraged young people to be less apathetic, more enthusiastic about attending classes, and more active learners. The risk was that this would not happen. The NGO addressed this risk by a comprehensive review of techniques, applying only the risk review techniques that were successfully proved in other previous projects.

It was assumed that with better skills and a better education, young people would be able to find suitable livelihoods. The risk was that jobs and other means of livelihood would not be available. Partners tried to address this risk by monitoring the job market (with other organisations) to determine if the skills being taught were suitable to demand and to adjust course offerings based on this monitoring.

5.3.16 Project Closing

At first stage, closing contracts started with the project consultants. To close agreements with consultants, The NGO waited until they received the final report at the end of the last training session. Then, The NGO did an evaluation with the instructors and supervisors. It was an evaluation on the entire project to ensure that The NGO provided what was required of training to make the project successful. The evaluation was done by the consultants using report forms that were also used during the training sessions, at the end of all training sessions, and during the evaluation sessions.

During the evaluation, the consultants left the evaluation session open to allow the instructors and supervisors to talk freely and provide their opinions and suggestions. This evaluation session was done once at the end of all the training sessions. The NGO provided its feedback in addition to feedback provided during the running of the training sessions and during follow-up.

Then, The NGO gathered all reports together and arranged for a general meeting with all local NGOs to close the project. In the meeting, they discussed what was done and achieved
and listed all the results of the training sessions provided. They also listed all participants’ opinions with recommendations from instructors, supervisors and consultants. Another meeting was held with the decision makers from the Local NGOs, consultants and The NGO’s managers. During this meeting, the project advantages and disadvantages, and areas that needed improvement, were presented by the Local NGOs, as well as the improvement achieved in their organisations. Improvement that did not take place during the Phase 1 was taken into consideration as an opportunity for further improvement if the project was repeated at a later stage. From this meeting, The NGO’s final report was developed.

Concerning closing of contracts with local NGOs, The NGO had continuous follow-up with them to check if they were working as per plan and if they were providing deliverables as agreed upon before closing of contracts. At contract close, they submitted their final reports which included certain indicators. To close local NGOs’ contracts, The NGO followed up with the assigned person working with each local NGO on reporting. They reminded them that they needed to submit financial and narrative reports. They also asked for several indicators to be mentioned in the report because they discovered they were important while running the project. Based on data in the final report received from each Local NGO, The NGO released the last payment.

Usually, The NGO received the report from the local NGOs and from consultants late. There was no penalty for the delay in submitting the reports because they were their partners, even though they had agreements with them and deadlines were mentioned in the agreements. However, there was a termination clause in the agreement with the consultants and the Local NGOs if they broke the deadline clause of the agreement.

To close the agreement with Donors, The NGO had first to submit their final report within 90 days from the final date of their agreement. The NGO gathered data from reports submitted and developed and distributed to partners a questionnaire to get the information they needed about student results.

Consultants were monitoring the change in the quality of work of the instructors and the supervisors they had trained. The local NGOs provided similar data about the same subjects but from a different point of view. The NGO was interested to get information about the institutional changes that they had worked on from their intervention. The NGO also needed
information about students, such as how many passed, how many attended the sessions, students’ background, how many were male and how many were female, how many found jobs, and additional activities. Donors released the last payment before the submission of the last report.

5.4 Summary of Finding

This section answered the questions related to the design of the applied PM processes. It included an evaluation and analysis of the case results of the pilot project (Phase 1) and demonstrated how these results formed the basis of, and the link to, Phase 2 of the project. The analysis and the evaluation of the pilot project (Phase 1) results were done based on the benchmark criteria of the PM processes applied, as presented in the previous section.

5.4.1 Analysis of Results

The results from the collected data from the project documentary and from the conducted interviews indicated that some of the standard PM processes applied in the pilot project had used different forms and sometimes, processes were performed under different titles and up to a certain level and different ways in their application.

The PM plan developed by the NGO PM team members contained, in brief, the major and the basic plan that they needed: that is, project HR, project scope, project time, project communication, project risk, project cost, and project procurement management. However, the NGO included the basic plans and used basic tools in some PM processes and in other PM processes, they provided much elaboration in processes they were much interested in within the context of the study.

The NGO conducted intensive assessment needs workshop sessions that were considered part of ‘collect requirements’ process. The NGO depended on the needs assessment to define the scope of the project. However, the scope was defined by identifying certain objectives, which they considered KSI of the project, and a breakdown of the objectives into a set of activities. The NGO verified the scope by checking if all activities performed well during execution. However, they discovered during the project execution that there was a need for an additional set of activities, but instead of changing the scope, they decided to include such activities under the scope of the project later in Phase 2.
The NGO applied a tight monitoring and controlling process through different channels. First, by attending some of the training sessions, they checked the technicality in providing training sessions given to the instructors by the consultants, and they monitored the performance of the instructors during their teaching sessions to evaluate their levels in acquiring and practicing new teaching techniques, following a well-prepared curriculum. Monitoring and controlling the performance of the local NGOs was also done; their way of managing the project, their supervisors’ performance, and their instructors were all evaluated. The NGO also developed evaluation reports and regularly checked the implementation of the project on site.

The NGO monitored all procurement activities, terms of references, and selection criteria. The monitoring and controlling were done during all activities of the project. However, the monitoring and controlling did not reach a sufficient level to allow the NGO to perform integrated change control. The NGO was satisfied that the materials and equipment were procured as per specifications and in the line of the budget, and that the consultants were appointed based on a certain selection criterion and following their terms of references.

The project schedule was not detailed down to the lowest level of activities. Instead it was designed to cover these activities over a certain period on quarterly basis which meant that the schedule was a general schedule and could not be monitored easily due to the large time gap given for each activity that allowed delays to occur for sub-activities without having the capability to have a recovery plan. The project faced a delay on its delivery period and was postponed more than once and the schedule faced continuous amendments. A basic excel spreadsheet format was used in developing the schedule, instead of a well-developed schedule tool, such as MS project, Primavera or any other well-known, developed and reliable scheduling tool.

Concerning the project cost, the project was divided into objectives and for each objective a certain number of activities were allocated. The NGO successfully estimated the required resources to perform each activity and conducted studies to estimate the cost for each required resource and to enable the budget to be broken down into a set of resources. This then enabled an estimated cost to be allocated for each resource from which the final budget was developed. Although the format of the budget was basic, and no developed techniques and tools were
used, the NGO was very satisfied with the excel sheet provided. This excel sheet provided the
type of resource in one column and allocated cost in another, and the total cost was calculated
to form the total budget. However, cost could not be well controlled because at the time of
purchase, some resources were purchased at a price higher than was mentioned in the budget.
That was why The NGO exceeded the budget for certain items, although they were not
conservative in estimating the cost.

Quality was not properly planned. Some teaching materials were developed during the
implementation of the project and the consultants had worked hard to arrange the appropriate
curriculum. Although some formats were arranged to be followed, it was realised that each
local NGO was following their own format in reporting data; special formats were used to
monitor the performance of the classes using certain checklists, along with the level of
performance of each item checked.

The NGO defined the responsibility of each party and prepared a special team to run the plan
and the execution of the project from initiation until closure. The project team members were
performing their duties well and were keen to ensure that instructors were given the
appropriate training, and consultants were working professionally to develop them to be at a
certain high level that allowed them to provide adequate materials to students. However, the
researcher realised that during the lifecycle of the project, The NGO worked on the
development of the Local NGOs’ staff properly, but they did not have any development plans
for its own project team.

The NGO succeeded in developing standard formats for reporting and put pressure on other
parties to submit their reports regularly. It arranged many coordination meetings and
workshops and kept the Donors, as well as The NGO HO, always informed about the progress
of the project.

The NGO arranged performance and evaluation reports to monitor local NGOs, consultants,
instructors and students. Moreover, questionnaires were also distributed to get students’
feedback about the performance of their instructors. However, the flow of communication
was not at the same level among all stakeholders in order to keep them all satisfied and
informed. For example, Donors were informed about the progress just when they received the
monthly report and after the completion of each month’s activities.
Concerning risks, the risk management process was not well developed especially as there was a big risk of accepting the materials given by the instructors as well as the sessions provided to students without taking into consideration the consequences in case the instructors and students were not satisfied with the types and quality of materials provided. What did the NGO do in such case as a response? The NGO took a big risk in applying the same techniques that were proved successfully in the past in other similar projects. The delay in closing the project was due to security issues. Such a type of risk was not considered in the NGO’s risk plan.

Procurement was successfully conducted, following the basic method of collecting three quotations and selecting the best price that met the specifications. In appointing consultants, they defined well the terms of references on which they had shortlisted consultants and selected the suitable consultants based on the highest grade following certain selection criteria.

Closing the project was done successfully after closing consultants’ accounts as well as Local NGOs’ contracts. This was done by collecting their final reports and conducting a general meeting and then a specific meeting to evaluate the performance of the project and to listen to the recommendations of all involved parties in the project. Finally, the closure was done with the Donors by submitting the final report following the Donors’ report format although some activities were still running and were not closed due to several reasons.

5.4.2 Link between Phase 1 Results and Phase 2

This section responds to the outcomes from applying the PM processes in the pilot project and its impact on the results achieved based on the objectives set in the Logical Framework applied as the model for this type of aid/development project. The results listed in the preceding part of this section formed the basis of the link to Phase 2 providing certain recommendations for PM processes applied in Phase 1 and the improvements that were applied during Phase 2 of the project to support the recommendations.

After conducting Phase 2, by applying the PMBOK processes, results were summarised based on the same success criteria and objectives developed in Phase 1. Results of Phase 1 and Phase
2 were compared, and an evaluation was given to measure the improvement in the level of success after PMBOK processes were applied in Phase 2 of the project.

The outcomes achieved from the set of objectives that were considered as success indicators in Phase 1 are presented in chapter 7.

The security in North Lebanon camps caused problems that The NGO was well aware of but should have taken it more into consideration while planning risks. The schedule should have been developed and detailed using a professional tool in order for data to be well monitored and controlled allowing the team to able to avoid delays and arrange recovery plans.

The importance of integration of the methodology in VT at the level of the whole institution, and the importance of the development of a new model and teaching it to local NGOs, was very important during Phase 2. Consequently, Phase 2 design was developed based on the lessons learned, especially the methodology of the model The NGO followed at all levels. If The NGO was going to support any VT, it needed to work on job placement and on employability skills of students. For any further intervention, it needed to consider job placement and employability skills which meant training the instructors, trainers and supervisors; that is, the development of HR.

The aims were the improvement of students’ skills, developing the students’ language and characters, and building confidence to allow students to integrate well in the society. This means that The NGO needed to develop a tight human resource management plan and develop a well-trained project team to meet the expectations and avoid missing any activity. They needed to collect requirements from key stakeholders. This was discovered at the end of Phase 1 and to be implemented in Phase 2, although it was supposed to be conducted at the beginning of Phase 1 in the need assessment sessions. If The NGO wished to add any activity to the project, the process did not allow such change. It could not depend only on their staff experience in managing such project. The NGO had to train staff members to face different challenges in different circumstances. The project also developed the capabilities of the students within the workplace and taught them how to be effective in society. They should take into consideration, in Phase 2, the need for extra budget for additional activities that they realised they needed to implement during Phase 1 but could not due to budget shortfalls.
Local NGOs have worked on standardisation of processes and methodologies and made sure these processes applied at all levels. A lot of improvement was required for the NGO PM processes which took place in Phase 2, especially in developing tight schedules, in budgeting, in quality management, and in managing stakeholders by developing a proper communication plan, in addition to the improvement of processes mentioned above.

5.4.3 Discussion (Relevance to Literature)

From the interviews conducted with main project team members, it was discovered that PM practices using LFA as a tool has addressed some performance gaps in managing the project. The NGO followed the LFA in managing the targeted project during the pilot phase and few pitfalls and gaps were discovered in applying PM processes and difficulty in integrating PM tools. This was clearly described in some articles about the LFA inflexibility, complexity, and difficulty in integrating it with PM tools (Couillard et al., 2009, p. 31; PMI, 2008; Steinfort, 2017).

However and as discussed, the application of the LFA as a PM tool in the targeted project was part of the sponsors’ obligations in the agreement signed between The NGO and the Donors and this is justified in the literature as indicated that project managers cannot apply any other PM tools because it is part of the obligation to Donors to deal with the PM approach they impose as a condition of financing such projects (Brière et al., 2015).

Although monitoring and controlling performed by The NGO did not reach a sufficient level to allow the NGO to perform integrated change control, The NGO has applied a tight monitoring and controlling process through different channels. As Khang and Moe (2008) states, LFA is incorporated into the project planning, monitoring and appraisal processes.

Monitoring and controlling the performance of The NGO was done over all levels. The performance of The NGO’s supervisors and instructors was well evaluated supported by evaluation reports and regularly checked the implementation of the project on site. This is consistent with findings of (Cracknell, 2000) who states that LFA as a planning and appraisal tool is considered as a framework for monitoring and evaluating systems to support PM.
Although the PM team of The NGO discovered during the project execution that there was a need for an additional set of activities, they depended on the need assessment to define the scope of the project. However, the scope was defined by identifying certain objectives first, which they considered KSI of the project, and a breakdown of the objectives into a set of activities. This is consistent with what Steinfort (2010) stated that under the LFA, the objectives are defined by outcomes to be measured by deliverable activities in the project plan.

The project schedule was not well developed and detailed down to the lowest level of activities and following the LFA lead to lack of integration and cannot replace the WBS as stated by (Golini et al., 2016). The PM team did not develop a well-developed schedule tool, such as MS project, Primavera or any other well-known, developed and reliable scheduling tool due to its complexity and instead they got used to follow basic tools to monitor and control project schedule. This is aligned with (Golini et al., 2015) findings that state some tools and techniques were neglected in LF due to their complexity.

The NGO succeeded in developing standard formats for performance and evaluating reports to monitor all parties. The flow of communication was not at the same level among all stakeholders in order to keep them all satisfied and informed. However, it was useful to provide common language that allows all participants understand and communicate well among all involved parties as confirmed by (Neu et al., 2006).

The results from the conducted interviews indicated that some of the standard PM processes applied in the pilot project had used different forms and sometimes, processes were performed under different titles and up to a certain level and different ways in their application. It was proved that the project does not have standards in managing the project at most of its processes. This is consistent with (Golini et al., 2016) findings and based on the analysis of the pilot project, lot of improvements are needed for some of the processes in the phase 2 of the project and this is also consistent with (Couillard et al., 2009; Gasper, 2000) findings.

5.5 Chapter Summary

The chapter began with a general description of the Phase 1 case study. A detailed description provided an overview of the project objectives and expected outcomes, how it would be achieved, its activities, and how it would be implemented. Details of interviews were
presented after listing the demographics of the interviewees. Interviews were conducted with participants who were the main players in planning and managing such aid/development project. Interviewees were selected due to their involvement and role in the targeted project. Questions asked during interviews were related to the applied PM processes in the pilot project and how the project was running. Data collected in Phase 1, from desk study and from the interviews conducted, were analysed. This analysis supported the interview question design, provided information about the PM processes applied during Phase 1, and supported the conduct of further improvement of PM processes during Phase 2.

The results of Case Study 1 were used to evaluate the weakness of its PM processes applied and guided development and improvement objectives during Phase 2.
Chapter 6 – Case Study 2

6.1 Introduction

In 2014, The NGO started the preparations to run an aid/development project to enhance and support VT for the Lebanese and the Palestinian youth living in marginalized communities in North Lebanon camps. The targeted project was a repeated project under Phase 2 of the pilot project conducted in 2010 after several deficiencies discovered through numerous conducted studies. These studies required urgent calls for reforms by utilizing a sports concept as a cross cutting program strategy to enhance the effectiveness of the project priorities. The project was conducted from January 2014 until March 2016.

The aim of this chapter is to present the development of the adapted PM process models due to the gaps occurred during the implementation of Phase 1 of the project. This means that certain enhancements needed to be applied during Phase 2 of the project. As the effectiveness of these changes needed to be assessed when applied during Phase 2 of the project. This chapter also reports the effectiveness of the changes made to the PM processes and their impact on the project success.

This chapter provides a detailed description of the developed PM process models applied in Phase 2 of the VT project to enhance those PM process models that faced gaps during the implementation of Phase 1 of the project. This includes a general as well as detailed description of Phase 2 of the project, details of the people interviewed, and a detailed description of the PM process models applied. Also, it includes the results collected from the questionnaire distributed to the project team members and the results of the focus group peer review session conducted with them. This is then followed by an evaluation and analysis of the results.

This chapter is structured as follows:

1) Case study description: this includes a general overview of Phase 2 of the project followed by a detailed description, details of the demographics of people interviewed, and details of the peer review workshop.

2) Description of the PM process models applied: this includes a description of the preparation stages prior to the start of the development of the PM process models, and
3) Development of the PM processes: this includes a detailed description of the development of the PM process models including objectives of each process model, related inputs, the applied tools and techniques, the resulting outputs as applied by PMBOK process models, in addition to the process models’ flowcharts, manuals, and required template forms.

4) Case study data: this includes the results of the focus group workshop as peer review session conducted with the project team members to evaluate the applied PM process models and the results of the questionnaire distributed to the PM team members who attended the peer review session. The questionnaire contained groups of questions centered on the evaluation of the PM process models which were developed to eliminate the gaps found in PM process models during the implementation of Phase 1 of the project.

5) Initial summary of findings: this includes an evaluation and analysis of the results collected from project team members on the application of part of PMBOK process models on the VT project and the evaluation and analysis of the impact of these processes on the success of the VT project.

6.2 Case Study Description

6.2.1 Introduction

The enhancing non-formal education for Palestinian youth in the North of Lebanon project (indicated as Phase 2 in this research) was an extension and expansion of The NGO’s Phase 1 of the project supporting non-formal education in North Lebanon camps. Phase 2 has utilized a sports element as a cross cutting program strategy to enhance the effectiveness of Phase 2 of the project’s VT sessions. The sports element was implemented in such a way to increase the effectiveness of VT while also encouraging the participation of the youth of Palestine through multiple sports activities. These sports activities were envisaged to produce a sustainable effect on VT, yielding life-long benefits to those youths who participated in the sports-based programs. Phase 2 of the project was built upon the success of the pilot project while adding enhanced activities which were based on lessons learned, strategizing sessions with partners and key stakeholders, and additional needs identified
through the course of implementation. Thus, Phase 2 of the project has improved by applying the deepened skills and knowledge of both NGO partners and other participants, while expanding into a larger network to cover the entire North of Lebanon. Given The NGO’s expertise in strengthening Local NGOs and organizations, as well as the previous working relationship it has had with many of the NGOs participating in this project, Phase 2 has produced a sustainable effect on the non-governmental sector in the North of Lebanon.

The NGO designed and developed a PM plan, similar to the one applied in Phase 1, by adding enhancements to some of PM process models discovered it had gaps and needed to be addressed. This enabled the new needs of the project to be closely matched with those of The NGO qualified staff and local NGO partners, and included considerable re-development of tools and the introduction of techniques in Phase 2 that differed from those applied during Phase 1. Consultants with experience and knowledge of project activities were hired respectively in VT and sports developments.

The aim of the researcher was to apply part of PMBOK process models that would address deficiencies experienced in Phase 1 and to assess the effectiveness of their application during Phase 2 and their impact on the project success. The objectives of case study 2 was to apply well developed PM process models in managing this development project to achieve the objectives set out in the original plan.

Moreover, the aim was to analyze the results achieved and to compare the KSI of Phase 2 to those achieved during Phase 1, to assess the level of success based on identified success criteria in achieving project objectives, and to check if the application of these developed PM processes, tools and techniques helped to improve project outcomes.

6.2.2 General Description

Although Phase 1 achieved number of successes, its activities led to further needs and gaps being recognized among sports development VT during implementation. A new needs assessment was carried out through consultations with VT consultants in this field, desk studies, focus group discussions and meetings with service providers, and experts. In addition to reinforcing and expanding the successful approaches applied in Phase 1, the project had focus areas in each of its two pillars: inclusive sports for youth development and improved linkages to the job market in VT.
Consultations with main stakeholders and experts that had worked on VT development in the region led to the decision to utilize the sports concept as a cross cutting program strategy to enhance the effectiveness of phase 2 of the project’s VT sessions. The sports element was implemented to increase the effectiveness of VT, while also encouraging the participation of youth through multiple sporting activities.

In order to fulfill the needs discovered from the conducted assessment, and based on the above mentioned reasons, The NGO applied the concept note in which they requested the Donors to provide The NGO with the necessary funds to hire consultants and to sign partnership agreements with Local NGOs to run the activities of Phase 2 of the project. After receiving offers from experts, consultants were contracted to provide the VT programs of teaching by using the sports component.

In Phase 1 of the project, The NGO invested in training the VT instructors using the ILO’s Competency-Based Approach. This approach focused on linking the curricula to the needs of the job market, and focused attention on the student acquiring skills rather than following a strict curriculum. In Phase 2 of the project, The NGO continued and upgraded the approach to include new professions that would be included in the training sessions with promising prospects in the job market by utilizing the sports element.

Many of the training programs in use were developed by the instructors themselves, in consultation of the hired specialist consultants. This project helped to standardize the training programs, reinforced the competency-based approach that was promoted by the ILO in the region, and integrated sports as a component in the project. As such, The NGO contracted professionals in the identified professions to work with partner organizations to upgrade the short-term curricula of key partners in key vocations.

#### 6.2.3 Detailed Description

The prolonged displacement of nearly 27,000 residents from North Lebanon camps, after its complete destruction in the summer of 2007, has resulted in an acute humanitarian crisis among the population (UNRWA, 2011, p. 5). The reconstruction of the camp was proceeding very slowly; in 2011, only 300 families were able to return to their homes in the old camp (UNRWA, 2011, p. 5). Palestinian youth faced a daunting set of challenges and restrictions which severely constrain their ability to build active, successful lives for
themselves. The formal education sector did not adequately and automatically prepare them for a bright future (UNRWA, 2011, p. 8).

The Palestinian refugee population described as overwhelmingly poor (two-thirds) and mostly jobless (Chaaban et al., 2010, p. 7). In addition, Lebanon has a long history of restricting even the most basic rights to Palestinians. Youth were strongly affected by this situation.

Nearly half of the population within North Lebanon camps were under age 25 (UNRWA, 2011, p. 5) and were in urgent need of a variety of skills to prepare them for early adulthood and prepare them to build their own livelihoods. For youth specifically, there were not enough resources to adequately prepare them to become active community members. Many students were not fully prepared to enter the job market. As a result, some dropped out and did not have adequate alternatives, and many lacked the social skills to fully participate in community life. In particular, major challenges existed within the Palestinian camps in Lebanon that hindered youth VT for employment and opportunities of personal development.

Despite the presence of UNRWA’s primary and secondary schools, they remained a number of challenges for youth who attended them. One of the main challenges for youth was the high drop-out rate at the elementary school level (ILO, 2012, p. 39).

Reasons for students drop-out were varied and complex. One of the basic difficulties facing students was their weak mastery over literacy skills (both in Arabic and English); this was troubling because literacy skills provided the foundation for all continuing education and/or VT.

It was reported (Chaaban et al., 2010, p. 7) that 56 per cent of the Palestinians were unemployed, and even those who were employed usually held low status, casual, temporary, or precarious employment. VT was a critical need for those who had left school.

In addition, many students, even successful graduates, left VT and entered the job market without sufficient professional soft skills. These included successfully communicating and working with supervisors, and of dealing with co-workers, and customer service skills, etc.
Several NGOs attempted to answer the urgent call for VT sessions among youth. However, numerous studies, including The NGO’s needs assessment done during Phase 1, pointed out several deficiencies in the sector and issued urgent calls for reforms. Youth clubs, Local NGOs and schools offered limited opportunities for youth to participate in sports activities. However, it was taken for granted that youth who participated in such activities performed better in their formal classes, showed greater degrees of positive life skills, and had a lower likelihood of dropping out of school. Palestinian youth did not have practical opportunities to gain these skills informally (Chaaban et al., 2010, p. 53).

It was identified that youth benefited greatly from complementing their formal studies with youth club involvement and sporting activities. These activities had the potential to help them develop into more well-rounded adults who have important ‘soft skills’ or ‘life skills’, such as cooperation, teamwork, good sportsmanship, conflict resolution, and positive communication.

Given other competing priorities and lack of resources, many Local NGOs did not often offer sports activities for youth. Even when Local NGOs offered such opportunities, these activities were often conducted without sufficient planning in relation to supporting the desired learning of ‘soft skills’ and ‘life skills’. These activities were often purely recreational. Nevertheless, Phase 2 of the project took advantage of their presence to enhance sporting opportunities proving coaching support, supplies, and adding ‘life skills’ objectives to the sporting programs.

Phase 2 of the project was developed to utilize a sports concept as a cross cutting program strategy to enhance the effectiveness of Phase 2’s VT sessions. The sports element was implemented to increase the effectiveness of VT and education while also encouraging the participation from all the camps through multiple sports activities.

Phase 2 concentrated its programming enhancements around VT activities. The project added a strong component related to job placement services. This included: soft skills, such as building professional behavior for job seekers, assistance, such as CV writing and interviewing skills for job candidates, and deepening of outreach efforts to businesses through advertising, marketing, referral of graduates, and creation of internship opportunities.
The main goal of the project was to develop within Palestinian youth in the North of Lebanon enhanced capabilities and life skills through non-formal education.

The project’s objectives towards this goal were:

1) 600 young people in North Lebanon camps, including young women, targeted to have access to training and non-formal education opportunities that utilized the newly acquired training techniques developed and taught during this project.

2) 133 instructors teaching VT and non-formal education classes in community-based organizations in North Lebanon camps targeted to learn and apply appropriate non-formal education methods during the implementation of the project.

3) By the end of the project, 200 students targeted to acquire new skills that suppose to increase their employment opportunities, having attended VT sessions.

4) 50 young activists and social workers participating in the project recognized the importance of utilizing non-formal education techniques within their NGOs, understood how to use these techniques, and integrated non-formal education into their programs.

5) Enhanced ‘life skills’ of students.

In order to maximize the benefit of the project and reach out to a greater number of students, The NGO supported all the participating organizations through VT services supported by complementary sports activities. Additionally, support was provided by conducting VT courses more closely linked to the job market; by creating institutional development plans for four VT organizations; by upgrading short-term courses in at least four professions identified in the market analysis; by integrating soft skills into the training programs; by upgrading teaching aids for the four key professions; by linking to job placement services, and by providing complementary sports activities to VT students.
6.3 Applied PM Process Models

6.3.1 Introduction

A meeting took place with the main project team members before the start of the project and a general overview was provided about the PMBOK process models in order to inform them about the PM approach that would be applied on the project before the start of the project. The overview was about the PMBOK process groups, PM knowledge areas, and how these process groups overlap and interlink to form the best practices in managing projects. A summary of the research was given which explained how PMBOK process models would be applied on the VT project. The objectives of the research, propositions, research phases, and how data would be collected were explained. Moreover, the type of questions that would be asked to the main participants in the project during the research and the value of the project team members’ involvement in the research were briefly covered.

A draft of the PM process models was developed in a form of presentation and presented to country director of The NGO in order to get her approval on the framework before starting the development of the PM process models. The presentation included an overview about the PM processes, definitions of the main terms, inputs, tools and techniques applied, outputs, flowcharts of the model and template sheets that intended to be used and tailored during the Phase 2 of the project. An overview was provided about the importance of applying of PMBOK process models in project success and how the application of these skills, tools, and techniques could enhance the chances of success over a wide range of projects.

The country director indicated the need for a well-developed PM process models following the increase in the project size and the number of project team members. She stated that processes for some areas of the targeted project were not clear and needed to be more developed, managed and controlled. The development of the PM processes coincided with the time when The NGO needed to come up with well-developed PM process models to facilitate and manage the targeted project.

The contents of the presentation were discussed with the country director before going through the details of the PM process models. The country director stated that if the model was well developed and addressed the criteria of The NGO projects she was handling, she would like to apply them on most of the organization’s projects. The researcher showed
flexibility and readiness in amending some of the processes to meet The NGO’s criteria and project design and this was initially the purpose of the action research applied during Phase 2 of the project. The researcher described in detail the flowchart of each process, starting from the inputs of each process, the tools and techniques used, and the outputs generated which would later become inputs for other processes. After the researcher went through the contents of the presentation, and after describing the PM process models in detail of all 42 PM process models as per The NGO project parameters, the country director showed her concern about the application of the entire model. The country director advised that The NGO could not apply all 42 PM process models as designed by PMBOK, especially that The NGO followed the LFA only in the project’s design phase because it was part of the Donors’ requirements. In the implementation of the NGO projects, the organization did apply some practical and elaborated PM process models and they were opened to learn and apply new PM process models to close the gaps found within their existing PM process models and to incorporate the newly developed ones into the entire PM framework. She clarified that The NGO project followed different PM process models making it impractical to apply some of the PMBOK processes on the NGO projects changing the way in some of the processes being achieved. This was because approval from the Donors required the NGO to prepare a concept note and go through processes different to those developed by PMBOK. Once the concept note was approved, an agreement was signed between the Donors and the NGO, which means that some different processes were already applied before receiving the approval on the whole project. The PM process models that needed development were those that followed the approval on the project based on the concept note, and after the project funding guarantee was received. Any PMBOK process model applied before that would be out of context and not applicable. For example, a project charter would not be applied for The NGO project; a concept note would replace it instead. The concept note which contained many components needed for the project was considered a much more developed and relevant document to the project charter, which was not applicable on NGO projects.

After going through all the proposed PM process models, the country director found that some of the existing processes could not be replaced by what the researcher had proposed because the design and type of the project required some pre-prepared obligatory processes to match the criteria and requirements of the project being followed. Therefore, she suggested
applying certain enhancements to some existing PM process models that contained certain
gaps and thus required improvements in order to be applicable to Phase 2 of the project.

After consultation with the researcher’s doctoral supervisor, it was recommended that gaps
found in the application of PM process models in Phase 1 of the project be identified and
clearly described allowing the development of possible solutions using an action research
approach during Phase 2 of the project. Clear statements of each of the gap would enable
suitable enhancements of the PM process models to close the gaps identified in Phase 1 of
the project.

Based on the above direction, new PM process models were developed and adopted to
addressing the process gaps discovered in Phase 1. These PM process models included
guidelines for the tools and techniques needed in the development of the processes. In
addition to the flow chart for each process model, these included template sheets and a
manual for each process model, describing the flow of the process and tailored on Phase 2
of the project.

Before the implementation of the PM process models, a workshop was conducted in the
presence of the main project team members to provide training in incorporating the
developed PM process models into their project.

6.3.2 Results from the Researcher’s Reflections

Prior to the start of the development of the PM process models, several meetings took place
with the project team members to understand the context of the project and the flow of the
main project activities. In the other hand, the researcher provided some guidance based on
the range of grounded and relevant facts, observations, understandings, perceptions and
interpretations. The researcher was also a mentor to all PM team members in helping them
to find solutions based on the reflections of the researcher’s observations as a participant to
come up with the adopted and enhanced PM process models.

A schedule of designated workshops was prepared before the start of the development stages
of the PM process models indicating the workshop title, workshop date, time, duration,
required materials and the names of the team members involved in the development of the
specific process model. Before the start of the development of the PM process models, it was
required to identify the available materials needed as main inputs for some process models. This was considered as the starting point of the development.

The researcher role was to indicate the proper tools and techniques needed for the development of each process model. The researcher provided an overview on the tools and techniques needed and conducted quick trainings to some of the project team members on the usage of such tools and techniques.

It was necessary to start with an introduction about the process development and get participants interested by showing them some examples, explaining some terminologies, and presenting the benefits of the application of such PM process models. It was a valuable start that allowed the researcher to conduct several individual and group meetings, got all parties engaged to listen to the participants’ points of view and take notes that were helpful in the development of the process models. This allowed the researcher to be more involved, aware of how an NGO aid/development project ran and learn how it would be translated into a designed model that would be presented to the participants for their review and comments.

To be engaged with participants, the researcher allowed them to talk about their experiences and about managing such type of projects and provide freely their views. These views were considered in the development of the process models. Also, it was important to build trust and confidence between the researcher and the team members in order to allow them to cover some areas that might be kept without declaration.

A lot of interaction occurred between the project team members and the researcher to develop the flow of each process model based on the authority matrix of the project and based on the hierarchy structure in taking decisions and approvals.

The researcher faced difficulties in the development of the PM process models after he realized that some of the project team members had some concerns on the applicability of most of the developed PM process models. Objections from most of the project team member occurred and were considered the main constraints in the development of the PM process models. Many arguments occurred between the project team members and the researcher and between the team members themselves. The development of PM process models faced acceptance as well as negligence and concern from different project team members that sometimes forced the researcher to postpone or repeat the workshop in order to come up with
satisfactory solutions to the constraints that appeared during the development stage. That was done by providing some examples from other projects and explaining certain terminologies that some project team members were not aware of.

The success of the completion of the development of the PM process models depended on the ability of the project team members to accept new process models that were not used to be applied or followed because of the number of years they spent working with NGOs following the traditional PM process models. Each team member came from different background and worked in different fields but within the NGO fields. The culture they had was also the main constraint for them to accept a different model that they had never applied on NGO aid/development projects before. The positive factor that has encouraged the team member to participate in the development of the PM process models was their need to have a well-developed and proper model that would allow them to properly manage the project they were leading.

6.3.3 Application of PMBOK Process Models

This section describes the application part of the PMBOK process models in Phase 2 of the project to address gaps found in Phase 1 of the project, and how these processes were designed to match the context of Phase 2. The PM process models applied in the pilot project (Phase 1) that were found to be effective in their application were only considered and kept in Phase 2. Those PM process models applied in the pilot project that contained weaknesses and required improvement or change were replaced by part of the PMBOK process models. These changes were introduced into the processes as layers, and when needed. These changes were under the responsibility of the researcher, who worked to develop, adopt and incorporate them within other PM process models developed by the PM team members of the targeted project. It is important to mention that these new PM process models were developed and provided to the NGO as guidelines, customized based on the nature of the project, and within the context of the project. The implementation of these PM process models was under the responsibility of the PM team members. It was not within the scope of the researcher’s responsibility to go into detail and develop the entire PM process models of the project. The development of the step by step PM process models was the responsibility of the project manager, with the support of the PM team members, the Local NGOs, and The NGO’s consultants under the direction of the country director. However, the researcher
played the role of ethnographer, endeavoring to, provide guidance based on a range of grounded and relevant facts, observations, understandings, perceptions and interpretations. This was done by the researcher becoming a mentor to all PM team members, enabling them to find solutions based on the reflections of the researcher’s observations as a participant whose role was to come up with the adopted and enhanced PM process models.

The researcher mainly contributed in the development of PM process models’ guidelines based on inputs received from the PM team members within the context of the designated project. In this case, the researcher was responsible of the development of the PM process models but was not responsible for its implementation. It was up to the PM team members and project owner to choose whether or not to take action. This means that the researcher’s role was mainly to reflect and encourage the implementation of the PM process models after participating in the design of the model and the development of these PM process models. The role of the PM team members was to take actions and implement them within their areas of involvement in Phase 2 of the project, while the researcher observed more closely at the application of these processes within the project’s PM framework.

The relationship between the PM team members and the researcher supported the development of deep understanding through close interaction and therefore, encouraged the development of PM process models that the PM team and country director could choose to implement fully, implement partially, or not to implement. The benefit of this being that at least the first step had been taken toward fitting an NGO aid/development project into the framework provided by the PMBOK process models.

The development of the PM process models of Phase 2 of the project required several changes before the final model was completed to fit the nature of the project and match the context of Phase 2 of the project. To come up with an effective and full PM process models for Phase 2 of the project as intended, it was essential to integrate the developed PM process models into the overall PM process models by replacing those showed their weaknesses in the application of PM process models during Phase 1 of the project.

The development of the PM process models was characterized by its inputs, the tools and techniques to be applied, and the resulting outputs as applied by PMBOK process models.
1) Collect Requirements Process Model:

i. **Process Objectives:** it was required at the beginning to collect requirements of the main stakeholders in order to define and document their needs to meet the project objectives. These requirements needed to be analyzed and recorded in detail in order to be measured when the project started. These requirements were the main components of the WBS. The main objectives of this process were to collect stakeholders’ needs and work to satisfy these needs, document stakeholders’ requirements and trace their fulfillment, define the scope of the project, develop WBS and a project requirements management plan.

ii. **Process Inputs:** the inputs needed to develop this process were:

a. Project stakeholders: identifying the main stakeholders or organizations that would have an impact on the running of this project was essential. This would enable documentation of the relevant information regarding their interests, involvement, and impact on project success. It also led to the development of the stakeholder register that included all related information about the stakeholders; it recorded their expectations, influence, importance, and classification by the level of their impact on the project.

b. Project agreement between the NGO and the Sponsor: the agreement signed between the sponsor and The NGO included a range of requirements related to project duration, budget, quality, responsibilities, and other requirements that required consideration as main inputs into the development of this process.

c. NGO policies: internal requirements, norms, terms and conditions were the parts of the NGO policies that needed to be considered as main inputs in the development of this process.

d. Lessons learned from Phase 1: some previous requirements recorded under lessons learned from Phase 1 required consideration as part of the development of ‘collect requirements’ of Phase 2.

iii. **Process Tools and Techniques:** the tools and techniques used in the development of this process were:
a. Focus group meetings: this was the technique applied to collect information from the Local NGOs who were well qualified experts in this field, to learn more about their expectations.

b. One-on-One interviews: this technique was applied to collect information from the NGO HO and the project sponsor by asking questions and recording their responses.

c. Workshops: these focused sessions were conducted with potential suppliers/service providers and consultants to collect additional requirements that might be considered during the development of this process.

iv. **Process Flow:** the process flow was described as follows:

a. The project manager was responsible for preparing the list to identify stakeholders according to those mentioned in the project agreement with the sponsor, and for listing potential consultants and suppliers, and stakeholders mentioned in Phase 1 of the project.

b. The project manager identified the stakeholders’ details – that is, names, positions, roles, and contact numbers.

c. The project manager developed the acceptance criteria of requirements.

d. The project manager sent requests to the Local NGOs asking from them to conduct interviews, meetings, and workshops with them to collect their requirements.

e. The project manager distributed the list of other stakeholders to those in charge in the NGO, identifying who would conduct the interviews, meetings, and workshops indicating the names of the interviewers, names of the interviewees, date of the interviews/workshops and the objective behind the conducted interviews/workshops.

f. The country director sent requests for one-on-one meeting, setting the date and time with NGO HO and the project sponsor.

g. The country director conducted a one-on-one interview with the NGO H.O. and collected their requirements and expectations.

h. The country director conducted one-on-one interview with the project sponsor and collected their requirements and expectations.
i. The project manager conducted a focus group meeting with the Local NGOs and collected their requirements, expectations, influences and classifications related to the project’s VT sessions, materials to be provided, instructors, students, programs, location of the project, timing, duration, budget, and equipment and tools needed.

j. The PM office in-charge sent requests to potential suppliers/service providers and consultants requesting to arrange workshops with them to collect their requirements.

k. The PM office conducted workshops with potential suppliers/service providers and collected their requirements, expectations, influences and classifications related to materials, equipment, tools, services, prices, terms and conditions, delivery, quality, availability, and agreement.

l. The PM office in-charge conducted workshops with potential consultants and collected their requirements, expectations, their influences and classifications related to sessions, quality of materials, curricula, instructors, training, and agreements.

m. The project manager and PM team collected all requirements gathered during the interviews, meetings, and workshops.

n. The project manager completed all requirements documentation sheets for all stakeholders.

o. The project manager categorized all collected requirements, prioritized them, and compared them to the acceptance criteria; accept/reject requirements based on the acceptance criteria.

p. The project manager submitted all requirements documentation sheets that included all accepted requirements to the country manager for verification and approval.

q. The country manager reviewed all requirements documentation sheets collected from major stakeholders and submitted by the project manager and confirmed/rejected all requirements documentation submitted.

r. The project manager developed the requirements traceability matrix from the confirmed requirements, prioritized them, categorized them, and identified their sources; related them to project objectives; and noted where they should be
delivered under the project WBS in order to facilitate tracking over the lifecycle of the project and ensure that they were delivered at the end of the project.

s. The project manager developed the requirements management plan that analyzed, documented, and managed requirements throughout the project.

Figure 6.1 describes the flow of the process.

![Project Scope Management Diagram](image)

**Figure 6.1: Phase 2 Collect Requirements Process Model Flow Chart**

v. **Process Outputs**: the outputs generated from this process were:

a. Requirements documentation: this was the table used to document the main stakeholder requirements to meet the business needs of the project. Appendix 10 contains the template form used to document the main stakeholder requirements.

b. Requirements traceability matrix: this was the table used to document the requirements of the main stakeholder and link it to their origin in order to be traced throughout the project lifecycle, providing ease of tracking whether or not they were fulfilled. Appendix 11 contains the template form used to record the
main stakeholder requirements against traceability information throughout the project lifecycle.

c. Requirements management plan: this was the table used to link major stakeholders’ requirements to their origin and to trace them throughout the project lifecycle such that each requirement could be linked to the project objectives. Appendix 12 contains the template form used to record the requirements management plan.

2) Define Scope Process Model:

i. Process Objectives: to define the scope of the project, it was necessary to develop a detailed description of the project. This was built upon the major deliverables, assumptions, and constraints. The objectives of this process were to define the scope of the project, identify the project objectives, provide a clear description of the required project deliverables and the work required to achieve those deliverables, identify the project scope statement and provide a common understanding of the project scope, provide a scope baseline for evaluating whether requests for changes or additional work were contained within or outside the project’s boundaries, and develop the project WBS.

ii. Process Inputs: the inputs needed to develop this process were:

a. Requirements documentation: the confirmed requirements documentation output generated from the collect requirements process model was the main input used to define the scope process model.

iii. Process Tools and Techniques: the technique used in the development of this process was:

a. Workshop: focused sessions were conducted with project consultants as experts in their fields and with Local NGOs and the PM team.

iv. Process Flow: the process flow was described as follows:
a. The project manager sent requests to the PM team, the Local NGOs and to the special consultant to conduct workshops in order to define the project scope.

b. The project manager conducted workshops with project consultants to develop with them the detailed description and the scope statement of the project.

c. The project manager conducted workshops with the Local NGOs to develop with them the detailed description and the scope statement of the project.

d. The project manager conducted workshops with PM team members to develop with them the detailed description and the scope statement for the project. This was then submitted to the country director for approval.

e. The project manager collected all workshop results and recorded the detailed project description and the project scope statement in the project scope statement form and submitted this information to the country director for final approval.

f. The country director reviewed the detailed project description and proposed scope statement submitted by the project manager and confirmed the detailed project description and project scope, after revisions were made as needed, until they were confirmed.

g. The project manager received the final detailed project description and project scope as confirmed by the country director.

Figure 6.2 describes the flow of the process.
v. **Process Output:** the output generated from this process was:

The project scope statement summarized the project scope description, described the project’s deliverables, listing the acceptance criteria, included project scope exclusions that could assist in managing stakeholder expectations, and mentioned the project constraints and assumptions. The project scope baseline provided detailed planning, guided the project team’s work during execution, and provided the baseline for evaluating whether requests for changes or any additional work were contained within or outside the project’s boundaries. Appendix 13 contains the template form used to summarize the project scope statement.

3) **Create WBS Process Model:**

i. **Process Objectives:** after clearly defining the project scope statement, the next step was to create the WBS by subdividing the intended project deliverables into smaller, more manageable, components. Breaking down the work to be executed resulted in a clear and totally defined scope covering what was to be accomplished. The
objectives of this process were to structure the detailed scope down to the lowest level, subdividing deliverables so that they would be managed and tracked to fulfillment, to provide a full description of the WBS, and to develop the scope baseline.

ii. **Process Inputs:** the inputs needed to develop this process were:

   a. Project scope statement: the confirmed project scope statement output generated from the define scope process model was an input into the creation of the WBS process model.
   
   b. Requirements documentation: the confirmed requirements documentation output generated from collect requirements process model was also an input into the creation of the WBS process model.

iii. **Process Tools and Techniques:** the technique used in the development of this process was:

   a. Workshops: conducted focused group sessions were conducted with the PM team to breakdown the scope into smaller manageable components to identify the total project work and come up with a well-defined WBS.

iv. **Process Flow:** the process flow was described as follows:

   a. The project manager sent request to the PM team to conduct continuous workshops to develop the WBS.
   b. The project manager and PM team conducted continuous workshops in order to:
      - Identify deliverables from the project scope statement.
      - Decompose detailed components.
      - Subdivide of project deliverables.
      - Subdivide the work for each deliverable.
      - Structure and develop the WBS.
      - Identify the WBS Dictionary.
   c. The project manager verified the scope baseline, WBS and WBS dictionary
   d. The project manager confirmed the scope baseline, WBS and WBS dictionary
Figure 6.3 describes the flow of the process.

**Project Scope Management**

Create WBS

<table>
<thead>
<tr>
<th>Input Source</th>
<th>Define Scope</th>
<th>Collect Requirements</th>
<th>Phase 1: LOH</th>
<th>Phase 1 WBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inputs</td>
<td>Project Scope Statement</td>
<td>Requirements Documentation</td>
<td>Phase 1 LOH</td>
<td>Phase 1 WBS</td>
</tr>
</tbody>
</table>

**Country Manager**

**Project Manager**

**PM Team**

PM Team

**Project Sponsor**

NGO H.O.

Consultants

Supply/Service Providers

**Outputs**

Scope Baseline | WBS | WBS Dictionary

---

**Figure 6.3: Phase 2 – Create WBS Process Model Flow Chart**

v. **Process Outputs:** the outputs generated from this process were:

a. The WBS

b. The Work dictionary: that included a detailed description of work and technical documentation for each WBS element.

4) **Define Activities Process Model:**

i. **Process Objectives:** the main activities and the specific activities to be performed were identified through this process in order to produce the project deliverables. The objectives of this process were to define all activities in order to trace their performance, assign and estimate resources needed for each activity, estimate cost of each activity performed, estimate duration needed for each activity, develop the project schedule, produce an activity list, define and describe each activity, and produce a milestone list.

ii. **Process Inputs:** the inputs needed to develop this process were:
a. Project scope statement: the confirmed project scope statement output generated from the define scope process model was an input used to define the activities process model and was included in the project scope statement, the WBS, and the WBS dictionary.

b. The WBS and work dictionary: the confirmed WBS and work dictionary outputs generated from the WBS process model were inputs for the defined project activities process model.

c. Phase 1 activities list and attributes: there were needed in order to avoid missing any activity that would be needed for Phase 2.

iii. Process Tools and Techniques: the technique used in the development of this process was:

a. Workshops: focused group sessions were conducted with the PM team to define the project activities, with the consultation of the Local NGOs.

iv. Process Flow: the process flow was described as follows:

a. The project manager sent a request to the PM team and the Local NGOs to conduct workshops to define project activities including details of the workshops.

b. Shared phase 1 activity list with the PM team and the Local NGOs.

c. Distributed to PM team and the Local NGOs the project WBS and WBS dictionary as inputs for defining the project activities.

d. Distributed to PM team and the Local NGOs the milestone list, activity list, and activity attributes templates.

e. Conducted workshops with the Local NGOs to obtain their proposed project activities, as they were experts who were involved in the execution of the pilot project during Phase 1 of the project.

f. Filled out the milestone list, activity list, and activity attributes templates.

g. Conducted workshops with PM team to collect and then study what was proposed of project activities by the Local NGOs.

h. Decomposed activities into detailed activities.

i. Filled out the milestone list, activity list, and activity attributes templates.
j. Collected the list of defined project activities, milestone list, and activity attributes for verification and acceptance.

k. The project manager verified the milestone list, activity list, and activity attribute.

l. The project manager confirmed the milestone list, activity list, and activity attributes.

Figure 6.4 describes the flow of the process.

Figure 6.4: Phase 2 – Define Activities Process Model Flow Chart

v. **Process Outputs**: the outputs generated from this process were:

a. Activity list: it included all schedule activities required for the project. Appendix 14 contains the template form used to list activities.

b. Activity attributes: it included the description of the activities by identifying the multiple components associated with each activity. Appendix 15 contains the template form used to record activity attributes.

c. Milestone list: It identified all main milestones of the project.
5) **Sequence Activities Process Model:**

i. **Process Objectives:** after defining the project activities, all activities were sequenced using logical relationships. The objective of this process was to identify the relation between activities and organize their proper sequence. Sequencing activities were necessary to support a realistic and achievable project schedule, estimate cost of each performed activity, estimate duration needed between activities, develop project schedule and develop project schedule network diagrams at the end.

ii. **Process Inputs:** the inputs needed to develop this process were:

   a. Activity list: the confirmed activity list output generated from define activities process model was an input of the sequence activities process model.
   b. Activity attributes: also, the confirmed activity attributes output generated from define activities process model was an input of sequence activities process model.
   c. Milestone list: the confirmed milestone list output generated from define activities process model was an input of sequence activities process model.

iii. **Process Tools and Techniques:** the techniques used in the development of this process were:

   a. Precedence diagramming method (PDM): the development of this method was used by using the critical path methodology and to construct the project schedule network diagram that used boxes/rectangles, referred to as nodes, to represent activities, and connected them by showing the logical relationships that existed among them.
   b. Dependency determination: the activities were sequenced taking into consideration the mandatory dependencies activities that were obligatory to link some of the activities to each other and taking into consideration the discretionary dependencies activities that linked some of the activities discretionarily and taking into consideration the external dependencies activities that were linked to the internal ones.
   c. Applying leads and lags: the PM team determined the dependencies that required a lead or a lag to accurately define the logical relationship.
iv. **Process Flow:** the process flow was described as follows:

a. The project manager requested the PM team to conduct a workshop to develop project schedule network diagrams.

b. Conducted workshops to develop project schedule network diagrams by using the following techniques for sequencing activities:
   - precedence diagramming method
   - dependency determination
   - applied leads and lags.

c. Submitted a draft of the project schedule network diagrams.

d. The project manager verified the project schedule network diagram.

e. The project manager confirmed the project schedule network diagram.

f. Submitted the project schedule network diagram to the IT team to upload the diagram on the computer software.

Figure 6.5 describes the flow of the process.

![Sequence Activities Process Model Flow Chart](image-url)
v. **Process Outputs:** the output generated from this process was the project schedule network diagram.

6) **Estimate Activity Resources Process Model:**

i. **Process Objectives:** the type and quantities of material, people, equipment, and supplies required to perform each activity were estimated. The objectives of this process were to estimate: the resources needed for each activity, the resources for each work package, the type, quality, quantity and availability of resources for each activity, the requirements of the resources, and the duration of each activity and to develop project schedule.

ii. **Process Inputs:** the inputs needed to develop this process were:

   a. Activity List: the confirmed activity list output generated from define activities process model was the input of estimate activity resources process model.

   b. Activity attributes: also, the confirmed activity attributes output generated from define activities process model were inputs of estimate activity resources process model.

   c. Resource calendars: the resources were identified to clarify what was potentially available during the planned activity period of the project.

iii. **Process Tools and Techniques:** the techniques used in the development of this process were:

   a. Alternative analysis: the analysis was conducted to analyze the various levels of resource capability or skills, different sizes and different tools needed for the project.

   b. Workshops with Local NGOs and consultants

iv. **Process Flow:** the process flow was described as follows:

   a. The project manager requested the PM team, the Local NGOs and the consultants to conduct workshops to estimate project activity resources.
b. As expert in such projects, Local NGOs estimated the activity resources needed for such a project and their availability within the NGOs.

c. As expert in such projects, consultants estimated the activity resources needed for such project.

d. As expert in the pilot project, the PM team conducted a special analysis to estimate the activity resources and their availability within The NGO and affiliated partners and service providers.

e. The project manager collected all the estimated activity resources and submitted them for verification.

f. The project manager verified the activity resources.

g. The project manager confirmed the activity duration estimates.

Figure 6.6 describes the flow of the process.

Figure 6.6: Phase 2 – Estimate Activity Resources Process Model Flow Chart

v. **Process Outputs:** the outputs generated from this process were:
a. Activity resource requirements: the output generated from the estimate activity resources process model identified the types and quantities of resources required for each activity in the project. Appendix 16 contains the template form used to record activity resource requirements.

b. Resource breakdown structure: the resource breakdown structure was a hierarchical structure of the identified resources by resource category and resource type. It was useful for organizing and reporting project schedule data with resource utilization information.

7) Estimate Activity Durations Process Model:

i. **Process Objectives:** the number of work periods needed to complete all activities was estimated to match the estimated resources. The objectives of this process were to estimate: the duration needed for each activity, the duration for each work package, and the cost allocating for the duration needed to complete each activity, and to develop project schedule.

ii. **Process Inputs:** the inputs needed to develop this process were:

   a. Activity list: the confirmed activity list output generated from define activities process model was the input of estimate activity durations process model.
   
   b. Activity attributes: the confirmed activity attributes output generated from define activities process model were inputs of estimate activity durations process model.
   
   c. Resource calendars: the resources were identified to clarify what was potentially available during the planned activity period of the project.
   
   d. NGO process assets & environmental factors:
      - Duration estimating database
      - Historical duration information
      - Scheduling methodology
      - Project Calendars
      - Lessons learned

iii. **Process Tools and Techniques:** the techniques used in the development of this process were:
a. Expert judgment: guided by historical information collected from Phase 1, the PM team, form their experience in Phase 1, estimated the maximum activity durations.

b. Reserve analysis: after estimating the maximum activity duration for each activity, the PM team conducted a reserve analysis and added time reserves and buffers into the overall project schedule to account for schedule uncertainty.

c. Parametric estimating: the PM team used a statistical relationship between historical data and other variables to calculate an estimate for activity parameters.

iv. Process Flow: the process flow was described as follows:

a. The project manager requested the PM team to conduct workshops to estimate project activity durations
b. as expert in such projects, the Local NGOs estimated the activity durations needed for such projects
c. as expert in such project, consultants estimated the activity durations needed for such project
d. as expert in the pilot project, PM team conducted a parametric estimating and reserve analysis techniques to estimate the activity durations
e. The project manager collected all the estimated activity durations and submitted them for verification
f. The project manager verified the activity durations
g. The project manager developed and confirmed the activity resource requirements and resource breakdown structure.

Figure 6.7 describes the flow of the process.
v. **Process Outputs:** the outputs generated from this process were:

a. Activity duration estimates were the outputs generated from the estimate activity durations process model that assessed the number of work periods that were required to complete each activity. Appendix 17 contains the template form used to record activity duration estimates.

8) **Develop Schedule Process Model:**

i. **Process Objectives:** after estimating the activity resources and estimate the activity durations, the project manager with the coordination of the project scheduler, developed the project schedule. The project schedule included the start and finish dates of the project activities and milestones. The development of the project schedule faced many reviews and revisions of duration estimates and resource estimates to create an approved project schedule that can serve as a baseline to track progress. The objectives of this process were to:

a. Identify project milestones
b. Identify project activities’ start and finish dates
c. Identify activities durations
d. Identify activities’ relationships

e. Develop schedule

f. Control schedule

g. Track activities’ progress

h. Monitor activities’ accomplishment

i. Identify critical path

j. Take corrective and preventive action

ii. **Process Inputs:** the inputs needed to develop this process were:

a. Activity duration estimates: the confirmed activity duration estimates output generated from the estimate activity durations process model was the input of the develop schedule process model.

b. Project schedule network diagrams: the confirmed project schedule network diagrams output generated from the sequencing activities process model was the input of the develop schedule process model.

c. Scheduling methodology: it was the way that the NOG followed in scheduling their projects.

d. Project calendar.

iii. **Process Tools and Techniques:** the techniques used in the development of this process were:

a. Schedule network analysis: the PM team employed the critical path method, the critical chain method, what-if analysis, and resource leveling to calculate the early and late start and finish dates for the uncompleted portions of the project activities.

iv. **Process Flow:** the process flow was described as follows:

a. The project manager instructed the scheduler to develop project schedule.

b. The scheduler collected all inputs needed to develop a schedule and submitted a project schedule draft to the PM team for reviewing.

c. The PM Team reviewed the schedule draft.

d. The PM Team conducted schedule network analysis.
e. The PM Team instructed the scheduler to do some changes after applying scheduling techniques and analysis.

f. The scheduler revised the schedule and submitted the revised project schedule, schedule data and schedule baseline to the PM Team.

g. The PM Team reviewed the changes and submitted the final draft of the project schedule, schedule data and schedule baseline to the project manager for approval.

h. The project manager received the project schedule, schedule data and schedule baseline and submitted it for verification.

i. The project manager verified the activity durations.

j. The project manager confirmed the final project schedule, schedule data and schedule baseline.

k. The project manager submits the project schedule to the IT team to upload on computer software.

Figure 6.8 describes the flow of the process.

---

**v. Process Outputs:** the outputs generated from this process were:

a. Schedule data which included the schedule milestones, schedule activities, activity attributes, and documentation of all identified assumptions and constraints.
b. Schedule baseline that included baseline start dates and baseline finish dates.

c. Project schedule

9) **Control Costs Process Model:**

i. **Process Objectives:** the main objective of the process was monitoring the status of the project to update the project budget and manage changes to the cost baseline. In addition, the objectives of this process were to monitor the cost of the project, manage the project funding and financial situation, evaluate the project financial status and its effect on the budget, develop work performance measurements, forecast budget, take correction and preventive actions, and change requests. Any increase to the authorized budget could only be approved through ‘perform integrated change control’ process.

ii. **Process Inputs:** the inputs needed to develop this process were:

a. Cost management plan: it described how the project costs would be managed and controlled.

b. Cost performance baseline: compared with actual results to determine if a change, corrective action or preventive action was necessary.

c. Project funding requirements: total funding requirements and periodic funding requirements were derived from the cost baseline.

d. Work Performance Information: it included information about the project progress and in specific about costs that were authorized and incurred and estimates for completion project work.

iii. **Process Tools and Techniques:** the techniques used in the development of this process were:

a. Performance reviews: these compared the cost performance over time, scheduled activities or work packages overrunning and under running the budget and estimated funds needed to complete work in progress.

b. Variance analysis: these compared the actual project performance to planned or expected performance. Variance Analysis: cost performance measurements (CV, CPI) were used to assess the magnitude of variation to the original cost baseline. (Equation: CPI = EV/AC)
• Actual Costs (AC): the total cost actually incurred and recorded in accomplishing work performed.

• Cost Variance (CV): this measures cost performance on the project. It is equal to the earned value (EV) minus the actual costs (AC). Equation: 
  \[ CV = EV - AC \]

• Earned Value (EV): the value of work performed expressed in terms of the approved budget. It is the authorized work that has been completed plus the authorized budget for such completed work.

• Cost Performance Index (CPI): this measured of the value of work completed compared to the actual cost or progress made on the project. It measured the cost efficiency for the work completed.

• Schedule Performance Index (SPI): this measured of progress achieved compared to progress planned on the project.

iv. **Process Flow:** the process flow was described as follows:

a. The project manager conducted performance reviews and variance analysis and determined the cause and assess the magnitude of variation to the original cost baseline.

b. The project manager submitted the calculated variance to the country director for verification.

c. The country director verified the variance.

d. The country director requested the action to be taken (corrective/preventive).

e. The project manager submitted correction/preventive action plans including work performance measurements and budget changes to the country director for verification.

f. The country director verified the actions plans, work performance measurements and budget changes.

g. The country director confirmed work performance measurements and budget changes.

h. The country director submitted the budget changes and change requests to the change control board for reviewing, analyzing and incorporating into the PM plan.
Figure 6.9 describes the flow of the process.

**v. Process Outputs:** the outputs generated from this process were:

a. Work performance measurements: these were the calculated CV, SV, CPI, and SPI values which were documented and communicated with stakeholders regularly on an agreed schedule.

b. Budget forecasts: these were calculated EAC values were documented and communicated with stakeholders regularly on agreed schedule.

c. Change requests: the analysis of project performance resulted in a change request to the cost performance baseline and other components of the PM plan. Change requests included preventive and corrective actions and were processed for review and disposition through the performed integrated change control process.

**10) Perform Integrated Change Control Process Model:**

i. **Process Objectives:** perform integrated change control process was prepared to review all change requests, approving changes and managing changes to the deliverables, organizational process assets, project documents and the PM plan if needed to avoid the postponing of any plan and to do required changes on the spot.

The objectives of this process were to review all approved change requests, analyze
the approved change requests and their impact on time, cost, quality, risk and staffing, manage the approved changes and incorporate them into the PM plan, update the PM plan, update the change requests, and update the project documents.

ii. **Process Inputs:** the inputs needed to develop this process were:

   a. PM plan: it included all subsidiary plans and baselines from the planning processes.
   
   b. Work performance measurements: the confirmed work performance measurements output generated from the control costs process model was the input of perform integrated change control process model.
   
   c. Change requests: the confirmed change requests output generated from the control costs process model was the input of perform integrated change control process model.

iii. **Process Tools and Techniques:** the techniques used in the development of this process were:

   a. Expert management: in addition to the PM team’s expert judgment, the technical and managerial experts from the Local NGOs and consultants were members of the change control board to accept or reject potential changes.
   
   b. Change control meetings: a change control board was responsible for meeting and reviewing the change requests and approving or rejecting them. All change control board decisions were documented and communicated to the main stakeholders for information and follow-up actions.

iv. **Process Flow:** the process flow was described as follows:

   a. The country director submitted budget changes and approved change requests to the change control board.
   
   b. The change control board reviewed all approved changes.
   
   c. The change control board analyzed all approved change requests and their impact on time, cost, quality, risk, schedule, procurement and staffing.
   
   d. The change control board incorporated the approved changes into the PM plan and project documents.
e. The change control board coordinated the approved changes across the entire project and documented the complete impact of change requests.

f. The change control board communicated all approved changes and related changed decisions to stakeholders for information and follow-up actions.

Figure 6.10 describes the flow of the process.

---

**v. Process Outputs:** the outputs generated from this process were:

a. PM plan updates

b. Change requests status updates

c. Documents updates

**11) Plan Quality Process Model:**

i. **Process Objectives:** the quality requirements and/or standards of the project were to be performed in all the processes of the projects and whenever applicable. The
objectives of this process were to identify quality requirements, compare results to requirements, develop quality policy/standard, allow quality control and assurance, ensure continuous quality improvement, and develop a quality management plan having quality metrics and quality checklist.

ii. **Process Inputs:** the inputs needed to develop this process were:

   a. The scope baseline: the confirmed project scope statement output generated from define scope process model included the scope baseline which was the input of the plan quality process model.
   
   b. The cost performance baseline: it was used to measure, monitor, and control overall cost performance of the project.
   
   c. A schedule baseline: the confirmed schedule baseline output generated from the develop schedule process model was the input of the plan quality process model.

iii. **Process Tools and Techniques:** the technique used in the development of this process were:

   a. Flowcharting: it was developed to show the relationships among process steps and the order of processing to check the quality problems that might have occurred in the development of test procedures or approaches.

iv. **Process Flow:** the process flow was described as follows:

   a. The project manager requested meetings with the Local NGOs, consultants, and PM team members to develop the quality management plan.
   
   b. The project manager conducted meetings with consultants to determine the quality of the curriculum provided and the cost of related quality.
   
   c. The project manager conducted meetings with the Local NGOs to determine the quality of HR needed for the project and the cost of related quality of people.
   
   d. The project manager conducted brainstorming sessions with the PM team members to discuss the matters affected by quality, collect historical quality report of the pilot project, collect results of the meetings conducted with the Local NGOs and consultants, and flowcharting the quality of materials.
e. The project manager submitted a draft of the PM plan including quality metrics and quality checklists for verification.

f. The project manager verified the PM plan including quality metrics, and quality checklists.

g. Confirmed the PM plan including quality metrics and quality checklists.

Figure 6.11 describes the flow of the process.

**Figure 6.11: Phase 2 – Plan Quality Model Flow Chart**

**Process Outputs:** the outputs generated from this process were:

a. Quality management plan: it was the main output generated from plan quality process model to describe how the PM team implemented the performing organization’s quality policy including quality control, quality assurance, and continuous process improvement approaches for the project. Appendix 18 contains the template form used to record quality management plan.
b. Quality metrics: it included a description of the project attribute and how the quality control process measured it.

c. Quality checklists: it was used as a tool to verify that the set of required steps were performed as per the required quality.

12) Develop Project Team Process Model:

i. **Process Objectives:** it was developed to improve the competencies, team interaction, and the overall team environment to enhance project performance with the required acquire skills to identify, build, maintain, motivate, lead, and inspire project teams to achieve high team performance and to meet the project’s objectives.

   The objectives of this process were to:

   a. Get the PM team members better involved in the project.
   
   b. Prepare the team members for the responsibilities they were assigned to before and during the implementation of the project.
   
   c. Evaluate the PM team members’ skills.
   
   d. Improve the PM team members’ skills and competencies.
   
   e. Enhance the PM team members’ performance to execute the human resource plan.
   
   f. Enhance the PM team members’ performance to execute the PM plan
   
   g. Enhance the project performance.
   
   h. Assess the PM team members’ performance.

   ii. **Process Inputs:** the inputs needed to develop this process were:

   a. Project staff assignments: identified the people who were on the team and what level of education and expertise they had.
   
   b. Human resource management plan: identified the training strategies and plans for developing the project team.
   
   c. Resource calendars: identified when the project team members could participate in team development activities.

   iii. **Process Tools and Techniques:** the techniques used in the development of this process were:

   a. Training: it included all activities designed to enhance the competencies of the project team members.
b. Team-building activities: special team-building activities were developed to improve interpersonal relationships between team members and helped them work together effectively.

iv. **Process Flow:** the process flow was described as follows:

a. The project manager instructed the HR coordinator to conduct adequate training sessions and team building activities to the project team.

b. The HR coordinator referred to HR management plan to check what were the training sessions and plans planned for the development of project team.

c. The HR coordinator referred to project staff assignments to check who of the team members required training sessions and team-building activities and what type of the trainings was needed.

d. The HR coordinator conducted training sessions and team-building activities to develop team interpersonal skills.

e. The HR coordinator analyzed team performance, submitted the final team performance assessments, and suggested giving recognition and rewards.

f. The project manager received the team performance assessments and team rewards from the HR coordinator for verification.

g. The project manager verified the team performance assessments and team rewards.

h. The project manager confirmed the final team performance assessments and team rewards.

Figure 6.12 describes the flow of the process.
v. **Process Outputs**: the outputs generated from this process were:
   a. Team performance assessments: the outputs from the develop project team was the team performance assessments which included the formal and informal assessments of the project team’s effectiveness.

13) **Plan Communications Process Model:**

i. **Process Objectives**: it was planned to determine the information needed by the project stakeholders and to define the communication approach. The objectives from this process were:
   a. Communicating the information plan with major stakeholders
   b. Distribute information to major stakeholder.
   c. Specifying type of information that should be communicated.
   d. Identifying information senders, receivers, frequency and method of communication.
   e. Identifying requirements, guidelines and templates.
f. Developing the communication plan.

ii. **Process Inputs:** the input needed to develop this process was:
   a. Stakeholder register: which contained all details related to the identified stakeholders.

iii. **Process Tools and Techniques:** the technique used in the development of this process was:
   a. Communication **Requirements Analysis:**
      - Identification of the information needed by the project stakeholders.
      - Identification the number of communication channels.
      - Identification of who would communicate with whom and who would receive what information.

iv. **Process Flow:** the process flow was described as follows:
   a. The project manager requested PM team member to collect:
      - Report lists
      - Stakeholder register

   b. The PM team conducted communication analysis to identify when, how and what information, documents, messages, and reports were to be communicated and with whom.

   c. The PM Team submitted results of the communication analysis to the project manager.

   d. Based on the communication analysis conducted by the PM team, the project manager submitted a draft of the communication management plan to the country director.

   e. The country director reviewed the communication management plan draft and required some modifications.

   f. The project manager revised the communication management plan and re-submitted for approval.

   g. The country director confirmed the final confirmed communication management plan.
Figure 6.13 describes the flow of the process.

**Figure 6.13: Phase 2 – Plan Communications Model Flow Chart**

v. **Process Outputs:** the output generated from this process was:

a. The Communication Management Plan provided:

- Stakeholder communication requirements.
- Information to be communicated, including language, format, content, and level of detail.
- Reason for the distribution of that information.
- Time frame and frequency for the distribution of the required information.
- Person responsible for communicating the information.
- Person responsible for authorizing the release of confidential information.
- Person or groups who received the information.
- Methods or technologies used to convey the information.
Resources allocated for communication activities including time and budget.
Identifying time frames and management chain for escalation of issues.
Glossary of terminology, guidelines and templates.
Flowcharts of the information flow, list of reports and meeting plans.
Communication constraints.

Appendix 19 contains the template form used to record communications management plan.

14) Distribute Information Process Model:

i. Process Objectives: these included what information to be distributed, type of reports, and who has to distribute and who has to receive the information and how often. The objectives of this process were to keep major stakeholders aware of the project status and progress of the project, analyze the performance reports, avoid any issue in the future, and to record lessons learned.

ii. Process Inputs: the inputs needed to develop this process were:

a. Communication management plan: the confirmed change communication management plan output generated from the plan communications process model was the input of the distribute information process model.

b. Performance reports: these included students’ results, and instructors and PM team members’ performance reports that were distributed to the designated stakeholders – that is, the Local NGOs, The NGO, consultants and some of the PM team members.

iii. Process Tools and Techniques: the techniques used in the development of this process were:

a. Communication methods

b. Information Distribution Tools: project information was distributed using a variety of tools including: hard copy documents, electronic communication and conferencing tools.
iv. **Process Flow:** the process flow was described as follows:

a. The PM team requested from the Local NGOs and consultants to submit their regular performance reports.

b. The Local NGOs submitted instructors’ performance reports, and students’ results to the PM team.

c. The consultants submitted instructors’ performance reports, and students’ results and project employees’ performance to the PM team.

d. The PM team collected, revised, analyzed and submitted performance reports to the project manager.

e. The project manager reviewed performance reports and submitted them to the country director.

f. The country director confirmed performance reports, minutes of meetings, schedules, and expenditures reports.

g. The project manager requested the PM team to distribute reports to major stakeholders.

h. The PM team distributed information to all project’s stakeholders through meetings, e-mails and as hard copies.

i. The project sponsor received financial results vs. budget and project performance reports.

j. The NGO H.O. received financial results vs. budget and project performance reports.

k. Saved copy of all project information, documents, and reports.

Figure 6.14 describes the flow of the process.
v. **Process Outputs**: the output generated from this process was:

   a. Organizational process assets updates:
      - Stakeholders notifications: information provided to stakeholders about resolved issues, approved changes, and the general project status
      - Project reports
      - Project records
      - Project presentations
      - Feedback from stakeholders
      - Lessons learned

15) **Identify Risks Process Model**:

   i. **Process Objectives**: risks identified were the risks related to scope, schedule, cost, and quality. The objectives of this process were to identify the potential risks, study the cause and effect of each identified risk, identify the impact of identified risks over scope, schedule, cost and quality, prioritize by its probability and frequency of occurrence, and prepare a response against each identified risk.
ii. **Process Inputs:** the inputs needed to develop this process were:
   a. Risk management plan: key inputs from the risk management plan to identify risks process were the assignments of roles and responsibilities, provision for risk management activities in the budget and schedule.
   b. Scope baseline: project assumptions were found in the project scope statement.
   c. Cost management plan: the risk identification process required an understanding of the cost management plans. Any change in the project budget or any change that might affect the project budget may generate or alleviate risk.
   d. Schedule management plan: the risk identification process also required an understanding of the schedule management plan. Any change in the project schedule or any change that might affect the project schedule may generate or alleviate risk.
   e. Quality management plan: the risk identification process also required an understanding of the quality management plan. Any change in the project quality or any change that might affect the project quality schedule may generate or alleviate risk.

iii. **Process Tools and Techniques:** the techniques used in the development of this process were:
   a. Brainstorming: during brainstorming, a comprehensive list of project risks was prepared. The PM team performed brainstorming sessions to come up with ideas using a risk breakdown structure as a framework. Risks were identified and categorized by type of risk.
   b. Checklist analysis: checklist analysis was prepared to identify risks accumulated from previous similar projects.

iv. **Process Flow:** the process flow was described as follows:
   a. The project manager requested to conduct meetings with the Local NGOs, consultants, and the PM team to identify risks.
   b. The project manager conducted meetings with experts to identify risks for such type of projects.
   c. The project manager conducted meetings with experienced the Local NGOs to prepare checklist analysis to identify risks.
d. The project manager conducted brainstorming meetings with the PM team to identify risks.

e. The project manager collected all identified risks and submitted a risk register for verification.

f. The project manager verified risk register.

g. The project manager confirmed risk register.

Figure 6.15 describes the flow of the process.

**Figure 6.15: Phase 2 – Identify Risks Model Flow Chart**

v. **Process Outputs:** the output generated from this process was:

a. Risk Register: it contained a list of all identified risks stating their cause, probability of occurrence, impact and effect, the responsible person and action to be taken. These risks were recorded and used to support future risk identification. Appendix 20 contains the template form used to register risks.
16) **Plan Risk Responses Process Model:**

i. **Process Objectives:** options and actions were developed to enhance opportunities and to reduce threats to project objectives. Risks were addressed by their priority inserting resources and activities into the budget, schedule, and PM plan as needed. The objective of this process was to prepare strategies to respond to the expected risks and reduce threats to the project.

ii. **Process Inputs:** the inputs needed to develop this process were:
   a. Risk Register: the confirmed risk register output generated from the identify risks process model was the input of the plan risks responses process model.
   b. Risk Management Plan: key inputs from the risk management plan to identify risks process were the assignments of roles and responsibilities and provision for risk management activities in the budget and schedule.

iii. **Process Tools and Techniques:** the techniques used in the development of this process were:
   a. Strategies for negative risks or threats:
      - Avoid: risk avoidance involved changing the PM plan to eliminate the threats entirely.
      - Transfer: risk transfer required shifting some or all the negative impact of a threat.
      - Mitigate: risk mitigation implied a reduction in the probability and/or impact of an adverse risk event.
      - Accept: risk was adopted because it was seldom possible to eliminate all threats from a project.

iv. **Process Flow:** the process flow was described as follows:
   a. The project manager requested to conduct workshops with the PM team to plan risk responses.
   b. The project manager conducted workshops with the PM team to put strategies for negative risks, threats, positive risks or opportunities.
c. The PM team submitted strategies and updated risk register to the project manager for verification.
d. The project manager verified risk strategies and the updated risk register.
e. The project manager confirmed the risk register.

Figure 6.16 describes the flow of the process.

![Figure 6.16: Phase 2 – Plan Risk Responses Model Flow Chart](image)

v. Process Outputs: the outputs generated from this process were:

a. Risk register updates: in the plan risk responses process, appropriate responses were chosen, agreed upon, and included in the risk register.
b. Risk-related contract decisions: the responses selected as a result of this process were recorded in order for decisions to be considered and actions to be taken against the risks identified in the risk register.

6.4 Demographics of Phase 3 Participants

Data were collected from the questionnaires distributed to project team members and from the notes taken during the discussions that took place at the HO of the NGO in Beirut during a focus group session and the workshops conducted after the completion of the development of the PM process models.

Seventeen main key executive participants of the PM team were selected to attend the focus group session and workshops to conduct a peer review and validation session as project practitioners/experts who were well equipped to assess and make judgments on the developed PM process models.

Participants in the workshops were selected based on their involvement and engagement as key players in the project. Table 6.1 outlines the demographics of participants during the peer review and the focus group workshops (Phase 3 of the project) indicating participant position, gender, organization type in which he/she works with, and the rationale for choosing them.
<table>
<thead>
<tr>
<th>Interviewee Position</th>
<th>Gender</th>
<th>Organization Type</th>
<th>Rational For Choosing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country Director</td>
<td>Female</td>
<td>The NGO Project Developer</td>
<td>Overall supervision &amp; direction of the project and has direct connection with stakeholders mainly donors and the NGO top management. Involved in approaching donors and in getting approvals and necessary donation to finance the development projects</td>
</tr>
<tr>
<td>Director</td>
<td>Male</td>
<td>Local NGO</td>
<td>Managing the execution of the Vocational Training (Plumming and graphic design)</td>
</tr>
<tr>
<td>Director</td>
<td>Female</td>
<td>Local NGO</td>
<td>Managing the execution of the Vocational Training (Accounting )</td>
</tr>
<tr>
<td>Director</td>
<td>Male</td>
<td>Local NGO</td>
<td>Managing the execution of the Vocational Training (Aluminium-Electricity-Airconditioning)</td>
</tr>
<tr>
<td>Director</td>
<td>Female</td>
<td>Local NGO</td>
<td>Managing the execution of the Vocational Training (Nursing)</td>
</tr>
<tr>
<td>General Manager</td>
<td>Female</td>
<td>Local NGO</td>
<td>Managing the execution of the Vocational Training (Catering)</td>
</tr>
<tr>
<td>General Manager</td>
<td>Male</td>
<td>Local NGO</td>
<td>Managing the execution of the Vocational Training (electricity, HVAC, Aluminium)</td>
</tr>
<tr>
<td>Director</td>
<td>Female</td>
<td>Service Provider</td>
<td>Providing Technical Training (Teaching Methodologies and catering)</td>
</tr>
<tr>
<td>Director</td>
<td>Male</td>
<td>Service Provider</td>
<td>Providing Technical Training (Aluminum and Building trades-Graphic design)</td>
</tr>
<tr>
<td>Research &amp; Development Specialist</td>
<td>Female</td>
<td>Consultant</td>
<td>Conducting Sports needs Assessment</td>
</tr>
<tr>
<td>Project Manager</td>
<td>Female</td>
<td>The NGO Project Developer</td>
<td>Involved in all project management processes from initiation to closure</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td>Female</td>
<td>The NGO Project Developer</td>
<td>Involved in coordinating all project activities and communications</td>
</tr>
<tr>
<td>CFO</td>
<td>Male</td>
<td>The NGO Project Developer</td>
<td>Handling all financial and planning &amp; managing budgeting matters</td>
</tr>
<tr>
<td>HR Officer</td>
<td>Female</td>
<td>The NGO Project Developer</td>
<td>Involved in all matters related to human resources in the project</td>
</tr>
<tr>
<td>Procurement Officer</td>
<td>Female</td>
<td>The NGO Project Developer</td>
<td>Involved in all matters related to procurement in the project</td>
</tr>
<tr>
<td>IT Officer</td>
<td>Male</td>
<td>The NGO Project Developer</td>
<td>Managing all matters related to IT of the project</td>
</tr>
<tr>
<td>Scheduler</td>
<td>Female</td>
<td>The NGO Project Developer</td>
<td>Developing and monitoring the project schedule</td>
</tr>
</tbody>
</table>
At the beginning of the workshop, a hard copy of a consent form was distributed to each participant in the workshop to complete, sign and return it back to the researcher. The consent form stated that the participant was selected because he/she had participated in the initiation, planning, execution, monitoring and controlling, and closing of the VT project and was involved in PM processes and that he/she was able to provide the researcher with useful insights into what was occurred in the project. The participants were requested to indicate their acceptance and willingness to participate in the focus group sessions by completing and signing the consent forms and returning them back to the researcher during the workshop sessions.

Before the start of the focus group sessions, a presentation was provided to the participants summarizing the development plan of the PM process models of the project. The presentation included an overview of the PM process models, definitions of some terms, descriptions of inputs, tools and techniques and outputs for each process model, template forms, process flow charts and a manual for each process.

At the end of the workshop, a hard copy of the questionnaire was distributed to each participant to collect information on their evaluation of the developed PM process models and their effectiveness in supporting the delivery of the project and on the impact of the development of the adopted PM process models on the success of the VT project. Fifteen out of the 17 main participants selected to attend the focus group sessions to conduct the peer review sessions completed and returned the questionnaires.

The data collected from the questionnaires was used during the final stage of the research which involved validation and peer review as well as evaluation of the PM processes applied and their influence on project success. This was the purpose of this special workshop, where the researcher presented his final PM process models developed to address the gaps discovered within the processes applied during Phase 1 of the project. Attendees of this workshop were: The NGO representatives, local NGOs’ representatives, consultants, specialists, and service providers.
6.5 Phase 3 Data Collection & Evaluation

6.5.1 Results of Collected Data from the Questionnaire

The questionnaire distributed to the project team members, who attended the focus group workshop for validation and peer review session to evaluate the applied PM process models, included a group of questions around the evaluation of the PM process models, which were developed for Phase 2 of the project to close the gaps found in the PM process models during the implementation of Phase 1 of the project. Some clarifications were given to project team members to understand what was meant by the questions and how to rate their evaluation without influencing their selection. They were asked to rate the developed PM process models to evaluate each process model and its practicality and usage. The questionnaire included some questions about project team members’ opinions on each process model to evaluate if these PM process models were appropriate or not and, if they were not, they were asked about alternative PM process models they preferred to follow and the tools and techniques they suggested to apply.

In addition, project team members were asked to rate the impact of each of the developed PM process models on the success of the project by providing the impact level of success for each model and to evaluate which had more weight than the other on the success of the VT project.

Moreover, some questions were set to get a general evaluation of the project team members on the application of all 42 PMBOK process models on the VT project and to get their opinions on what out of these 42 PM processes might have impact on the project success if applied.

Last, the project team members were asked which of the PM process model’s framework they preferred to apply on the VT project and what the reason they believed behind the success of the VT project was, and which out of the reasons had much more impact on the success of the project by providing the impact level. Appendix 21 contains a sample of the questionnaire distributed to the participants.

The selection of the PM team members to the answer’s options provided for each question in the questionnaire was recorded in an excel sheet to show the total number for each selected option by all PM team members, how many times each option was selected, and
which option got the highest rate, and which got the lowest. The total selection given by PM team members for each option was recorded in the excel sheets to determine the rate percentage out of the total provided options.

6.5.2 The PM Process Models’ Evaluation

The developed 16 PM process models were rated by the project team members. They were asked to select the rating for each of the developed PM process models by selecting one of the six rating levels provided: that is, complicated, simple, well developed, requires additional development, satisfactory or not applicable.

The project team members selected one of the provided rates of each PM process model without the interference or influence of anyone. The project team members who filled up and submitted their questionnaires had replied to all questions and selected the rate they found suitable for all PM process models.

The results of the selected suitable PM process model rating were recorded and counted in a way whenever a member selected a rate, a number (1) was given for the suggested rate. All rates were added to represent the final count for each rate then a percentage from the total was calculated.

The most selected rating for the PM process model was ‘not applicable’ which got the highest rate of 55.83 per cent. ‘Well developed’ got the rate of 20.83 per cent, ‘satisfactory’ got the rate of 17.92 per cent, ‘complicated’ got the rate of 5 per cent, and ‘requires additional development’ and ‘simple’ got similar rating of 0.42 per cent and 0 per cent respectively.

Appendix 22 shows the rating of each PM process model by the project team members and the total rating of all developed PM process models applied in Phase 2 of the project.

As well, appendix 23 shows the rating of each project team member to the overall PM process models and the total rating of the project team members to the overall PM process models applied in Phase 2 of the project:
When the project team members were asked to evaluate the 42 PMBOK process models and whether these processes were applicable or not, the researcher found out that 49.68 per cent of the processes could be applicable and 50.32 per cent could not be.

**6.5.3 The PM Tools and Techniques’ Evaluation**

Each process was characterized by its inputs, the tools and techniques that could be applied, and the resulting outputs. The PM processes encompassed the tools and techniques involved in applying the skills and capabilities (PMI, 2008). Some of these tools and techniques were applied in the development of the PM process models for Phase 2 of the VT project. The project team members were asked in the questionnaire if these tools and techniques were appropriate for the developed PM process models. The answers recorded under ‘Yes’ category indicating that the project team members found the applied tools and techniques appropriate and giving a number 1 and the answers recorded under ‘No’ category indicating that the project team members found the applied tools and techniques inappropriate by giving a number 1. All answers were added to represent the final count for each evaluation then a percentage from the total was calculated to show the total tools/techniques found appropriate and which ones found inappropriate.

The evaluation of applying the PM process models’ tools and techniques by the project team members showed that 22.67 per cent of the tools and techniques were found appropriate and 77.33 per cent were found inappropriate.

Appendix 24 shows the evaluation of PM process model’s tools and techniques and whether they were appropriate or inappropriate in their application on the Phase 2 of the project.

**6.5.4 Impact of the PM Processes on Project Success**

Despite the impact of other factors on the success of the VT project, the project team members were asked to evaluate the impact level of the developed PM process models on the success of the VT project under five success levels: that is, no impact, negligible impact, low impact, medium impact, and high impact.

From the selection of the level of impact on the PM process models, it was recognized that 28.75 per cent of the PM process models had no impact, 10 per cent had negligible impact,
23.75 per cent had low impact, 22.08 per cent had medium impact, and 15.42 per cent had high impact.

Appendix 25 shows the detailed evaluation of the impact of each of the PM process model on the level of success of the VT project.

The PM team members were asked if the level of success of the VT project would increase if the developed 16 PM process models were applied on the project. 6.67 per cent of the project team members found that the level of success would increase and 93.33 per cent found that the PM process models would not have an impact on the level of success.

Appendix 26 shows the reply of each of the project team member indicating who agreed/disagreed that the application of the developed 16 PM process models would increase the level of success of the VT project.

After conducting an evaluation on the impact of success on the VT project of the whole 42 PMBOK process models by the PM team members, it was recognized that 51.11 per cent of the PM team members found that the 42 PMBOK process models would have an impact on the success of the VT project and 48.89 per cent were found that they had no impact if these process models were applied although most of the PM team members disagreed that the developed 16 PM process models would increase the level of success on the VT project.

### 6.5.5 Reasons behind the Project Success

The project achieved the objectives set at the beginning of the initiation of the project. It was completed within an accepted estimated time and budget. It was considered a successful project as declared by all project team members. Appendix 27 shows the project team members’ evaluation on the reason behind the success of the VT project.

Appendix 28 shows that 40 per cent stated that the ‘integration of sports activities into the overall project’s components was the major factor behind the success of the project while 26.67 per cent stated that the ‘type of the VT’ was the major factor behind the success of the project. ‘Project leadership’ and ‘project budget’ were given 13.33 per cent each. The PM process models were given 6.67 per cent which was the least reason behind the success of the VT project.
The success of a project usually depends on different factors which are mutually joined, but each factor might have different impact on the success of the project. Therefore, the PM team members were asked to give a percentage to each of the reason behind the success of the project. Appendix 29 shows that the integration of sports activities into the overall project’s components was rated the highest as the factor behind the success of the project with 28.67 per cent and both the leadership and VT types were given 26 per cent and 25.67 per cent respectively. The project budget was given 14.67 per cent and 5 per cent was given to the PM process models.

6.5.6 Selection of the Preferred PM Approach

The project team members were given the chance to select the PM process model framework they preferred to apply on the VT project. It was realized that most of them preferred to follow the traditional Logframe approach they were used with 53.33 per cent followed by a 40 per cent to any new model and the lowest selection was given to the PMBOK approach with 6.67 per cent.

6.6 Summary of Findings

The research outcomes included not only the evaluation of PMBOK process models’ applicability on the VT project but also the impact of these processes on the success of the project. This depended on the position and the culture of The NGO/Local NGOs/specialists/consultants teams and the field to which they referred. Therefore, the evaluation of PMBOK process models’ applicability on the VT project and the evaluation of the impact of these processes on the success of the project differed from one team member to another regardless if the PM team member was a project leader, a junior member, a member of The NGO, a member of the Local NGOs, a member of the specialists or a consultant.

This was also affected by other factors such as the personality of the project team members, the responsibilities they were handling, the tasks they were performing, and the activities they were involved in.

The outcomes of the research as well as the factors that affected theirses outcomes were useful to define the need of re-applying the research in the future with the aim of exploring different
aspects of the applicability of the PMBOK process models on the VT project and the evaluation of the impact of these processes on the success/failure of the project.

6.6.1 Applicability of the Developed PM Process Models

It was realized in the previous section of this chapter that 55.53 per cent of the developed PM process models were rated under ‘not applicable’ PM process models of the VT project. Out of these PM processes, 100 per cent of the project team members have rated ‘Collect Requirements’, ‘Plan Quality’ and ‘Develop Project Team’ process models under ‘not applicable’. It was clearly recognized that these PM process models were totally not applicable on the VT project especially that all project team members admitted that ‘Collect Requirements’ process model was not the appropriate model to define the scope of the project. However, different opinions were given to the alternative model in defining scope and they referred to different people or ways as they thought it was appropriate. Moreover, 40 per cent found that ‘Define Scope’ should be done by referring to the assessment need conducted before the start of the project and all who supported this model were from the Local NGOs and service providers’ team members. It seemed that they avoided to select other option of defining scope to avoid their interference in such decision since the scope of the project was already defined through the assessment need conducted by official organizations. The appropriate models in defining project scope were 26.67 per cent and 20 per cent referring to the ‘PM Team’ and ‘Project Manager’ respectively. Both categories represented 46.67 per cent to the ‘Project Manager’ and to the ‘PM Team’ because they all referred to the project team since they were all members of it and they preferred ‘define scope’ to be done by the project manager who was also a member of the PM team. They also wanted to keep the decision within the team and not to be imposed by a third party outside of the project team. The appropriate model in defining the project scope was 13.33 per cent under the category of ‘Required by the Project Sponsor’ and selected by both the country director and the finance & administrator manager of the project since they both knew very well that the sponsors were the main Donors of the project and they had a high influence on the scope of the project especially their financial influence. Moreover, all project team members admitted that the ‘Plan Quality’ process model was not the appropriate model and the techniques applied were not the appropriate techniques. The PM
process models and the applied techniques on profitable project or product could not be applied on a VT project. The VT project followed different criteria in planning its quality. Also, all project team members admitted that ‘Develop Project Team’ was not applicable and should not be done during the implementation of the project. However, most of the team members provided similar opinions about developing team members. They all admitted that team members were all well trained; most of them had enough experience to deal with unexpected incidents. They could also work jointly with those who needed training and helped them face such incidents and deal with them.

It was also noted that 86.67 per cent of the project team members rated ‘Define Scope’, ‘Estimate Activity Resources’ as not applicable and 80 per cent rated ‘Create WBS’ process models as ‘not applicable’ which was considered a high evaluation. However, the IT officer and the project scheduler believed that ‘Define Scope’ could be applicable especially that they admitted that the project scope could be breakdown and the WBS of the VT project could be subdivided into smaller manageable deliverables components. Both the IT officer and the project scheduler gave the highest rating for the developed PM process models among others with 56.25 per cent under the category of ‘well developed’ evaluation to the overall PM process models. This indicated that both the IT officer and the project scheduler could be considered good believers in the development of such process models due to their involvement in the programming, scheduling and planning of such processes and they needed to depend on well-developed PM process models.

Furthermore, 66.67 per cent of the team members admitted that the ‘Control Costs’ process model was not the appropriate model to control costs, while 33.33 per cent of them considered that it was a complicated process; most of them were The NGO team members including the country director. All project team members considered the ‘Earned Value Management’ technique was not the appropriate technique for controlling costs, and most of them provided similar opinions to the alternative technique in controlling costs of the project. Moreover, most of them considered costs could be controlled by sticking to the budget, keep comparing expenditures to the budget, and not exceeding expenditures above the budget that is by following the old traditional way of controlling costs of the project.
In addition, 60 per cent of the PM team members stated that the ‘Perform Integrated Change Control’ process model was not the appropriate model to perform any change that might be needed during the execution of the VT project while 40 per cent reported that this process model was ‘Complicated’ and most of them were The NGO team members including the country director. However, most of the project team members provided similar opinions to the alternative model in performing any change that might be needed during the execution of the project whether this change was a change in the schedule or budget. Most of the PM team members recommended taking the approval from the upper management to perform changes whether the approval was done by the country director, project manager, the sponsors themselves, or any person in-charge who was authorized to handle the responsibility in approving changes before any change took place.

It was also recognized that 20.83 per cent of the developed PM process models were rated as ‘well developed’ and 17.92 per cent as ‘Satisfactory’. Both selections were jointly represented as 38.75 per cent indicating a positive opinion about the developed PM processes mainly the ‘Sequence Activities Process Model’, ‘Develop Schedule Process Model’, ‘Plan Communications Process Model’, ‘Distribute Information Process Model’, ‘Identify Risks Process Model’ and ‘Plan Risk Responses Process Model’.

Furthermore, 66.67 per cent of the PM team members stated that ‘Plan Communications’ was a well-developed process model while 53.33 per cent of them stated that the ‘Distribute Information’ was a well-developed process model. Most of the PM team members who stated that, were The NGO team members who really in need for a well-developed communication plan to distribute the high numbers of reports and information to main stakeholders and keep them informed about the performance of the project, and this was identified as one of the major gaps that the project faced during Phase 1 of the project. The NGO team members were mainly suffering from not having a well-developed PM process models since they were the ones responsible of all communications, evaluating, and distributing reports and information while other members from service providers, consultants, and the Local NGOs, were just responsible for issuing and submitting the reports to The NGO.

In addition, 66.67 per cent of the project team members stated that ‘Identify Risks’ and ‘Plan Risk Response’ were satisfactory process models and most of those who stated this were
The NGO team members who were really in need for a well-developed ‘Identify Risks’ process model to plan well for risk responses. Planning risk management was not taken seriously in Phase 1 of the project. The NGO team members were mainly responsible of handling risk management and that was why they rated the ‘Identify Risks’ and ‘Plan Risk Responses’ as ‘Satisfactory’ because they were in need for a satisfying process model to handle the risk issues of the project while other team members from service providers, consultants, and Local NGOs’ members were not responsible for handling risk issues.

It was also recognized that almost zero per cent of the developed PM process models were rated as ‘Simple’ or ‘Requires Additional Development’ indicating that almost no one from the PM team members found that the developed PM process models ‘Simple’ and almost none of them found that it needed additional development because they simply found it not applicable, complicated, well developed and satisfactory.

6.6.2 The Applicability of the PM Tools and Techniques

It was stated in the previous section of this chapter that 22.67 per cent of the tools and techniques were found appropriate and 77.33 per cent were found inappropriate to be applied on the VT project as declared by the project team members. These tools and techniques were applied in the development of the PM process models on other for-profit businesses and were found to be part of the success of lot of profitable projects.

It was also noted that all PM team members considered the ‘Earned Value Management’ technique inappropriate in controlling costs and most of them provided similar opinions to the alternative technique in controlling costs of the project. Most of them thought costs could be controlled by sticking to the budget. Also, all PM team members considered the ‘Costs of Conformance & No-Conformance’ technique as inappropriate for VT project. The VT project followed different criteria in planning its quality. They admitted that such type of technique could rather be applied on a profitable project or product.

It was noticed that most of the PM team members considered ‘Scope Breakdown’ as inappropriate in defining the deliverables of the VT project. Only the IT officer, the project scheduler, and the Local NGO director of the accounting VT found that this technique was appropriate due to the work they were involved in. The same applied to ‘Subdividing the WBS’ which was not the appropriate technique in subdividing the WBS into smaller
manageable deliverable components of the VT project for the same reason mentioned for scope breakdown technique by the same PM team members (that is, the IT officer and the project scheduler only).

It was also recognized that most of the PM team members found that the ‘Precedence Diagramming Method, Dependency Determination and Applying Leads and Lags’ was the appropriate model in sequencing activities. Only three of the Local NGOs found that it was not inappropriate technique because of their background, experience, and to the type of the field they were working in (that is, aluminum, electricity, A/C, plumbing, and graphic design).

6.6.3 Results of the Role of PM Processes on the Project Success

It is well known that the application of PMBOK process models can enhance the chances of success of a wide range of projects (PMI, 2008). However, it was discovered from the focus group workshops for validation and peer review sessions conducted with the project team members of the VT project, and from the questionnaire results that only 6.67 per cent of the PM team members and in specific only one (the project scheduler) found that the application of the developed PM process models would increase the level of success of the VT project and 93.33 per cent found that it would not have any impact on the level of success. This indicated that only one of the team members believed in the development of such PM process models. However, the detailed analysis done for the level of impact of the developed PM process models on the success of the VT project indicated that the rest of the project team members might have the chance to increase their belief level in such development if certain action or change was done to some of the processes. The analysis indicated that 28.75 per cent of the PM process models showed that had no impact, 10 per cent had negligible impact, 23.75 per cent had low impact, 22.08 per cent had medium impact, and 15.42 per cent had high impact on the success of the VT project.

Additional evaluation was done with the project team members to check if other PM process models (out of the 42 PMBOK process models which were not developed in specific for this type of project) might have an impact on VT success if applied on the VT project. It was discovered that 51.11 per cent of the 42 PMBOK process models were rated that they would have impact on the success of the VT project if applied and 48.89 per cent would not
have. This indicated that there was a chance to develop other PM process models, customize them on VT project, and evaluate their success on such type of project, this would open the chance to conduct further research under different conditions.

6.6.4 Results behind the Success of the Project

The PM team members did not specify the reasons behind the success of the project, but it was clear that the majority chose the integration of sports activities as the reason behind the success of the project. It was chosen by 40 per cent of the PM team members since this category was a new category and recommended during the need assessment sessions conducted before the start of Phase 2 of the project as well during the implementation of Phase 1. Also, 26.67 per cent of the PM team members, mainly the representatives of the Local NGOs, have selected the types of VT behind the major success of the project and this was mainly because of the field they were working in. They clearly supported such type of projects and related their success to the type of VTs.

The country director identified that the major reason behind the success of the project was ‘Project Leadership’ due to her role in the project as project leader. This same reason was chosen by the HR Officer since Leadership meant a lot to the HR staff.

There was no doubt that the finance & administration manager as well the procurement officer stated that the main reason behind the success of the project was the project budget, because the finance & administration manager was the one who developed the budget and controlled it. Thus, he considered that the success of the project depended upon the control of costs and keeping expenditures on the line or below budget and the procurement officer had the same reasons.

The project scheduler was the only one who highly supported the PM process models and for her, the main reason behind the success of the project was the development of the PM process models, because she needed such developed models in her work to help her in planning as well as in developing schedules and other major PM components, especially that she had already attended PMBOK course and was very familiar with such developed processes.
6.6.5 Results from Selecting the Preferred PM Approach

After discovering during Phase 1 of the project, that there were many gaps in the PM process models, there was a need to develop and enhance these processes. It was clear that 40 per cent of the project team members still needed to have new PM process models, although around half of them preferred to keep working on the Logframe approach. Most of the PM team members declared that the developed PM process models were not applicable but 46.67 per cent of them had different opinions and preferred different PM process models. This could open the doors to other researchers to work on the constraints faced in the development of the PM process models, study the changes needed, do some change management, hold a lot of PM training courses and work on the development of the PM culture within the NGOs and under different conditions.

6.6.6 Discussion (Relevance to Literature)

The evaluation of the impact of the project leadership showed that it had the least impact among other factors on project success. This is consistent with the findings of (Turner & Müller, 2005) that the role of a leader is rarely considered as critical project success factors but it is not aligned with (Aga et al., 2016) who emphasised that leadership has both direct and indirect influences on project success.

The integration of sports activities into the overall project’s components was the major factor behind the success of the project. The NGO considered the integration of the sports into the program as a cross cutting program strategy has encouraged youth to acquire additional skills and personal development and increase their employment opportunities. This is consistent with the findings of Hayhurst (2006) and Frisby (2005) who indicated that sports managers have re-oriented their organisations towards considering how sports can contribute to the betterment of society.

The Logframe approach considered the most PM approach preferred by the PM team comparing to any other approach. This is aligned with (Couillard et al., 2009) statement who considered the LFA is an important component of NGOs’ aid/development projects. As well, it is consistent with the findings of Crawford and Bryce (2003) and Hummelbrunner (2010) that the LFA is widely used in international development organizations.
The PMBOK approach was considered the least preferred PM approach by the PM team comparing to any other approach. This is consistent with the findings Khang and Moe (2008) that PMBOK is not suitable to manage Aid/Development projects.

The findings indicated that most of the PM team members disagreed that the development of the PM process models would increase the level of success on the project. This is consistent with the argument of Mir and Pinnington (2014) that the development of PM processes, tools and techniques does improve project success. However, it is not consistent with the argument of (Ika & Hodgson, 2014) that PM approaches for development projects could be ineffective and might lead to a failure.

6.7 Chapter Summary

The chapter began with a general description of the case study of Phase 2. A detailed description followed to provide an overview about the project, its objectives, and expected outcomes and how they would be achieved and about its activities and how they would be implemented. Details of the demographics of participants during the development of the PM process models were presented as well as details of the peer review workshop conducted with the project team members involved in the development and implementation of the PM process models and who were involved in the initiation, planning, executing, monitoring and controlling, and closing activities of the VT project.

Several workshops were conducted to work closely with the project team members on the development of the PM process models. The chapter presented the outcomes of the conducted workshops, which included a detailed description of the development of the PM process models including objectives of each process model, related inputs, the tools and techniques that could be applied, the resulting outputs as applied by PMBOK process models, in addition to the process models’ flowcharts and manuals, and required templates.

The chapter also included the results of the conducted a validation and peer review session from the focus group and workshops of the project team members to evaluate and analyse the applicability, practicality and the effectiveness of the developed PM process models and their impact on the success of the project. Results were collected also from the distributed questionnaires that included questions about the evaluation of the project team members on each of the developed PM process models as well as evaluation on the tools and techniques
used and about the evaluation of the impact of the developed PM process models on the success of the project.

The results collected from the development and application of Phase 2 PM process models were required to be compared to the results from the application of the traditional PM process models during the pilot project Phase 1 and to check whether the weaknesses discovered of the PM process models were rectified and if an improvement was done during the Phase 2 of the project by measuring its effectiveness and impact on the project success. These results were summarized to form a set of indicators as success criteria. It formed the basis of comparison in chapter 7 between the achieved results and indicators from applying some of the developed PMBOK processes in Phase 2 with those achieved results and indicators from applying the traditional PM processes in Phase 1.
Chapter 7 – Research Findings & Analysis

7.1 Introduction

In this chapter, the results of phase 1 and 2 of the project are summarized and then compared to measure if an improvement has occurred by referring to the objectives of the project and to the KSI set by The NGO to assess the performance of the project and to check whether this aid/development project is considered a successful or a failed project irrespective of the reasons behind the success/failure of the project.

This is then followed by the evaluation of the results from the development of the adopted PM process models that were discovered have gaps during the pilot phase of the project and whether these processes proved their effectiveness in managing the VT project and whether they had an impact on the success of the VT project.

This chapter is structured as follows:

1) Project’s KSI: this includes a brief about the KSI set by the NGO prior to the start of the project; the achievement levels of the objectives for phase 1 and 2 of the project were evaluated based on these indicators.

2) Results of phase 1 of the project: this includes a summary of the achieved results based on the objectives and on the set of KSI of phase 1 of the project.

3) Results of phase 2 of the project: this includes a summary of the achieved results based on the objectives and on the set of KSI of phase 2 of the project.

4) Comparison of phase 1 and phase 2 results: this includes a detailed comparison between the achieved results of phase 1 and those of phase 2 based on the objectives and on the KSI of phase 1 and phase 2 of the project.

5) Evaluation of project success: this includes an evaluation of the success of the project as per the level of achieved improvement between phase 1 and phase 2 of the project based on the KSI set by The NGO.

6) Evaluation of the developed PM process models: this includes an evaluation summary of the improvement that occurred to the development of some of the PM process models by comparing those PM processes that faced gaps during phase 1 with those developed during phase 2 of the project.
7) Analysis of the impact of PM processes on project success: it includes a measurement of the effectiveness of the development of the PM processes on the success of the project.

8) Chapter summary: it includes a summary of the analysis of the findings of this research.

7.2 Project’s Key Success Indicators

Prior to the start of phase 2 of the project, a meeting took place with The NGO country director to identify the KSI of the project to which The NGO referred to evaluate whether the objectives of the VT project were achieved and what the level of success was. These KSIs applied on phase 1 as well as on phase 2 of the project.

Below are the VT project’s KSIs:

1) The number of graduated students who attended the VT classes compared to the targeted number. The targeted number of students was set during the initiation of the project. During the implementation of the project, The NGO enrolled more students than the targeted number. By the end of the project, the number of students who acquired the new skills by attending the VT classes to utilize the newly acquired developed training techniques and the number of students who graduated from these classes was considered one of the key indicators of the success of the project.

2) The number of graduated students who found jobs compared to the total number of the graduated students during a definitive period. The duration of their recruitment, type of jobs found, whether the jobs were part-time or of full-time jobs, and the income they got were all important factors.

3) The number of trained instructors who attended the VT sessions to be trained based on the new and developed curriculum prepared by the consultants and specialists with the coordination of the Local NGOs and under the supervision of The NGO to acquire new active and appropriate methods, techniques and skills of teaching was considered one of the key indicators of the success of the project.

4) The number of social activists participating in capacity building and coaching sessions of the project and who utilized and integrated new and appropriate methods and
techniques in the implementation of the project was considered one of the key indicators of the success of the project.

5) The duration of the project and whether it completed on time according to the planned schedule set during the planning phase of the project.

6) The total cost of the project and whether the project expenditures were online or below the budget defined during the planning phase of the project and as per the developed budget approved by the project sponsor.

7.3 Results of Phase 1 of the Project

The objectives of phase 1 of the project attained in relation to all the KSI: that is, the number of graduated students, the number of students who found jobs, the number of trained instructors, the number of participating social activists, the duration of the project, and the project budget. In terms of enrollment and success rates of targeted youth, a total of 194 youth acquired new skills having successfully completed VT sessions as compared to the planned 70 students. The VT sessions offered under the project attracted a relatively large number of youth to enroll (a total of 235). This may be attributed to the nature and variety of the VT courses offered; they were short, varied, and market-driven. Out of the total enrolled students, 91 per cent continued their studies successfully (194 youths graduated out of the total 235 enrolled). Finally, the employment rate of those who were able to find jobs within 6 months after graduation was 30 per cent out of those who graduated (58 students found jobs out of 194 graduated). The project exceeded the planned target of the number of trained instructors. The number of instructors who attended the training sessions to acquire new active and appropriate methods, techniques and skills of teaching reached 52 instructors against the 40 originally planned. The trained instructors under this objective are mostly females (35 females and only 17 males) working in Local NGOs. The daunting socioeconomic conditions of the camp residents reduced the ability of youth activists to volunteer in community development initiatives as many of them had more than one job to meet their basic needs. Despite these main challenges, the project was not able to achieve 100% its objective. Twenty-five young activists were recruited (some were independent, and others were engaged with NGOs in the camps) and trained to identify pressing youth needs in the community. They were also able to implement projects that addressed these needs. By the end of May 2012, and due to security issues, the project was extended until 15 of July
2012 and then again extended until the end of August 2012. The project’s achievements were made between 15 of November 2010 and the end of August 2012 for a total duration of 21.5 months with a delay of 3.5 months. Thus, 19.44 per cent represented the delay/extended period over the targeted duration. The total cost of the project reached the amount of USD 417,143 exceeding the budget with 9.38 per cent which was an accepted high excess but within the allowed limit of 10 per cent approved by the project sponsor. Table 7.1 shows the targeted and the achieved results as KSI of Phase 1 of the project.

Table 7.1: Phase 1 KSI – Targeted and Achieved

<table>
<thead>
<tr>
<th>Key Success Indicators</th>
<th>Targeted vs. Achieved</th>
<th>Targeted</th>
<th>Achieved</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Graduated</td>
<td>300</td>
<td>194</td>
<td></td>
<td>64.67%</td>
</tr>
<tr>
<td>Number of Students Found a Job</td>
<td>70</td>
<td>58</td>
<td></td>
<td>82.86%</td>
</tr>
<tr>
<td>Number of Trained Instructors</td>
<td>40</td>
<td>52</td>
<td></td>
<td>130.00%</td>
</tr>
<tr>
<td>Number of Participating Social Activists</td>
<td>25</td>
<td>25</td>
<td></td>
<td>100.00%</td>
</tr>
<tr>
<td>Duration of the Project (months)</td>
<td>18</td>
<td>21.5</td>
<td></td>
<td>119.44%</td>
</tr>
<tr>
<td>Project Budget (USD)</td>
<td>381,370</td>
<td>417,143</td>
<td></td>
<td>109.38%</td>
</tr>
</tbody>
</table>

Figure 7.1 shows targeted and the achieved results as KSI of Phase 1 of the project.

Figure 7.1: Phase – 1 KSI – Targeted and Achieved
Figure 7.2 shows targeted and achieved results of the project budget as key success indicator of Phase 1 of the project.

![Graph showing targeted and achieved project budget](image)

*Figure 7.2: Phase 1 – Budget – Target and Achieved*

By referring to the achieved results in Table 7.2, it was realized that although there were 30 per cent over target in the number of trained instructors and the project achieved 100 per cent in the number of participating social activities, the number of the graduated students, and the number of graduated students who found jobs after graduation, the duration of the project, and the expenditures of the project were below target and Phase 1 of the project was not considered fully successful due to the deviation of 51 per cent from the target.

### 7.4 Results of Phase 2 of the Project

The objectives of phase 2 of the project attained in relation to all the preset KSI: that is, the number of graduated students, the number of students who found jobs, the number of trained instructors, the number of participating social activists, the duration of the project, and the project budget. In terms of enrollment and success rates of targeted youth, a total of 676 youths acquired new skills having successfully completed VT sessions as compared to the planned 600 students. The increased number of students who have enrolled and graduated from the vocational trainings were mainly caused by the integration of the sports activities
into the curriculum of the VT project. The employment rate for those who were able to find jobs within 6 months after graduation was 34.47 per cent out of those who graduated (233 students found jobs out of 676 graduated). The project met the planned target of the number of trained instructors with less of 6 instructors comparing to the target. The number of instructors who attended the training sessions to acquire new active and appropriate methods, techniques and skills of teaching reached 127 instructors against the 133 originally planned. However, some of those instructors had already attended training sessions during phase 1. Thirty-five young activists were trained to identify youth needs in the community. This number was lower than the targeted number because most of the young activists had already attended training sessions during phase 1 of the project and did not need to re-take those training sessions during phase 2 of the project. The project was targeted to be completed by the end of January 2016, but it was extended until the end of March 2016. The project’s achievements were done between the 1st of February 2014 and the end of March 2016 for a total duration of 26 months with a delay of 2 months. Thus, 8.33 per cent represented the delay/extended period over the targeted duration. The total cost of the project reached the amount of USD 969,364 exceeding the budget with 4.57 per cent which was an accepted excess within the allowed limit of 10 per cent as approved by the project sponsor. Table 7.2 shows targeted and achieved results as KSI of Phase 2 of the project.

Table 7.2: Phase2 KSI – Targeted and Achieved

<table>
<thead>
<tr>
<th>Key Success Indicators</th>
<th>Targeted</th>
<th>Achieved</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Graduated</td>
<td>600</td>
<td>676</td>
<td>112.67%</td>
</tr>
<tr>
<td>Number of Students Found a Job</td>
<td>200</td>
<td>233</td>
<td>116.50%</td>
</tr>
<tr>
<td>Number of Trained Instructors</td>
<td>133</td>
<td>127</td>
<td>95.49%</td>
</tr>
<tr>
<td>Number of Participating Social Activists</td>
<td>50</td>
<td>35</td>
<td>70.00%</td>
</tr>
<tr>
<td>Duration of the Project (months)</td>
<td>24</td>
<td>26</td>
<td>108.33%</td>
</tr>
<tr>
<td>Project Budget (USD)</td>
<td>927,000</td>
<td>969,364</td>
<td>104.57%</td>
</tr>
</tbody>
</table>

Figure 7.3 shows targeted and achieved results as KSI of Phase 2 of the project.
Figure 7.3: Phase 2 – KSI – Targeted and Achieved

Figure 7.4 shows targeted and achieved results of the project budget as key success indicator of Phase 2 of the project.

Figure 7.4: Phase 2 Budget – Targeted and Achieved
By referring to the achieved results in Table 7.2, it was realized that the number of graduated students and the number of graduated students who found jobs after graduation exceeded the target and the project was considered successful with 82 per cent achievement although some of the KSI s were below target.

7.5 Evaluation of the Project Success

Phase 2 of the project showed more improvement than phase 1 in the achieved results. There was an increase in the number of graduated students, and an increase in the number of students who found jobs 6 months after their graduation. Moreover, a lower percentage in the expenditures compared to the budget and a lower percentage of duration compared to the targeted duration of the project. These results were based on the KSI to which The NGO referred to evaluate the designated VT project’s success. However, there were other minor success indicators, such as the type of jobs the students were recruited in and the salaries they got after their graduation whether they were high, medium or low salaries, part time or full-time jobs; the infrastructure of the locations where the trainings were given; the set-up, and the environment that helped the instructors to acquire the adequate trainings and helped them in providing lessons to students, etc… All these factors supported the instructors in providing the adequate training sessions and encouraged the students to acquire the lessons by enrolling in The NGO’s VT sessions where they found a lot of support and convenient surroundings which they did not find at other institutions. However, The NGO considered the KSI s were the main success indicators to base upon in the evaluation of the success of the project and the other mentioned factors were just considered facilitators. Table 7.3 shows Phase 1 vs. Phase 2 results and the variance for each success indicator between two phases of the project.

<table>
<thead>
<tr>
<th>Key Success Indicators</th>
<th>Phase 1 vs. Phase2</th>
<th>Phase 1 Results</th>
<th>Phase 2 Results</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Graduated Actual Vs. Target</td>
<td>64.67%</td>
<td>112.67%</td>
<td>48.00%</td>
<td></td>
</tr>
<tr>
<td>Number of Students Found a Job Actual Vs. Target</td>
<td>82.86%</td>
<td>116.50%</td>
<td>33.64%</td>
<td></td>
</tr>
<tr>
<td>Number of Trained Instructors Actual Vs. Target</td>
<td>130.00%</td>
<td>95.49%</td>
<td>-34.51%</td>
<td></td>
</tr>
<tr>
<td>Number of Participating Social Activists Actual Vs. Target</td>
<td>100.00%</td>
<td>70.00%</td>
<td>-30.00%</td>
<td></td>
</tr>
<tr>
<td>Duration of the Project (months) Actual Vs. Target</td>
<td>-119.44%</td>
<td>-108.33%</td>
<td>11.11%</td>
<td></td>
</tr>
<tr>
<td>Project Budget (USD) Actual Vs. Target</td>
<td>-109.38%</td>
<td>-104.57%</td>
<td>4.81%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>148.70%</td>
<td>181.75%</td>
<td>33.05%</td>
<td></td>
</tr>
</tbody>
</table>
By referring to Table 7.3, it was recognized that the project showed improvement in the number of graduated students, in the number of students who found jobs, in the duration of the project compared to the targeted duration, and in the project’s expenditures compared to budget. By comparing the achieved results of the two phases of the project, Phase 2 showed improvement of 33 per cent over Phase 1.

What were the reasons behind the improvement of Phase 2 compared to Phase 1 of the project? What were the reasons that impacted the success of phase 2 of the project? What was the role of the developed PM process models on the success of phase 2 of the VT project? What was the level of impact of these PM processes? These will be answered in the next following section of the chapter.

Figure 7.5 shows the comparison between Phase 1 and Phase 2 results of the VT project based on each of the KSI of the project as well as the variance between the two phases’ results.

![Figure 7.5: Phase 1 compared to Phase 2 – KSI](image)

### 7.6 Evaluation of the Developed PM Process Models

From the focus group workshop conducted with the project team members and from the answers to the questions collected from the questionnaires distributed to the project team members during phase 3 of the project under the validation and peer review session to
evaluate the developed PM process models, it was discovered that most of the developed PM process models were complicated or not applicable on the VT project. It was also discovered that only 6 out of the 16 developed PM process models were found to be well developed or satisfactory; these process models were mainly ‘Sequence Activities Process Model’, ‘Develop Schedule Process Model’, ‘Plan Communications Process Model’, ‘Distribute Information Process Model’, ‘Identify Risks Process Model’ and ‘Plan Risk Responses Process Model’. Although the development of the 16 PM process models was successful but not all these developed PM process models were considered successfully rated by the project team members.

The data collected from the distributed questionnaires showed that the project team members indicated that 49.68 per cent of the 42 PMBOK process models could be applicable on the VT project. This indicated that there was a chance for other PM process models which applicability has not been measured/tested in this research and within the context of the VT project to be applicable in case it was conducted on an NGO aid/development project.

In addition, and during the validation and peer review session, it was recognized that most of the project team members still believe in the previous PM process models applicable on Phase 1 of the project and acted accordingly. They wanted to keep working on most of the previous traditional PM process models. They also strongly defended their application although they admitted that their traditional PM processes contained flaws. It seemed they got used to deal with these PM processes and not able to easily change and adapt to a new PM approach. They also admitted that the previous PM approach was not functional; it was a helpful PM approach in the design of what the NGO was aimed to do and it was not appropriate for the implementation of the VT project. Moreover, it seemed that the project team members were looking for a new mixed approach that would help them in the design as well as in the implementation of the VT project. They hoped that there was an opportunity to apply a new well-developed PM approach in PMBOK, but they found only it could be applicable in some areas due to the nature and type of the project as well as due to the aim of the NGO aid/development projects. The aim of the NGO aid/development projects is different than the aim of for-profit projects. The aim of the NGO aid/development projects is to achieve a humanitarian goal; their aim is to help people, develop communities and not to make profit.
The project team members also admitted that there were some gaps in the existing PM process models they were applying on Phase 1 of the project but the application of some of the PMBOK process models did not succeed to bridge/fill these gaps 100 per cent because the type and the nature of the NGO aid/development project was different from the nature of for-profit project. Although it was declared that the application of PMBOK processes, tools and techniques has a positive impact on the success of for-profit projects (PMI, 2008), the VT project team members thought that if these PMBOK processes, tools and techniques have proved that it has a positive impact on the success of for-profit projects, it is not necessary they would have positive impact on NGO aid/development projects if applicable.

As mentioned earlier that only 6 out of the 16 developed PM process models were considered successful; these process models were ‘Sequence Activities Process Model’, ‘Develop Schedule Process Model’, ‘Plan Communications Process Model’, ‘Distribute Information Process Model’, ‘Identify Risks Process Model’ and ‘Plan Risk Responses Process Model’. Below the reasons why these PM process models were considered successful:

1) Sequence Activities Process Model and Develop Schedule Process Model: applying PDM and applying leads and lags techniques were appropriate in sequencing project activities and later in developing project schedule and due the experience of the project team members in managing such type of project, sequencing project activities and developing project schedule were developed successfully.

2) Plan Communications Process Model and Distribute Information Process Model: The NGO team members were in need for a well-developed communication plan to distribute the high number of reports and information to main stakeholders and keep them informed about the performance of the project, and this was identified as one of the major gaps that the project faced during Phase 1 of the project. The NGO team members were mainly suffering from not having a well-developed communication and distribute information process models since they were the ones who were responsible of all communications, evaluating, and distributing reports and information while other members from service providers, consultants, and the Local NGOs, were just responsible for issuing and submitting the reports to The NGO. The development of these process models was done successfully applying a well-developed flow charts and using standard forms and following a well-defined timeline and authority matrix.
3) Identify Risks Process Model and Plan Risk Responses Process Model: The NGO team members were in need for a well-developed ‘Identify Risks’ process model to plan well for risk responses. Planning risk management was not taken seriously in Phase 1 of the project. The NGO team members were mainly responsible of handling risk management because they were in need for a well-developed process model to handle the risk issues of the project. The development of these process models was done successfully. Due to the incident they have faced during previous similar projects, The NGO team members were well aware in preparing appropriate response and action to be taken for each identified risk.

In contrary and as mentioned earlier that 10 out of the 16 developed PM process models were not considered successful. Below the reasons why these PM process models were not considered successful:

1) Collect Requirements Process Model and Define Scope Process Model: collect requirements was not necessary for this such of project since the scope was already defined mainly during the assessment need conducted by official organizations before the start of the project and most of the project team members did not have an influence in changing the project scope that was already approved and decided by the project sponsor and the project team members could not interfere in such decision.

2) Create WBS Process Model and Define Activities Process Model: scope breakdown technique was not successfully applied in defining the deliverables of the project. The same applied to subdividing the WBS. This technique was not successfully applied in subdividing the WBS into smaller manageable deliverable components of the project and therefore, defining the project activities was based on the experience of the team members from managing phase 1 of the project and from the lessons learned as well in inserting additional activities by the project’s consultants.

3) Estimate Activity Resources Process Model and Estimate Activity Durations: both processes were not considered successful because resources as well as high level durations were already defined and did not need to be estimated.

4) Control Cost Process Model: control costs process model was not considered a successful process model because the earned value management technique was
considered complicated to control costs for such type of project. During this project, costs were controlled by sticking to the budget, keep comparing expenditures to the budget, and not exceeding expenditures above the budget and by following the old traditional way of controlling costs of the project.

5) Perform Integrated Change Control Process Model: perform integrated change control process model was not considered a successful process model to perform any change that might be needed during the execution of the VT project. Instead, the PM team members recommended taking the approval from the upper management to perform changes whether the approval was done by the country director, project manager, the sponsors themselves, or any person in-charge who was authorized to handle the responsibility in approving changes before any change took place.

6) Plan Quality Process Model: plan quality process model was not considered a successful process model and the techniques applied were not the appropriate techniques. The applied techniques on profitable project or product could not be applied on such type of project. The VT project followed different criteria in planning its quality. All PM team members considered the ‘Costs of Conformance & No-Conformance’ technique not appropriate for VT project. The VT project followed different criteria in planning its quality. They admitted that such type of technique could rather be applied on a profitable project or product.

7) Develop Project Team Process Model: develop project team process model was not considered a successful process model and should not be done during the implementation of the project. However, most of the team members provided similar opinions about developing team members. They all admitted that team members were all well trained; most of them had enough experience to deal with unexpected incidents. They could also work jointly with those who needed training and helped them face such incidents and deal with it.

7.7 Analysis of the Impact of the PM Processes on Project Success

From the focus group workshop conducted during the validation and peer review session of phase 3 of the project with the project team members and from the data collected from the questionnaires distributed to them to evaluate the developed PM process models, it was
discovered that the development of the PM process models for the phase 2 of the project did not have a high impact on the success of phase 2 of the project. It was recognized that the impact of the developed PM process models had negligible impact on the success of the VT of phase 2. Only 6.67 per cent of the project team members admitted that the level of success increased due to the application of these PM process models and 93.33 per cent found that it did not have any impact on the level of success. This indicated that most of the project team members did not believe that the development of the PM process models had a role in the project success. They believe that there were other factors behind its success although the development of these PM process models helped the project team members in managing the project properly in a professional manner with the application of the new tools and techniques, following developed flowcharts, using well designed templates, and managing a well-structured process manual.

The impact of the development of the PM process models on project success was rated the lowest among the other considered factors with only 6.67 per cent. The impact of the integration of sports components into the curriculum of the VT project on project success was rated the highest with 40 per cent. The integration of the sports activities into the curriculum of the VT was aimed to encourage students to acquire life skills that were useful for them such as discipline, teamwork, motivation, commitment, etc... This strategy encouraged the young students to enroll in the VT classes. That is why it was rated the highest and had a positive impact on the success of the project. Other factors could be behind the success of the VT project which were not considered under this research. The considered success factors were the main considered factors behind the success of the project. However, and from the data collected from the distributed questionnaires, the project team members indicated that 51.11 per cent of the 42 PMBOK process models may have impact on the success of the VT project in case they were applied. This indicated that there might have been other PMBOK process models which effectiveness was not measured under this research and within the context of the VT project might have had a positive impact on the success of an NGO aid/development project in case they were applied.

Within the context of the research, the findings indicated that the development of the PM process models following part of the PMBOK did not have a significant role in the project success of the project. There was other main factor behind its success mainly the integration
of sports activities into the curriculum of the project. The impact of the development of the PM process models on project success was rated the lowest among the other considered factors with only 6.67 per cent which is considered a low impact and consistent with the findings of (Golini et al., 2016) who found that general PM methodologies were used in only 7% of the projects. The PM team believed that PMBOK is not the appropriate PM approach for The NGO project, instead they believe that still LFA is the appropriate PM approach for aid/development NGO projects but need additional adoption and integration. This is consistent with the findings of (Khang & Moe, 2008) who believe that the traditional methodologies such as the PMBOK are not suitable for development projects of NGOs and that they cannot be applied to development projects. Although the PM team declared that the application of the PMBOK did not have high influence on the success of the project, but they still believe in the importance of the integration and adoption with other PM models, tools and techniques and they believe on its influence on the success on an aid/development project but not necessary the reason behind its main success. This is in line with other studies such as those of (Mingus, 2002; Munns & Bjeirmi, 1996) which showed that PM models, tools and techniques have an important role in the project success but they do not guarantee the success of the project. There are other factors stated under this research under the literature review chapter 3.

Also, within the context of the research, the findings indicated that most of the project team members still prefer to keep working on the Logframe approach and not use the PMBOK as the preferred PM approach although some of the developed process models for this specific project following the PMBOK process models were considered successful. This is consistent the findings (Golini et al., 2016) who found that international PMI methodologies are not generally used for NGO development projects, while the LFA methodologies adopted for development projects are extensively adopted by NGOs and that “more than 90% of the project managers surveyed had adopted the Logframe for at least one project during the years 2008-2009” (Golini et al., 2016, p. 19). However, the project team members indicated that 51.11 per cent of the 42 PMBOK process models, tools and techniques may have impact on the success of the project in case they were adopted in the PM model of the project. This indicated that there might have been other PMBOK process models, tools and techniques which effectiveness was not measured under this research and within the context of the project might have had a positive impact on the success of an NGO aid/development project.
in case they were applied. This is consistent with the recommendations of (Golini & Landoni, 2014) who suggested that there is a need for a specific standard PM approach and tools for development projects that could be complemented by specific tool such as the logical framework in order to increase the possibility of better outcomes of the project and they confirmed that PMBOK as a standard PM methodology, tools and technique should be adopted by project managers for development projects.

The project team members still believe that there were some gaps in the existing PM process models of the project and that the application of some of the PMBOK process models failed to bridge/fill these gaps 100 per cent. They still believe that there was a need to develop and enhance these processes and to have new PM process models, although around half of them preferred to keep working on the Logframe approach. Most of the PM team members declared that the developed PM process models following the PMBOK were not applicable but 46.67 per cent of them had different opinions and preferred different new PM process models. Moreover, they indicated that applying a well developed standardized PM models, tools and techniques might have influence on the success of project and increase its success likelihood. This is consistent of findings of (Milosevic & Patanakul, 2005) who argued that the increase level of standardization in PM can increase the success level of project. As well, it is aligned with the findings of (Montes-Guerra et al., 2015) who stated that the adoption of PM practices is an essential part of the success of project and that the use of PM methodologies, tools and techniques will improve significantly the results. They indicated that the organizations which use PM tools have better results on the performance and success of the projects. They concluded that the application of PM in the aid sector will benefit all the parts involved and lead to more lasting and sustainable development.

7.8 Chapter Summary

The chapter began with an identification of the KSI The NGO based their project evaluation on and whether the project was considered a successful one. For this reason, the results of the 2 phases of the project were collected, analysed and then compared. An evaluation of the project success presented the level of the success as well achieved to indicate whether an improvement existed in Phase 2 compared to Phase 1 of the project.
This was followed by an evaluation and analysis of the effectiveness and application of the developed PM process models on Phase 2 of the project. Although the project was considered successful, it was discovered that the application of the development of the PM process models was not fully successful because only 37.5 per cent of the developed PM process models were successfully applicable.

It was discovered that the development of the PM process models for Phase 2 did not have a high impact on the success of phase 2 of the project. It was recognized that the developed PM process models had negligible impact on the success of the Phase 2 of the VT project. The success of the project did not depend on the development of the PM process models; it was rather affected by other factors mainly the integration of sports activities into the curriculum of the VT project in addition to other factors.
Chapter 8 – Summary and Conclusion

8.1 Summary of the Research

The aim of this research was to understand the PM processes in managing Non-Governmental Organization (NGO) aid/development projects by analysing the sustainable processes the NGO should follow to deliver successful aid/development projects.

The researcher studied PM practices and, using a process improvement approach, addressed performance gaps in the LFA followed by The NGO in managing one aid/development project. This was a great opportunity to discover the pitfalls and gaps and improve the targeted project’s PM processes.

The evaluation criteria for the selected and representative aid/development project was to map and understand the PM processes followed by a Lebanese NGO (an international NGO with a representative local office in Lebanon) for one aid/development project whose main objectives were related to improving people’s education. The evaluation criteria also encompassed identifying expectations and project success criteria from the perspective of the project’s sponsors. At the beginning of the research, the chosen project was at its closing stages (Phase 1 – the pilot project) and a new, similar project of the same type was just commencing (Phase 2).

As agreed with The NGO before the start of Phase 2, the researcher evaluated the PM processes followed and applied by The NGO during Phase 1, based on the PMBOK processes as a standard. Evaluation then moved to the application of some of these processes in Phase 2 of the project.

The research comprised three phases: an exploratory study in its first phase (Phase 1), action learning in the second phase (Phase 2), and a final validation phase (Phase 3) undertaken through a peer review workshop held with experts who managed projects of this kind.

The researcher chose the PMBOK processes as standard of PM adoption because they are applied by many industries and increase the chances of the success of their projects (PMI, 2008). However, PMBOK processes have not been applied by NGOs Steinfort (2017). The researcher evaluated the impact of PM processes on project success by comparing the results...
achieved by applying the LFA PM processes during Phase 1 to the results achieved after applying PMBOK processes during Phase 2 of the project.

A qualitative research approach was used. In the Phase 1, the researcher used a case study approach during which interviews were conducted with participants who were the main players in planning and managing the aid/development project. Interviewees were selected based on their involvement and roles in the targeted project. Questions asked during interviews were related to the PM processes applied. An analysis of PM processes applied during Phase 1 was conducted to evaluate their performance, discover their weaknesses, and to identify what was needed to support the improvement during Phase 2. The results of the evaluation and analysis were summarised into a set of factors to be used as success indicators. These factors were the basis of comparison between results achieved from applying PM processes in Phase 1 and those achieved from applying part of PMBOK processes in Phase 2 of the project.

In Phase 2, the researcher used an ethnographic action research approach based on a range of grounded and relevant facts, observations, understandings, perceptions and interpretations. Phase 2 was preceded by an exploratory and grounded research approach where the researcher sought to identify what success meant to the project owner. Phase 2 was based on a long-term engagement of 26 months, which was the length of Phase 2, during which the researcher worked as a practitioner together with The NGO’s team, local NGOs, consultants, service providers and other stakeholders. During Phase 2, certain enhancements were made to PM processes to address gaps discovered during Phase 1. Part of PMBOK processes, tools and techniques were adopted, developed, and applied as guidelines in Phase 2 to replace those proven to be weak in Phase 1. Several workshops were conducted for project team members in developing PM process models. The development of PM process models included reference to: the objectives of each process model; the related inputs; the tools and techniques that could be applied; the outputs resulting from applying PMBOK process models; and process models’ flowcharts, manuals, and templates.

Phase 3, the final stage of the research, involved validation and peer review of the findings. The researcher held a workshop to present the findings and conclusions from Phases 1 and 2. Phase 3 included the results of the peer review session which took a focus group format. The session involved project team member as experts who were in a good position to evaluate
and analyse the applicability and the effectiveness of the developed PM process models, and their impact on project success. Data were also collected from questionnaires in which project team members were asked to evaluate each of the developed PM process models, the tools and techniques used, and the impact on project success of the developed PM process models.

The results from Phases 1 and 2 were summarized and analyzed and formed the basis of comparison between results achieved by applying some PMBOK processes developed in Phase 2 with results achieved from applying the traditional PM processes in Phase 1.

An evaluation of overall project success was completed, as well as the level of the success achieved, to indicate whether an improvement took place in Phase 2. This was followed by an evaluation and analysis of the effectiveness and application of PM process models developed in Phase 2 of the project.

8.2 Conclusions

The main research question stated in Chapter 1 (section 1.2.4) was:

How might following and applying the PMBOK PM processes by NGOs’ aid/development projects increase the degree of their projects success?

The researcher discovered that, when compared to Phase 1 and referring to success criteria, Phase 2 was considered successful and certain improvements were demonstrated. The results also showed that applying PM process models developed during Phase 2 was not fully successful – only 6 out 16 PM process models were successfully applied. Analysis undertaken for the two case studies showed that implementing PM processes has some role in project success although it was considered around 38 per cent of the developed PM process models were successfully developed. This is consistent with findings of Crawford and Bryce (2003) who highlighted the importance of NGOs’ adopting a systematic approach to PM.

Furthermore, the developed PM process models had negligible impact on success of Phase 2 of the project. Project success was also influenced by the unique nature of aid/development projects. It was also concluded from the analysis of the two case studies that other factors and requirements, such as integrating new sports into the project design, also played important role. There are numerous examples in the PM literature such as of Aga et al. (2016) which emphasise that within the context of development projects, leadership has a direct
influence on project success. Brière et al. (2015) state that development projects require specific competencies from project managers such as technical skills, management skills, and human skills. Others, like Belassi and Tukel (1996), grouped critical project success factors into four groups: the project manager; the team members; the organisation; and other external political, economic, and social factors.

The findings indicated that the development of the PM process models following part of the PMBOK’s did not have a significant role in the project success of the project instead, it had low impact. The development of the PM process models was not the main reason behind the success of the project in its second round. The PM team believed that the adoption of PMBOK into the PM process models is not the appropriate PM approach for The NGO project. This is consistent with the findings of Khang and Moe (2008) who believe that the traditional methodologies such as the PMBOK are not suitable for aid/development projects of NGOs and that they cannot be applied to aid/development projects. Although the PM team declared that the adoption of the PMBOK did not have high influence on the success of the project, but they still believe in the importance of the integration and adoption with other PM models, tools and techniques and they believe on its influence on the success on an aid/development project but not necessary the reason behind its main success. This is in line with other studies such as those of Mingus (2002); (Munns & Bjeirmi, 1996) which showed that PM models, tools and techniques have an important role in the project success but they do not guarantee the success of the project. In order to increase the likelihood of the impact of the adoption of the PMBOK processes, it is recommended to adopt other PMBOK processes, tools and techniques that were not adopted under this study and evaluate their impact on project success. By this way, PM team of aid/development NGO projects will be convinced in the importance and the role of the adoption of the development of PMBOK processes, tools and techniques because the literature indicated and supported this as Golini and Landoni (2014) stated that there is a need for a specific standard PM approach and tools for aid/development projects that could be complemented by specific tool such as the logical framework in order to increase the possibility of better outcomes of the project and they confirmed that PMBOK as a standard PM methodology, tools and technique should be adopted by project managers for aid/development projects.
The implications of the research are consistent with the findings that have proved it has contributions to the filed of PM. It formed the basis for future development of PM processes, tools and techniques and its adoption with other PM approach such as the logical framework. The advancements of knowledge in the PM area mainly contributed from this research are:

1) The development of the PM processes included a detailed description of the development of the PM process models, objectives of each process model, related inputs, the applied tools and techniques, the resulting outputs as applied by PMBOK process models, in addition to the process models’ flowcharts, manuals, and required template forms that an NGO can apply on any similar aid/development project and adapt their existing PM process models.

2) The research included a comparison between the results generated from the application of the traditional PM processes and between the application of the developed and adopted PM processes following the PMBOK process model. These results were summarized and analyzed and formed the basis of comparison to check whether the weaknesses discovered of the traditional PM process models were rectified and if an improvement has occurred by measuring its effectiveness and impact on the project success as well as the level of success that an NGO can apply to measure the effectiveness of their developed PM processes.

3) The PMBOK processes have been applied and followed by many industries and have proven that they can increase the chances of the success of their projects. However, these processes have not been applied by NGOs yet. By applying some of the PMBOK processes throughout this research, it was proven that it had negligible impact on the success of one of NGO aid/development project.

4) The opportunity in applying PMBOK processes to NGO aid/development projects would open the doors for other researchers to extend this research, work on its improvement, and to achieve the best PM practices in managing NGOs’ aid/development projects hopefully one day.

8.3 Recommendations

Around 50 per cent of PM team members expressed a need to have new PM process models, while the other 50 per cent preferred to keep working with the Logframe Approach. Most PM team members declared that the PM process models developed were not applicable, but around half had different opinions and preferred different PM process models. This opens the door for other researchers to study the constraints faced in developing PM process
models, and the changes needed. Researchers could also do some change management, hold
PM training courses, and work on developing the PM culture within the NGOs and under
different conditions.

Additional evaluation was done with the project team members to check if other PM process
models (out of the 42 PMBOK process models which were not developed in specific for this
type of project) would have an impact on VT success if applied on the VT project. Evaluation
results showed that, if applied, around 50 per cent of 42 PMBOK PM process models might
have positive impact on project success. Other researchers have the opportunity to conduct
further researches, under different conditions, in which other PM process models would be
developed, customised for use in VT projects, and evaluated for their impact on project
success.

The applicability of the PM process models developed was not considered completely
successful on the aid/development project under this study. This is comply with Steinfort
(2017) who argued that the standard application of the PMBOK is not yet applied on PM
methods of aid/development projects because the NGO industry has different PM
methodologies to that of PMBOK.

However, the development of the significant parts of the PM process models – that is, the
process flowcharts, manuals and templates and forms a basis for developing other PM
process models that could be investigated in future research studies which could be
conducted on many NGO projects. The outcomes of studies on practices that are successful
in managing certain areas could prompt a cycle of continuous improvement and adaptation
of PM practices, opening the door to develop best practices in managing NGO projects.

To apply PMBOK process models in the future, NGOs will need to:

- encourage staff involved in PM to attend PMBOK training courses;
- encourage NGO executive staff to attend seminars on applying PM approaches,
  study the applicability of PMBOK process models, and conduct experiments on
  adapting PM process models within their organisations; and
- convince Donors to accept the application of PM approaches, particularly PMBOK
  process models partially in the short-term and most of the process models in the
  long-term.
The research finding indicated that these processes could be applied in different contexts of similar type of projects, with the same level of satisfaction. Furthermore, the research findings highlighted the importance of training in developing the requisite knowledge and formalize an impact assessment methodology within the organization. Moreover, to further encourage the adoption of additional PMBOK processes models including tools and techniques on NGO aid/development projects, it would be important to raise awareness towards these processes, tools and techniques among all project team members and among Donors, so that they require their adoption by NGOs as they did when they require the LFA as the preferred PM tool and a pre-requisite prior providing donation and approval on any aid/development project. In parallel, it would be important to standardize such processes, tools and techniques so that an NGO can use the same for all its projects and Donors within the same context. At the same time, flexibility should be allowed because these processes, tools and techniques can be further improved, and project managers should be free to adapt them up to their needs and based on the specificities of each conducted project.

Basically, the aim of the NGO aid/development projects is to achieve a humanitarian goal; their aim is to help people, develop communities and achieve a common goal. Although stakeholder management was not covered under this research since it was based on PMBOK 4th edition, but future researches should focus on the development of guidelines that manage and regulate the relationship between various project stakeholders involved in adopting PM practices based on PMBOK 5th edition. These relationships affect positively the success of projects and this was highlighted under the literature review chapter indicating that building trust between different project stakeholders is considered one of the main factors of project success and lack of trust between different stakeholders may cause the failure of a project and having opened communication builds trust among aid/development projects’ stakeholders, mainly the project sponsor, manager, and team members.

8.4 Limitations of the Research

This research is limited to one type of local NGO aid/development project, and primary data collected in this research project is related to aid/development projects in Lebanon.

The location, nature and local circumstances of the aid/development project as well as the attributes and competencies of the project team members differ from one location to another, from one type of aid/development project to another, form one NGO to another, and from
one project team members to another. The results of this study might be applicable on other NGOs’ projects. However, generalisability of results should be tested in other geographical contexts.

This research is also limited to a small number of PM team members. The attributes and competencies of the PM team members were limited to their experience in a certain type of NGO project. To collect more valid and reliable results, further research can extend validation efforts by using larger focus groups with more participants from different NGOs who manage different types of projects, come from different cultures and locations, and have different attributes and competencies.

The research has faced conflicts and conducted the research with limited resources. Disruption to communication technology and availability of facilities like internet access, phones, actual room for meetings and office spaces were limited and built environment facilities that made the communication difficult between staff members, suppliers, service providers, local NGOs and The NGO HO. The researcher had to cope with different people from different society levels, education, cultures, backgrounds, and mentality which caused conflicts in communication between the researcher and other involved members and this has preventing them from acting as requested. The project was located in the North of Lebanon, far from the capital and to get there, it was required to pass by areas facing turbulence. It was necessary to gain permits from The Lebanese Army and other Palestinians parties to visit the site where the project was taking place. This meant dealing with disrupted and dismayed local/regional government bureaucracy. The area concerned was subject to infiltration of criminal and political/religious agitator elements that sought to disrupt and take advantage of plans to establish normal interactions with different parties.

Moreover, although the researcher does not believe that The NGO under study significantly differ from those of NGOs in the ME, it would be interesting to extend the survey to other countries and in specific where The NGO has branches in the region in order to verify the results, deepen the analyses, and expand them to include other topics. In particular, it could be interesting to analyse whether there are cultural differences between the PM approaches tools and techniques adopted in ME countries and in specific where The NGO has branches. In general, given the importance and specificities of these projects, further research is necessary (Khang & Moe, 2008). In particular, it would be interesting to determine the
limitations and areas for improvement of these PM processes, tools and techniques in order to support project success and evaluation. A wider adoption of these processes, tools and techniques could improve the appraisal process and could increase the likelihood of the project success supported by a systematic collection of verifiable and comprehensive data and information and by inclusion additional variables and factors. The systematic collection of data promoted by these processes, tools and techniques could improve project results and impacts, not only in terms of time, cost and quality, but also in terms of stakeholder involvement and efficacy in addressing local communities’ problems.

The evaluation of the application of PMBOK processes was limited to 16 of 42 PM process models. Future research should explore a larger set of processes.
REFERENCES


Amponsah, R. (2010). Improving project management practice in Ghana with focus on agriculture, banking and construction sectors of the Ghanaian economy.


Christenson, D. (2007a). Role of vision as a critical success element in project management. (Doctor of Project Management), Royal Melbourne Institute of Technology University, Melbourne, Australia.


NOTE-RELATED TO PHASE 1- Vocational Training component

Q1: How do you implement your project?

We implement projects in partnership with local groups, and we bring on board consultants (individuals and/or groups) for technical support. We also closely coordinate with other NGOs (local and international) to complement efforts. When we receive approval from Donors, we divide main project activities into sub-activities, we develop work plans to start implementation. A1: in our proposal we mentioned certain activities that we are going to implement. Once we reach the time we want to start implementing these activities we start subdividing these activities which includes on an upper level 1st the capacity building of instructors and supervisors, 2nd procurement and materials, 3rd job placement, last appointing consultants who will help and guide us following the terms of reference. Actually we followed an action work plan based on a weekly basis.
### Appendix 2 – Project Management Process Groups and Knowledge Areas Mapping

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Project Integration Management</td>
<td>4.1 Develop Project Charter</td>
<td>4.2 Develop Project Management Plan</td>
<td>4.3 Direct and Manage Project Execution</td>
<td>4.4 Monitor and Control Project Work 4.5 Perform Integrated Change Control</td>
<td>4.6 Close Project or Phase</td>
</tr>
<tr>
<td>5. Project Scope Management</td>
<td>5.1 Collect Requirements</td>
<td>5.2 Define Scope 5.3 Create WBS</td>
<td>5.4 Verify Scope 5.5 Control Scope</td>
<td>5.6 Control Schedule</td>
<td></td>
</tr>
<tr>
<td>6. Project Time Management</td>
<td>6.1 Define Activities 6.2 Sequence Activities 6.3 Estimate Activity Resources 6.4 Estimate Activity Durations 6.5 Develop Schedule</td>
<td>6.6 Control Schedule</td>
<td>6.7 Control Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Project Cost Management</td>
<td>7.1 Estimate Costs 7.2 Determine Budget</td>
<td>7.3 Control Costs</td>
<td>7.4 Perform Quality Assurance</td>
<td>7.5 Perform Quality Control</td>
<td></td>
</tr>
<tr>
<td>8. Project Quality Management</td>
<td>8.1 Plan Quality 8.2 Perform Quality Assurance</td>
<td>8.3 Perform Quality Control</td>
<td>8.4 Perform Quality Control</td>
<td>8.5 Perform Quality Control</td>
<td></td>
</tr>
<tr>
<td>9. Project Human Resource Management</td>
<td>9.1 Develop Human Resource Plan</td>
<td>9.2 Acquire Project Team 9.3 Develop Project Team 9.4 Manage Project Team</td>
<td>9.5 Manage Project Team 9.6 Manage Project Team 9.7 Manage Project Team</td>
<td>9.8 Manage Project Team 9.9 Manage Project Team 9.10 Manage Project Team</td>
<td></td>
</tr>
<tr>
<td>10. Project Communications Management</td>
<td>10.1 Identify Stakeholders 10.2 Plan Communications</td>
<td>10.3 Distribute Information 10.4 Manage Stakeholder Expectations</td>
<td>10.5 Report Performance</td>
<td>10.6 Monitor and Control Risks</td>
<td></td>
</tr>
<tr>
<td>11. Project Risk Management</td>
<td>11.1 Plan Risk Management 11.2 Identify Risks 11.3 Perform Qualitative Risk Analysis 11.4 Perform Quantitative Risk Analysis 11.5 Plan Risk Responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Project Procurement Management</td>
<td>12.1 Plan Procurements</td>
<td>12.2 Conduct Procurements</td>
<td>12.3 Administer Procurements</td>
<td>12.4 Close Procurements</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3 – Phase 1 Details of the Interviews

<table>
<thead>
<tr>
<th>Coding*</th>
<th>Interview Subject</th>
<th>Type of Data Gathered</th>
<th>Interview Date</th>
<th>Interview Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>APMPB01</td>
<td>Program Brief</td>
<td>General data about the project (around 100 min. recording transcribed to 7 pages)</td>
<td>7/8/2012</td>
<td>1:18:27 &amp; 00:20:18</td>
</tr>
<tr>
<td>ACMAPD01</td>
<td>Approaching Donors Process</td>
<td>All data related to approaching donors processes, request for funds processes, requirements, etc… (around 13 min. recording transcribed to 3 pages notes)</td>
<td>23/08/2012</td>
<td>12:25:49 &amp; 00:15:26</td>
</tr>
<tr>
<td>APMPP02</td>
<td>Program Processes</td>
<td>Data related to general project processes including, planning, staffing, scheduling, etc…(around 50 min. recording transcribed to 5 pages)</td>
<td>6/9/2012</td>
<td>0:49:57</td>
</tr>
<tr>
<td>APMEP03</td>
<td>Execution Process</td>
<td>All data related to execution processes including execution of trainings, procurement, quality assurance, etc…(around 55 min. recording transcribed to 6 pages)</td>
<td>5/10/2012</td>
<td>00:35:00 &amp; 00:19:41</td>
</tr>
<tr>
<td>APMMC04</td>
<td>Monitoring &amp; Controlling Processes</td>
<td>All data related to monitoring and control performance, quality, cost, time, scope, etc… (around 48 min. recording transcribed to 6 pages)</td>
<td>12/10/2012</td>
<td>0:47:54</td>
</tr>
<tr>
<td>AFMBP01</td>
<td>Budgeting Process</td>
<td>All data related to budgeting processes including cost control process, expenditures, financial reporting, cost variances, payment process, financial manager role and involvement and monitoring of payment and budget processes (around 31 min. recording transcribed to 4 pages)</td>
<td>24/10/2012</td>
<td>0:30:23</td>
</tr>
<tr>
<td>APMCP05</td>
<td>Closing Process</td>
<td>All data related to closing processes of contracts with donars, local partners, suppliers, consultants, etc… and recording lessons learned (around 30 min. recording transcribed to 3 pages)</td>
<td>3/12/2012</td>
<td>0:30:13</td>
</tr>
<tr>
<td>ACMIS02</td>
<td>Identify Stakeholders</td>
<td>All data related to identify stakeholders processes, stakeholders analysis matrix, stakeholders management strategy, etc… (around 48 min. recording transcribed to 6 pages)</td>
<td>2/8/2013</td>
<td>0:47:53</td>
</tr>
</tbody>
</table>

Coding: 1st letter represents the company’s name, 2nd & 3rd letters represent the title of the person, 4th and 5th letters represent the title of the interview, and the number represent the order of the interview done with the same person.
Appendix 4 – Phase 1 Collected Data from The NGO Documents

<table>
<thead>
<tr>
<th>Type/Title of Document</th>
<th>Contents</th>
<th>Summary of Data Collected Needed about the Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NGO and Local NGO Partners’ Names</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Duration: Starting &amp; Ending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>project indicators</td>
<td></td>
<td>The most important data collected from this type of document is about the objectives and the results that the NGO is aiming to achieve at the end of the pilot project. These are considered the KPIs of the project success. The number of targeted population is important monitor the number of trainers and students who will join the project and track it until the students find job that the NGO is aiming at the end from providing such type of training sessions. A brief about the project is provided which includes a summary of the project plan and how the project is monitored and what are the challenges and risks that should be considered during the project planning phase before start the implementation. These information about the project plans are not well elaborated and detailed. These are just a brief about the way through which they are going to manage this pilot project.</td>
</tr>
<tr>
<td>Submission Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target Population</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targeted Results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring &amp; Evaluation Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustainability Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenges, Risks &amp; Assumptions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Project Management Plan ENFE 1 Appendices |          |                                                  |
| Management & Staffing Plan |          | These appendices were part of the concept note that The NGO has submitted to provide a brief about how the project will be managed and what are the main plan of the project following the logical framework model and introducing the team in-charge of the project and including the main objectives of the project and the activities that will be implemented with a general schedule for each activity related to each objective in addition to the outputs generated from each activity. |
| Project Organization Chart |          |                                                  |
| Logical Framework        |          |                                                  |
| Work Plan                |          |                                                  |
| Detailed Schedule/ ENFE 1 Time Table |          | It is a detailed schedule using an excel spreadsheet estimated over a period of 2 years of the project divided on quarterly basis and having detailed breakdown of list of activities under each objective for each phases of the project. |
| Outputs & Activities     |          |                                                  |
| Activities of each Objective |          |                                                  |
| Comparison Sheets Between Consultants |          | It is considered as a comparison sheet between the proposed consultants based on certain criteria i.e. methodology, experience and relevancy, experience within the context, professionalism and price. |
| Selection Criteria       |          |                                                  |
| Profile Sheet for each Consultant for each Criteria |          |                                                  |
| Justification of Consultant Selection |          |                                                  |
| Evaluation of Consultant’s Proposals |          |                                                  |
| The NGO Responsibility   |          | Actually, this is a consultancy agreement between The NGO and the consultant that will take care of training of teachers and middle management staff, provide assessment of the local NGO partners, develop supporting and training materials and curriculum and advise and assist project team for a successful implementation of the project. In this agreement, the term of references are identified to define the responsibilities of each party. |
| Characteristics of Training Sessions |          |                                                  |
| Duration of the Project and Location |          |                                                  |
| Schedule of the Training Sessions |          |                                                  |

| Class Observation Report |          |                                                  |
| General Evaluation about Class Performance |          |                                                  |
| General Comments on the Instructors under Training |          |                                                  |
| Checklist Comments about the Session Introduction |          |                                                  |
| Checklist Comments about the Running of the Session |          |                                                  |
| Checklist Comments about the closing up of the Session |          |                                                  |
| Checklist Evaluation of the Instructor |          |                                                  |
| Evaluation about the Running of the Session |          |                                                  |
| Evaluation about the Execution of the Curriculum |          |                                                  |
| Evaluation on the Training Methods |          |                                                  |
| Main Comments about Tools and Equipment Used |          |                                                  |
| Recommendation Related to the Training of Instructors |          |                                                  |
| Documents Submitted by the Trainer during Views |          |                                                  |
| Expert Opinion |          |                                                  |
| Overview |          |                                                  |
| Main professional training needs |          |                                                  |
| Objectives of the Action Learning of trainees |          |                                                  |
| Project Stages and Main Performed Activities and Results |          |                                                  |
| Curriculums |          |                                                  |
| Students’ Positioning Interviews |          |                                                  |
| Addressed Topics |          |                                                  |
| Results Achieved among the Trainers |          |                                                  |
| Recommendations and Experts Conclusions |          |                                                  |

| Consultant Final Report |          |                                                  |
| Project Title, Budget, Duration, Report Period, Contact Person |          |                                                  |
| Project Introduction, Background and Objectives |          |                                                  |
| Perform Activities, Progress, Challenges Faced |          |                                                  |
| Action Plan for the Next Period |          |                                                  |
| Update on Budget, Schedule and Scope |          |                                                  |
| Background |          | It is a report that The NGO prepared to submit it the Donors about the status of the running project about its performance, executed activities, challenges faced, action plan for the next coming period, monthly expenditures, total expenditures up-to-date and whether expenditures are within the budget or not, whether the project is running as scheduled with or without delay, any change in the scope with some pictures about the activities to keep the Donors informed about the performance of the project and aware of how the project is running. |
| Project Objectives & Achievements |          |                                                  |
| Summary of Impact Achieved |          |                                                  |
| Challenges Encountered with Activity Implementation |          |                                                  |
| Lessons Learnt |          |                                                  |
| Procurement and Financial Implementation |          |                                                  |
| Success Stories |          |                                                  |

| Monthly Project Status Report |          |                                                  |
| Project Title, Budget, Duration, Report Period, Contact Person |          |                                                  |
| Project Introduction, Background and Objectives |          |                                                  |
| Perform Activities, Progress, Challenges Faced |          |                                                  |
| Action Plan for the Next Period |          |                                                  |
| Update on Budget, Schedule and Scope |          |                                                  |

| ENFE1 Final Report |          |                                                  |
| Background |          | It is a summary of all monthly report submitted to the donors in which the NGO summarizes the final results of the performed activities based on the targeted objectives including the analysis of each activity results and how it was achieved with a summary of the lessons learned from the challenges they have faced and how they have solved in addition to the way of managing the procurement of consultants, suppliers and local NGO partners and at the end some of the success stories that encourage to repeat the project for another round based on the success of the pilot one. |
| Project Objectives & Achievements |          |                                                  |
| Summary of Impact Achieved |          |                                                  |
| Challenges Encountered with Activity Implementation |          |                                                  |
| Lessons Learnt |          |                                                  |
| Procurement and Financial Implementation |          |                                                  |
| Success Stories |          |                                                  |
## Appendix 5 – Phase 1 Collected Data from the Interviews

### Project Brief
- **Identify breakdown resources needed**, collect 3 quotations per each resource and allocate each estimated cost to its related resource.
- **Prove it to donors**.

### Approaching Donors
- **Describe approaching Donors process**.
- **Submit donor notes and special notes about the project following certain format with specific guidelines**.

### Project Processors
- **What is the role of the NGDOs in the implementation**?
- **How are you doing the quality assurance**?
- **How is the process of monitoring and evaluation conducted**?
- **How is the project monitored and evaluated**?
- **How are you releasing grants**?
- **How are you implementing the project**?

### Budgeting Process
- **What type of reports do you regularly receive that help you in your planning and expenditure**?
- **How do you control the costs/adjustments**?
- **How do you use the reports related to the budget, actual and expenses**?

### Execution Processors
- **What types of reports are you circulating and how often is it circulated**?
- **When are you monitoring your reports the performance vs. plan**?
- **What are the contracts that you have to close at the end of the budget**?
- **How is the process of closing the agreement with your local NGO**?
- **What are the lessons learned from this project that you can save it and benefit from at a later stage in another similar project**?

### Monitoring & Controlling Processors
- **What is the process of the closure of the agreement with donors**?
- **What is the process of the completion of the project**?

**Some Major & Most Important Questions Asked during the Interview**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Summary of Data Collected during the Interview**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How the idea of the project was initiated?</strong></td>
<td>There was a need for non-formal education within certain communities.</td>
</tr>
<tr>
<td><strong>What is the role of the NGO with the local four indicated NGOs?</strong></td>
<td>Work closely with local NGO partners in supporting the implementation of the project.</td>
</tr>
<tr>
<td><strong>What was the role of the local NGOs?</strong></td>
<td>Identify needs, develop the grant proposal, secure funding, hire consultants, procurement, implement, manage and monitor the project.</td>
</tr>
<tr>
<td><strong>When is the role of the local NGOs?</strong></td>
<td>Developing and implementing the project, and providing training with service providers.</td>
</tr>
<tr>
<td><strong>What is the role of the consultants?</strong></td>
<td>Prepare the performance reports.</td>
</tr>
<tr>
<td><strong>How do you prepare the project before getting a signed contract?</strong></td>
<td>Assign advertising to hire key persons, identifying potential partners and contractors, preparing a detailed plan.</td>
</tr>
<tr>
<td><strong>How do you hire your consultants and service providers?</strong></td>
<td>Assign an internal reference, advertising for consultant and service providers who meet the terms of references, comparison sheet and interviews.</td>
</tr>
<tr>
<td><strong>Do you have signed agreements with your local NGOs?</strong></td>
<td>Signing MOUs with local NGO partners, partners to identify &amp; justify their capabilities, partners to submit of short concepts without expectations.</td>
</tr>
</tbody>
</table>

**The answers in this table were identified in short sentences as summary.

*Not all questions are included in this summary and the most important questions that are needed in this context of the study.

**The answers in this table were identified in short sentences as summary.
## Appendix 6 – Phase 1 Approaching Donors Methods

<table>
<thead>
<tr>
<th>Approaching Donors Methods</th>
<th>Simple Methods</th>
<th>Complex Methods</th>
<th>Complicated Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filling up call for proposal application</td>
<td>Applying after passing through a complex qualification process</td>
<td>Applying after fulfilling complicated requirements</td>
<td></td>
</tr>
<tr>
<td>Applying on Donors’ website</td>
<td>Applying after passing meeting success criteria</td>
<td>Applying concept notes that containes complicated contents and information</td>
<td></td>
</tr>
<tr>
<td>Direct approach through personal relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funds are guaranteed if NGO has track record and good reputation in executing similar projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funds are guaranteed if NGO will share financially in the project</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 7 - Phase 1 Project Staff List

<table>
<thead>
<tr>
<th>Position</th>
<th>Level of Effort</th>
<th>Main Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The NGO Field Coordinators</td>
<td>100%</td>
<td>Provides overall strategic direction and support to the project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Represents of the project to donors and external actors</td>
</tr>
<tr>
<td>ENFE Program Manager</td>
<td>80%</td>
<td>Ensures the direct supervision and the overall success of the project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensures proper financial management and compliance with donor rules and regulations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Produces all project reports based on data collection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coordinates the actions of implementing partners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervises the work of project field coordinator, consultants and service providers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>contracted under the project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Represents the project to donor as seen necessary and in coordination with Country</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Director</td>
</tr>
<tr>
<td>The NGO Country Director</td>
<td>20%</td>
<td>Provides overall strategic direction and support to the project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Represents of the project to donors and external actors</td>
</tr>
<tr>
<td>Grants Manager/Administrative</td>
<td>20%</td>
<td>Provides support to the development, management, and finalization of operational grants</td>
</tr>
<tr>
<td>Assistant</td>
<td></td>
<td>to partners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provides administrative support to the project</td>
</tr>
<tr>
<td>The NGO Finance Officer</td>
<td>20%</td>
<td>Manages day-to-day financial transactions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Produces financial reports and ensures compliance of all financial transactions and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>budget management in accordance to donors’ rules and regulations</td>
</tr>
</tbody>
</table>
## Appendix 8 - Phase1 Objectives, Activities and Outputs

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Major Activities</th>
<th>Output and Input Indicators (targets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. By the end of the project, at least 70 youth will acquire new skills increasing their employment opportunities, having attended vocational training sessions.</td>
<td>1. Provide financial support for vocational training classes in Nahr El-Bared</td>
<td>1) Number of students benefiting from VT sessions</td>
</tr>
<tr>
<td></td>
<td>2. Provide needed material for Vocational training classes</td>
<td>1) Number of graduates from sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Provision of material needed for VT sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Number of sessions and specialties conducted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4) Success of students based on competency exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5) Number of students who find relevant employment within six months of graduating</td>
</tr>
<tr>
<td>2. At least 40 instructors – kindergarten teachers, vocational training teachers, and others conducting non-formal education classes in community based organizations in Nahr El-Bared - are aware of the importance of, learning, and applying appropriate non-formal education methods during the implementation of the project.</td>
<td>1. Develop new techniques and methodologies in non-formal education applied to VT topics</td>
<td>1) Number of teachers and trainers in VT and schools participating in training sessions</td>
</tr>
<tr>
<td></td>
<td>2. Conduct capacity building of trainers and teachers workshops</td>
<td>1) Number of training and capacity building sessions</td>
</tr>
<tr>
<td></td>
<td>3. Produce of supporting material</td>
<td>1) Number of teachers and trainers using new techniques and methods learned in the training</td>
</tr>
<tr>
<td></td>
<td>4. Provide hands on training and support after implementation of the initiatives</td>
<td>1) Number of community based organizations VT centers represented in the program</td>
</tr>
<tr>
<td></td>
<td>5. Develop a mechanism to provide on-going education support to non-formal education instructors</td>
<td>1) Improved learning ability of students in VT programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Material produced</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Mechanism developed</td>
</tr>
<tr>
<td>3. At least 25 young activists and social workers participating in the project recognized the importance of non-formal education and life skills and integrating new techniques and approaches within their NGOs.</td>
<td>1. Conduct capacity building workshops for social activists</td>
<td>1) Number of social activists participating in sessions</td>
</tr>
<tr>
<td></td>
<td>2. Produce of supporting material</td>
<td>1) Number of training and capacity building sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Number of social activists using and developing new techniques and methods learned in the training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Number of community based organizations/groups represented in the program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4) Material produced</td>
</tr>
<tr>
<td>4. At least 300 youth and children in local community, including young women, have access to training and non-formal education opportunities that utilize the newly acquired training techniques developed and taught during this project.</td>
<td>1. Conduct focus groups to develop initiatives with young activists and social workers</td>
<td>1) Number of children and youth participating in the new initiatives</td>
</tr>
<tr>
<td></td>
<td>2. Develop new non-formal education/extra curricular activity initiatives with young activists trained in the program</td>
<td>1) Satisfaction and increased learning of youth and children participating in the programs</td>
</tr>
<tr>
<td></td>
<td>3. Supply needed material and equipment for new initiatives</td>
<td>1) Satisfaction of youth activists</td>
</tr>
<tr>
<td></td>
<td>4. Promote new initiatives to local communities</td>
<td>1) Focus groups conducted</td>
</tr>
<tr>
<td></td>
<td>5. Provide hands on training and support after implementation of the initiatives</td>
<td>1) Number of social workers and activists participating in focus groups and training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) New initiatives developed by community based organizations related to non-formal/ extracurricular education and activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Number and profile of young people and children male and female benefiting attending new non-formal/ life skills/ extracurricular activities developed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4) $ value of donor investment in community per project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5) $ value of community contribution per project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6) Increased learning capacity and capacity in general and skills of youth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7) Materials produced</td>
</tr>
</tbody>
</table>
### Appendix 9 - Phase 1 Objectives and Schedule

<table>
<thead>
<tr>
<th>Outputs and Activities by Quarter</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q1</th>
<th>Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quarter</strong></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Start Up Phase</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Hiring of staff and consultants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Development of work plan, baseline and detailed indicators</td>
<td></td>
<td>&amp;</td>
<td></td>
<td></td>
<td>&amp;</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1:</strong> By the end of the project, at least 70 youth will have acquired new skills that will increase their employment opportunities, having attended vocational training sessions.</td>
<td></td>
<td></td>
<td>&amp;</td>
<td></td>
<td>&amp;</td>
<td></td>
</tr>
<tr>
<td>1.1 Conduct and support VT classes</td>
<td></td>
<td>&amp;</td>
<td></td>
<td></td>
<td>&amp;</td>
<td></td>
</tr>
<tr>
<td>1.2 Provide needed material for VT classes</td>
<td></td>
<td>&amp;</td>
<td></td>
<td></td>
<td>&amp;</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2:</strong> At least 40 instructors - KG teachers, VT teachers, and others conducting non-formal education classes in community based organizations in Nahr El-Bared - are aware of the importance of, learn, and apply appropriate non-formal education methods during the implementation of the project</td>
<td></td>
<td>&amp;</td>
<td></td>
<td></td>
<td>&amp;</td>
<td></td>
</tr>
<tr>
<td>2.1 Develop new techniques and methodologies in non formal education applied to VT topics</td>
<td></td>
<td>&amp;</td>
<td></td>
<td></td>
<td>&amp;</td>
<td></td>
</tr>
<tr>
<td>2.2 Conduct capacity building of trainers and teachers workshops</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&amp;</td>
</tr>
<tr>
<td>2.3 Produce of supporting material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&amp;</td>
</tr>
<tr>
<td>2.4 Provide hands on training and support after implementation of the initiatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&amp;</td>
</tr>
<tr>
<td><strong>Objective 3:</strong> At least 25 young activists and social workers participating in the project recognize the importance of utilizing non-formal education within their organizations, understand how to use these techniques, and integrate non-formal education in their programs</td>
<td></td>
<td>&amp;</td>
<td></td>
<td></td>
<td>&amp;</td>
<td></td>
</tr>
<tr>
<td>3.1 Conduct capacity building workshops of social activists</td>
<td></td>
<td>&amp;</td>
<td></td>
<td></td>
<td>&amp;</td>
<td></td>
</tr>
<tr>
<td>3.2 Produce supporting material</td>
<td></td>
<td>&amp;</td>
<td></td>
<td></td>
<td>&amp;</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 4:</strong> At least 300 youth and children in local community, including young women, have access to training and non-formal education opportunities that utilize the newly acquired training techniques developed and taught during this project</td>
<td></td>
<td>&amp;</td>
<td></td>
<td></td>
<td>&amp;</td>
<td></td>
</tr>
<tr>
<td>4.1 Conduct focus groups to develop initiatives with young activists and social workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&amp;</td>
</tr>
<tr>
<td>4.2 Develop new non-formal education/ extra curricular activities initiatives with young activists trained in the program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&amp;</td>
</tr>
<tr>
<td>4.3 Supply needed material and equipment for new initiatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&amp;</td>
</tr>
<tr>
<td>4.4 Promote new initiatives to local communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&amp;</td>
</tr>
<tr>
<td>4.5 Provide hands on training and support after implementation of the initiatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&amp;</td>
</tr>
</tbody>
</table>
## Appendix 10 – Stakeholders Requirements Template Form

<table>
<thead>
<tr>
<th>Sq.</th>
<th>Stakeholder</th>
<th>Requirement</th>
<th>Category</th>
<th>Priority</th>
<th>Requirements</th>
<th>Acceptance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

252
### Requirements Traceability Matrix

<table>
<thead>
<tr>
<th>Sq.</th>
<th>Business Requirement</th>
<th>Priority</th>
<th>Category</th>
<th>Source</th>
<th>Relates to Objectives</th>
<th>Present in which WBS Deliverable</th>
<th>Verification</th>
<th>Validation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 12 – Requirements Management Plan Template Form

**Requirements Management Plan**

**Requirement Collection:**

**Categories:**

**Prioritization:**

**Traceability:**

**Configuration Management:**

**Verification:**
**Appendix 13 – Project Scope Statement Template Form**

<table>
<thead>
<tr>
<th><strong>Project Scope Statement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Scope Description:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Project Deliverables:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Project Acceptance Criteria:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Project Exclusions:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Project Constraints:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Project Assumptions:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Activity List

<table>
<thead>
<tr>
<th>ID</th>
<th>Activity</th>
<th>Description of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Activity Attributes

<table>
<thead>
<tr>
<th>ID:</th>
<th>Activity:</th>
</tr>
</thead>
</table>

### Description of Work:

<table>
<thead>
<tr>
<th>Predecessors</th>
<th>Relationship</th>
<th>Lead or Lag</th>
<th>Successor</th>
<th>Relationship</th>
<th>Lead or Lag</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number and Type of Resources:</th>
<th>Skill Requirements:</th>
<th>Other Required Resources:</th>
</tr>
</thead>
</table>

### Responsible:

### Location of Performance:

### Imposed Dates or Other Constraints:

### Assumptions:
Appendix 16 – Project Activity Resource Requirements Template Form

<table>
<thead>
<tr>
<th>WBS ID</th>
<th>Activity ID</th>
<th>Type of Resource</th>
<th>Quantity</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Duration Estimation Sheet

#### Parametric Estimates

<table>
<thead>
<tr>
<th>WBS/Activity ID</th>
<th>Effort Hours</th>
<th>Resource Quantity</th>
<th>% Available</th>
<th>Performance Factor</th>
<th>Duration Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Analogous Estimates

<table>
<thead>
<tr>
<th>WBS/Activity ID</th>
<th>Previous Activity</th>
<th>Previous Duration</th>
<th>Current Activity</th>
<th>Multiplier</th>
<th>Duration Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Three Point Estimates

<table>
<thead>
<tr>
<th>WBS/Activity ID</th>
<th>Optimistic Duration</th>
<th>Most Likely Duration</th>
<th>Pessimistic Duration</th>
<th>Weighting Equation</th>
<th>Expected Duration Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Quality Management Plan

#### Quality Roles and Responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Quality Assurance Approach and workflow:

#### Quality Control Approach and workflow:

#### Quality Improvement Approach:
# Appendix 19 – Project Communications Management Plan Template Form

## Communication Management Plan

<table>
<thead>
<tr>
<th>Message</th>
<th>Sender</th>
<th>Receiver</th>
<th>Method/Medium</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term of Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Communication Constraints or Assumptions:**
Appendix 20 – Project Risk Register Template Form

<table>
<thead>
<tr>
<th>Risk ID</th>
<th>Risk Statement</th>
<th>Probability</th>
<th>Impact</th>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Scope</td>
<td>Quality</td>
<td>Schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revised Probability</th>
<th>Risk Statement</th>
<th>Revised Score</th>
<th>Responsibility Party</th>
<th>Actions</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 21 – Phase 3 Questionnaire Sample

Project Management Process Model Questionnaire
“The Role of Project Management Processes in the Success of NGOs’ projects”

• Collect Requirements Process Model

1-How do you rate the development of “collect requirements process model” of the vocational training project?
- Complicated
- Simple
- Well Developed
- Requires additional development
- Satisfactory
- Not applicable

2-Do you think the “collect requirements process model” presented is the appropriate model to define the scope of the vocational training project?
- Yes
- No

3-If no, what do you think is the appropriate model to define scope?
- Defined by project manager
- Defined by project management team
- Referred to assessment need
- Required by project sponsor
- Other……………………………………………………………………………………………………

• Define Scope Process Model

4-How do you rate the development of “define scope process model” of the vocational training project?
- Complicated
- Simple
- Well Developed
- Requires additional development
- Satisfactory
- Not applicable
5-Do you think the “scope” of the vocational training project should be breakdown?

☐ Yes
☐ No

6-If no, how do you think the deliverables of the project could be defined?

☐ Defined by project manager
☐ Defined by project management team
☐ Referred to assessment need’s deliverables
☐ Required by project sponsor
☐ Other-----------------------------------------------

- Create Work Breakdown Structure WBS Process Model

7-How do you rate the development of “create WBS process model” of the vocational training project?

☐ Complicated
☐ Simple
☐ Well Developed
☐ Requires additional development
☐ Satisfactory
☐ Not applicable

8-Do you agree it is necessary to subdivide the WBS of the vocational training project into smaller manageable deliverables components?

☐ Yes
☐ No

9-If no, how do you think the achievements of project deliverables could be monitored?

☐ Compare achievements to the defined deliverables by project manager
☐ Compare achievements to the defined deliverables by project management team
☐ Referred to assessment need’s deliverables
☐ Compare achievements to the required deliverables by project sponsor
☐ Other--------------------------------------------------------------------------
• Define Activities Process Model

10-How do you rate the development of “define activities process model” of the vocational training project?

☐ Complicated
☐ Simple
☐ Well Developed
☐ Requires additional development
☐ Satisfactory
☐ Not applicable

11-Do you think that WBS is the appropriate input in defining the vocational training project activities?

☐ Yes
☐ No

12-If no, how do you think project activities should be defined?

☐ Defined by project manager
☐ Defined by project management team
☐ Referred to assessment need
☐ Required by project sponsor
☐ Other

• Sequence Activities Process Model

13-How do you rate the development of “sequence activities process model” of the vocational training project?

☐ Complicated
☐ Simple
☐ Well Developed
☐ Requires additional development
☐ Satisfactory
☐ Not applicable

14-Do you think the techniques applied in sequencing activities i.e precedence diagramming method, dependency determination and applying leads and lags are the appropriate techniques in sequencing activities of the vocational training project?

☐ Yes
☐ No
15-If no, what technique/s do you suggest?

- Estimate Activity Resources Process Model

16-How do you rate the development of “estimate activity resources process model” of the vocational training project?

- Complicated
- Simple
- Well Developed
- Requires additional development
- Satisfactory
- Not applicable

17-Which way do you prefer the schedule of the vocational training project should be done?

- by estimating resources prior to the development of the project schedule? or,
- by allocating resources after developing schedule

- Estimate Activity Durations Process Model

18-How do you rate the development of “estimate activity durations process model” of the vocational training project?

- Complicated
- Simple
- Well Developed
- Requires additional development
- Satisfactory
- Not applicable

19-Which way do you prefer the schedule of the vocational training should be done?

- by estimating duration for each activity before developing a project schedule? or,
- by allocating duration for each work package at a high level of the project schedule?
• Develop Schedule Process Model

20-How do you rate the development of “develop schedule process model” of the vocational training project?

☐ Complicated
☐ Simple
☐ Well Developed
☐ Requires additional development
☐ Satisfactory
☐ Not applicable

21-Which type of project schedule do you prefer for the vocational training project?

☐ a detailed project schedule or,
☐ a general high level schedule?

22-If a general high level project schedule is satisfactory, how do you think a schedule could be controlled for the vocational training project at any time during the execution of the project?

.........................................................................................................................................................
............................................................................................................................................................

• Control Costs Process Model

23-How do you rate the development of “control costs process model” of the vocational training project?

☐ Complicated
☐ Simple
☐ Well Developed
☐ Requires additional development
☐ Satisfactory
☐ Not applicable

24-Earned Value Management is the technique applied to control costs of the project. Do you think this type of technique is well applied on the vocational training project?

☐ Yes
☐ No

25-If no, what do you think is the appropriate technique to be applied to control the vocational training project costs?

.........................................................................................................................................................
............................................................................................................................................................

5 Page
• Perform Integrated Change Control Process Model

26-How do you rate the development of “perform integrated change control process model” of the vocational training project?

☐ Complicated
☐ Simple
☐ Well Developed
☐ Requires additional development
☐ Satisfactory
☐ Not applicable

27-Do you think the “Perform Integrated Change Control process model” is appropriate to perform any change that might be needed during the execution of the vocational training project?

☐ Yes
☐ No

28-If no, what do you think is the appropriate way to do any change related to scope, schedule, risk, quality, staffing, or cost that might occur during the execution of the vocational training project?

........................................................................................................................................

........................................................................................................................................

• Plan Quality Process Model

29-How do you rate the development of “plan quality process model” of the vocational training project?

☐ Complicated
☐ Simple
☐ Well Developed
☐ Requires additional development
☐ Satisfactory
☐ Not applicable

30-Do you believe the materials needed to provide the vocational training lessons could be developed?

☐ before implementing the project
☐ during the implementation of the project
31-Do you believe the technique “costs of conformance & no-conformance” used in the “plan quality process model” could be applied on the vocational training project?

☐ Yes
☐ No

• Develop Project Team Process Model

32-How do you rate the development of “develop project team process model” of the vocational training project?

☐ Complicated
☐ Simple
☐ Well Developed
☐ Requires additional development
☐ Satisfactory
☐ Not applicable

33-Do you think developing project team should be done during the implementation of the vocational training project?

☐ Yes
☐ No

34-If no, how do you think the PM team should deal with unexpected incidents that they have not been trained on?

☐ ........................................................................................................................................................................

• Plan Communications Process Model

35-How do you rate the development of “plan communications process model” of the vocational training project?

☐ Complicated
☐ Simple
☐ Well Developed
☐ Requires additional development
☐ Satisfactory
☐ Not applicable
36-It is said that 80% of the project is based on communications between stakeholders. Do you agree that failure to plan project communications between stakeholders for the vocational training project might lead to:

☐ Failure of the Project  
☐ Decrease the Level of Success of the Project  
☐ Does not have any Effect on Project Success  
☐ Other: ________________________________________________________________

- Distribute Information Process Model

37-How do you rate the development of “distribute information process model” the vocational training project?

☐ Complicated  
☐ Simple  
☐ Well Developed  
☐ Requires additional development  
☐ Satisfactory  
☐ Not applicable

38-Do you think the development of “distribute information process model” guarantee the appropriate information to reach to the designated stakeholder of the vocational training project?

☐ Yes  
☐ No

39-If no, what is the alternative process to distribute information to stakeholders in your opinion of the vocational training project?

________________________________________________________________________

________________________________________________________________________

- Identify Risks Process Model

40-How do you rate the development of “identify risks process model” of the vocational training project?

☐ Complicated  
☐ Simple  
☐ Well Developed  
☐ Requires additional development  
☐ Satisfactory  
☐ Not applicable
41-Do you think that risk management could be applied well the vocational training project?

☐ Yes
☐ No

42-If the NGO did not prepare an appropriate risk management plan, do you think fail to do this might lead to:

☐ Failure of the Project
☐ Decrease the Level of Success of the Project
☐ Does not have any Effect on Project Success
☐ Other: ____________________________________________________________

- Plan Risk Responses Process Model

43-How do you rate the development of “plan risk responses process model” of the vocational training project?

☐ Complicated
☐ Simple
☐ Well Developed
☐ Requires additional development
☐ Satisfactory
☐ Not applicable

44-What the NGO might take as risk strategy to face any risk for the vocational training project?

☐ Avoid risk
☐ Transfer risk
☐ Mitigate risk
☐ Accept risk
☐ It depends on the type of risk
45-Which of the below developed project management processes you think applied on the vocational training project might have impact on the project success? Indicate the level of success%?

<table>
<thead>
<tr>
<th>PM Process Model</th>
<th>High Impact</th>
<th>Medium Impact</th>
<th>Low Impact</th>
<th>Negligible Impact</th>
<th>No Impact</th>
<th>Impact on project Success %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect Requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define Scope</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create WBS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequence Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimate Activity Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimate Activity Durations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop Schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform Integrated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop Project Team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribute Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify Risks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan Risk Responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
46-Which of the below project management processes you think could be applied on the vocational training project?

<table>
<thead>
<tr>
<th>PM Processes</th>
<th>Applicable</th>
<th>Non-Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop Project Charter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify Stakeholders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop Project Management Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define Scope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create WBS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequence Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimate Activity Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimate Activity Durations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop Schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimate Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine Budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan Quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop Human Resource Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan Communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan Risk Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify Risks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform Qualitative Risk Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform Quantitative Risk Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan Risk Responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan Procurement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct &amp; Manage Project Execution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform Quality Assurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquire Project Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop Project Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage Project Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribute Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage Stakeholders Expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct Procurements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor &amp; Control Project Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform Integrated Change Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verify Scope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Scope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform Quality Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor &amp; Control Risks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administer Procurements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close Procurements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
47-Which of the below project management processes might have impact on the success of the vocational training project?

<table>
<thead>
<tr>
<th>PM Processes</th>
<th>Impact on Project Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop Project Charter</td>
<td></td>
</tr>
<tr>
<td>Identify Stakeholders</td>
<td></td>
</tr>
<tr>
<td>Develop Project Management Plan</td>
<td></td>
</tr>
<tr>
<td>Collect Requirements</td>
<td></td>
</tr>
<tr>
<td>Define Scope</td>
<td></td>
</tr>
<tr>
<td>Create WBS</td>
<td></td>
</tr>
<tr>
<td>Define Activities</td>
<td></td>
</tr>
<tr>
<td>Sequence Activities</td>
<td></td>
</tr>
<tr>
<td>Estimate Activity Resources</td>
<td></td>
</tr>
<tr>
<td>Estimate Activity Durations</td>
<td></td>
</tr>
<tr>
<td>Develop Schedule</td>
<td></td>
</tr>
<tr>
<td>Estimate Costs</td>
<td></td>
</tr>
<tr>
<td>Determine Budget</td>
<td></td>
</tr>
<tr>
<td>Plan Quality</td>
<td></td>
</tr>
<tr>
<td>Develop Human Resource Plan</td>
<td></td>
</tr>
<tr>
<td>Plan Communications</td>
<td></td>
</tr>
<tr>
<td>Plan Risk Management</td>
<td></td>
</tr>
<tr>
<td>Identify Risks</td>
<td></td>
</tr>
<tr>
<td>Perform Qualitative Risk Analysis</td>
<td></td>
</tr>
<tr>
<td>Perform Quantitative Risk Analysis</td>
<td></td>
</tr>
<tr>
<td>Plan Risk Responses</td>
<td></td>
</tr>
<tr>
<td>Plan Procurement</td>
<td></td>
</tr>
<tr>
<td>Direct &amp; Manage Project Execution</td>
<td></td>
</tr>
<tr>
<td>Perform Quality Assurance</td>
<td></td>
</tr>
<tr>
<td>Acquire Project Assurance</td>
<td></td>
</tr>
<tr>
<td>Develop Project Team</td>
<td></td>
</tr>
<tr>
<td>Manage Project Team</td>
<td></td>
</tr>
<tr>
<td>Distribute Information</td>
<td></td>
</tr>
<tr>
<td>Manage Stakeholders Expectations</td>
<td></td>
</tr>
<tr>
<td>Conduct Procurements</td>
<td></td>
</tr>
<tr>
<td>Monitor &amp; Control Project Work</td>
<td></td>
</tr>
<tr>
<td>Perform Integrated Change Control</td>
<td></td>
</tr>
<tr>
<td>Verify Scope</td>
<td></td>
</tr>
<tr>
<td>Control Scope</td>
<td></td>
</tr>
<tr>
<td>Control Schedule</td>
<td></td>
</tr>
<tr>
<td>Control Costs</td>
<td></td>
</tr>
<tr>
<td>Perform Quality Control</td>
<td></td>
</tr>
<tr>
<td>Report Performance</td>
<td></td>
</tr>
<tr>
<td>Monitor &amp; Control Risks</td>
<td></td>
</tr>
<tr>
<td>Administer Procurements</td>
<td></td>
</tr>
<tr>
<td>Close Project</td>
<td></td>
</tr>
<tr>
<td>Close Procurements</td>
<td></td>
</tr>
</tbody>
</table>
48-Do you believe that the degree of success of the vocational training project might increase if well-developed project management processes are applied?

☐ Yes
☐ No

49-Which do you prefer to apply as PM model in managing the vocational training project:

☐ Logframe
☐ PMI best practices project management model
☐ Other model:__________________________

50-Which of the below reasons you think behind the success of the vocational training project:

☐ Project Leadership
☐ Project Budget
☐ Project Management Processes
☐ Vocational Training Types
☐ Sports Activities
☐ Other: ______________________________

51-Which of the below factors you think have impact on the project success? Indicate the level of impact%?

<table>
<thead>
<tr>
<th>Factors</th>
<th>Project Leadership</th>
<th>Project Budget</th>
<th>PM Processes</th>
<th>VT Types</th>
<th>Sports Activities</th>
<th>Others</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name:______________________________________

Role:______________________________________

Date:______________________________________

Signature:________________________________
### Appendix 22 – Phase 2 Rating of Project Team Members for each of PM Process Model

<table>
<thead>
<tr>
<th>PM Process Model</th>
<th>Process Rating</th>
<th>Complicated</th>
<th>Simple</th>
<th>Well Developed</th>
<th>Requires Additional Development</th>
<th>Satisfactory</th>
<th>Not Applicable</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect Requirements</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Define Scope</td>
<td>0.00%</td>
<td>0.00%</td>
<td>13.33%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>86.67%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Create WBS</td>
<td>0.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>80.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Define Activities</td>
<td>6.67%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>6.67%</td>
<td>20.00%</td>
<td>33.33%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Sequence Activities</td>
<td>0.00%</td>
<td>0.00%</td>
<td>40.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>40.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Estimate Activity Resources</td>
<td>0.00%</td>
<td>0.00%</td>
<td>13.33%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>86.67%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Estimate Activity Durations</td>
<td>0.00%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>26.67%</td>
<td>40.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Develop Schedule</td>
<td>0.00%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>46.67%</td>
<td>20.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Control Costs</td>
<td>33.33%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Perform Integrated Change Control</td>
<td>40.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>60.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Plan Quality</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Develop Project Team</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Plan Communications</td>
<td>0.00%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>0.00%</td>
<td>13.33%</td>
<td>20.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Distribute Information</td>
<td>0.00%</td>
<td>0.00%</td>
<td>53.33%</td>
<td>0.00%</td>
<td>26.67%</td>
<td>20.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Identify Risks</td>
<td>0.00%</td>
<td>0.00%</td>
<td>13.33%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>20.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Plan Risk Responses</td>
<td>0.00%</td>
<td>0.00%</td>
<td>13.33%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>20.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Total Process Rating</td>
<td>80.00%</td>
<td>0.00%</td>
<td>333.33%</td>
<td>6.67%</td>
<td>286.67%</td>
<td>893.33%</td>
<td>1600.00%</td>
<td></td>
</tr>
<tr>
<td>Average Rating</td>
<td>5.00%</td>
<td>0.00%</td>
<td>20.83%</td>
<td>0.42%</td>
<td>17.92%</td>
<td>55.83%</td>
<td>100.00%</td>
<td></td>
</tr>
</tbody>
</table>

% 5.00% 0.00% 20.83% 0.42% 17.92% 55.83% 100.00%
## Appendix 23 – Phase 2 Rating of Project Team Members to the Overall PM Process Models

<table>
<thead>
<tr>
<th>PM Team Members</th>
<th>Process Rating</th>
<th>Complicated</th>
<th>Simple</th>
<th>Well Developed</th>
<th>Requires Additional Development</th>
<th>Satisfactory</th>
<th>Not Applicable</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country Director</td>
<td></td>
<td>12.50%</td>
<td>0.00%</td>
<td>12.50%</td>
<td>0.00%</td>
<td>18.75%</td>
<td>56.25%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Finance &amp; Administrator Manager</td>
<td></td>
<td>0.00%</td>
<td>0.00%</td>
<td>12.50%</td>
<td>0.00%</td>
<td>37.50%</td>
<td>50.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>HR Officer</td>
<td></td>
<td>0.00%</td>
<td>0.00%</td>
<td>37.50%</td>
<td>0.00%</td>
<td>12.50%</td>
<td>50.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>IT Officer</td>
<td></td>
<td>12.50%</td>
<td>0.00%</td>
<td>56.25%</td>
<td>0.00%</td>
<td>12.50%</td>
<td>18.75%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Procurement Officer</td>
<td></td>
<td>0.00%</td>
<td>0.00%</td>
<td>37.50%</td>
<td>0.00%</td>
<td>12.50%</td>
<td>50.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Project Scheduler</td>
<td></td>
<td>6.25%</td>
<td>0.00%</td>
<td>56.25%</td>
<td>0.00%</td>
<td>12.50%</td>
<td>25.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Project Manager</td>
<td></td>
<td>12.50%</td>
<td>0.00%</td>
<td>12.50%</td>
<td>6.25%</td>
<td>18.75%</td>
<td>50.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td></td>
<td>12.50%</td>
<td>0.00%</td>
<td>12.50%</td>
<td>0.00%</td>
<td>25.00%</td>
<td>50.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Sports Specialist</td>
<td></td>
<td>18.75%</td>
<td>0.00%</td>
<td>18.75%</td>
<td>0.00%</td>
<td>25.00%</td>
<td>37.50%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Local NGO VT Director-Accounting</td>
<td></td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Local NGO VT Director- Aluminum-Electricity &amp; A/C</td>
<td></td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Local NGO VT GM- Catering</td>
<td></td>
<td>0.00%</td>
<td>0.00%</td>
<td>43.75%</td>
<td>0.00%</td>
<td>6.25%</td>
<td>50.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Local NGO VT Director- Nursing</td>
<td></td>
<td>0.00%</td>
<td>0.00%</td>
<td>6.25%</td>
<td>0.00%</td>
<td>43.75%</td>
<td>50.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>VT Service Provider Director- Aluminum and Building Trades &amp; Graphic Design</td>
<td></td>
<td>0.00%</td>
<td>0.00%</td>
<td>6.25%</td>
<td>0.00%</td>
<td>43.75%</td>
<td>50.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>VT Service Provider Director-Plumbing and Graphic Design</td>
<td></td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total Process Rating</td>
<td></td>
<td>75.00%</td>
<td>0.00%</td>
<td>312.50%</td>
<td>6.25%</td>
<td>268.75%</td>
<td>837.50%</td>
<td>1500.00%</td>
</tr>
<tr>
<td>Average Rating</td>
<td></td>
<td>5.00%</td>
<td>0.00%</td>
<td>20.83%</td>
<td>0.42%</td>
<td>17.92%</td>
<td>55.83%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Appendix 24 – Phase 2 Rating of Project Team Members to the Tools and Techniques

<table>
<thead>
<tr>
<th>PM Tools &amp; Techniques</th>
<th>Y/N</th>
<th>Yes</th>
<th>No</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope Breakdown</td>
<td></td>
<td>3</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Subdivide the WBS into Smaller Manageable Deliverables Components</td>
<td></td>
<td>2</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Precedence Diagramming Method, Dependency Determination and Applying Leads and Lags</td>
<td></td>
<td>12</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Earned Value Management</td>
<td></td>
<td>0</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Costs of Conformance &amp; No-Conformance</td>
<td></td>
<td>0</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>17</td>
<td>58</td>
<td>75</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>22.67%</td>
<td>77.33%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
## Appendix 25 – Phase 2 Evaluation of the Impact of each PM Process Model on the Project Success

<table>
<thead>
<tr>
<th>PM Team Members</th>
<th>Impact on Project Success</th>
<th>Collect Requirements</th>
<th>Define Scope</th>
<th>Create WBS</th>
<th>Define Activities</th>
<th>Sequence Activities</th>
<th>Estimate Activity Resources</th>
<th>Estimate Activity Durations</th>
<th>Develop Schedule</th>
<th>Control Costs</th>
<th>Perform Integrated Change Control</th>
<th>Plan Quality</th>
<th>Develop Project Team</th>
<th>Plan Communications</th>
<th>Distribute Information</th>
<th>Identify Risks</th>
<th>Plan Risk Responses</th>
<th>TOTAL PM Process Impact on Project Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country Director</td>
<td>Impact on Success Level</td>
<td>No</td>
<td>No</td>
<td>Low</td>
<td>Low</td>
<td>No</td>
<td>Low</td>
<td>High</td>
<td>High</td>
<td>No</td>
<td>High</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>No</td>
</tr>
<tr>
<td>Finance &amp; Admin</td>
<td>Impact on Success Level</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Media</td>
<td>Medium</td>
<td>Low</td>
<td>High</td>
<td>No</td>
<td>Medium</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>No</td>
</tr>
<tr>
<td>HR Officer</td>
<td>Impact on Success Level</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Neg</td>
<td>Low</td>
<td>High</td>
<td>High</td>
<td>No</td>
<td>Medium</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>Medium</td>
<td>Low</td>
<td>Medium</td>
<td>No</td>
</tr>
<tr>
<td>IT Officer</td>
<td>Impact on Success Level</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Low</td>
<td>No</td>
<td>Low</td>
<td>High</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>Medium</td>
<td>Low</td>
<td>Medium</td>
<td>No</td>
</tr>
<tr>
<td>Procurement Officer</td>
<td>Impact on Success Level</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>No</td>
</tr>
<tr>
<td>Project Scheduler</td>
<td>Impact on Success Level</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Low</td>
<td>High</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>No</td>
</tr>
<tr>
<td>Project Manager</td>
<td>Impact on Success Level</td>
<td>No</td>
<td>No</td>
<td>Low</td>
<td>Low</td>
<td>Neg</td>
<td>No</td>
<td>High</td>
<td>No</td>
<td>No</td>
<td>High</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>No</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td>Impact on Success Level</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Low</td>
<td>No</td>
<td>Neg</td>
<td>No</td>
<td>High</td>
<td>No</td>
<td>High</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>No</td>
</tr>
<tr>
<td>Sport Specialist</td>
<td>Impact on Success Level</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Low</td>
<td>Neg</td>
<td>No</td>
<td>High</td>
<td>No</td>
<td>No</td>
<td>High</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>No</td>
</tr>
<tr>
<td>Local NGO VT Director</td>
<td>Impact on Success Level</td>
<td>No</td>
<td>Neg</td>
<td>No</td>
<td>No</td>
<td>Neg</td>
<td>No</td>
<td>Neg</td>
<td>No</td>
<td>No</td>
<td>High</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>No</td>
</tr>
<tr>
<td>Local NGO VT Director</td>
<td>Impact on Success Level</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Neg</td>
<td>No</td>
<td>High</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>No</td>
</tr>
<tr>
<td>Local NGO VT Director</td>
<td>Impact on Success Level</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Neg</td>
<td>No</td>
<td>High</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>No</td>
</tr>
<tr>
<td>VT Service Provider Director</td>
<td>Impact on Success Level</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Low</td>
<td>No</td>
<td>High</td>
<td>No</td>
<td>No</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>No</td>
</tr>
</tbody>
</table>

### Impact Levels

- **No Impact**: 15
- **Negligible Impact**: 0
- **Low Impact**: 0
- **Medium Impact**: 0
- **High Impact**: 0

### Summary

**Total PM Process Impact on Project Success**: 15

### Percentage Breakdown

- **No Impact**: 28.75%
- **Negligible Impact**: 10.00%
- **Low Impact**: 23.75%
- **Medium Impact**: 22.08%
- **High Impact**: 15.42%

**TOTAL**: 100.00%
## Appendix 26 – Phase 2 Project Team Acceptance/Refusal on the Impact of PM Process Models on the Level of Success

<table>
<thead>
<tr>
<th>PM Team Member</th>
<th>Y/N</th>
<th>Yes</th>
<th>No</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country Director</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Finance &amp; Administrator Manager</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HR Officer</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>IT Officer</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Procurement Officer</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Project Scheduler</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Project Manager</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sports Specialist</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Local NGO VT Director-Accounting</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Local NGO VT Director- Aluminum-Electricity &amp; A/C</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Local NGO VT GM- Catering</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Local NGO VT Director- Nursing</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>VT Service Provider Director- Aluminum and Building Trades &amp; Graphic Design</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>VT Service Provider Director- Plumbing and Graphic Design</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>1</td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>%</th>
<th></th>
<th>6.67%</th>
<th>93.33%</th>
<th>100.00%</th>
</tr>
</thead>
</table>

280
Appendix 27 – Project Team Evaluation on the Reason behind the Success of the Project

<table>
<thead>
<tr>
<th>PM Team Member</th>
<th>Project Success Reason</th>
<th>Project Leadership</th>
<th>Project Budget</th>
<th>Project Management Processes</th>
<th>Vocational Training Types</th>
<th>Sports Activities</th>
<th>Other</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country Director</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance &amp; Administrator Manager</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HR Officer</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procurement Officer</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Scheduler</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Manager</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Coordinator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local NGO VT Director-Accounting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local NGO VT Director-Aluminum-Electricity &amp; A/C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local NGO VT GM- Catering</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local NGO VT Director-Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VT Service Provider Director-Aluminum and Building Trades &amp; Graphic Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VT Service Provider Director-Plumbing and Graphic Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>13.33%</td>
<td>13.33%</td>
<td>6.67%</td>
<td>26.67%</td>
<td>40.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
## Appendix 28 – Project Team Selection to the Reason behind the Project Success

<table>
<thead>
<tr>
<th>PM Team Member</th>
<th>Logframe</th>
<th>PMI Best Practices PM Model</th>
<th>Other Model</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country Director</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Finance &amp; Administrator Manager</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>HR Officer</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>IT Officer</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Procurement Officer</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Project Scheduler</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Project Manager</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Sports Specialist</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Local NGO VT Director-Accounting</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Local NGO VT Director- Aluminum-Electricity &amp; A/C</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Local NGO VT GM- Catering</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Local NGO VT Director- Nursing</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>VT Service Provider Director- Aluminum and Building Trades &amp; Graphic Design</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>VT Service Provider Director- Plumbing and Graphic Design</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>8</td>
<td>1</td>
<td>6</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>53.33%</th>
<th>6.67%</th>
<th>40.00%</th>
<th>100.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 29 – Project Team Rating of Phase 2 Success Factors

<table>
<thead>
<tr>
<th>Impact on Project Success</th>
<th>Project Leadership</th>
<th>Project Budget</th>
<th>Project Management Processes</th>
<th>Vocational Training Types</th>
<th>Sports Activities</th>
<th>Other</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM Team Member</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Country Director</td>
<td>60.00%</td>
<td>5.00%</td>
<td>5.00%</td>
<td>10.00%</td>
<td>20.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Finance &amp; Administrator Manager</td>
<td>30.00%</td>
<td>40.00%</td>
<td>5.00%</td>
<td>15.00%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>HR Officer</td>
<td>60.00%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>10.00%</td>
<td>20.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>IT Officer</td>
<td>60.00%</td>
<td>5.00%</td>
<td>5.00%</td>
<td>10.00%</td>
<td>20.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Procurement Officer</td>
<td>25.00%</td>
<td>40.00%</td>
<td>5.00%</td>
<td>15.00%</td>
<td>15.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Project Scheduler</td>
<td>20.00%</td>
<td>20.00%</td>
<td>50.00%</td>
<td>5.00%</td>
<td>5.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Project Manager</td>
<td>30.00%</td>
<td>5.00%</td>
<td>5.00%</td>
<td>10.00%</td>
<td>50.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td>15.00%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>50.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Sports Specialist</td>
<td>20.00%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>10.00%</td>
<td>60.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Local NGO VT Director- Accounting</td>
<td>15.00%</td>
<td>15.00%</td>
<td>0.00%</td>
<td>40.00%</td>
<td>30.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Local NGO VT Director- Aluminum- Electricity &amp; A/C</td>
<td>10.00%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>60.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Local NGO VT GM- Catering</td>
<td>10.00%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>45.00%</td>
<td>35.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Local NGO VT Director- Nursing</td>
<td>10.00%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>60.00%</td>
<td>20.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>VT Service Provider Director- Aluminum and Building Trades &amp; Graphic Design</td>
<td>10.00%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>50.00%</td>
<td>30.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>VT Service Provider Director- Plumbing and Graphic Design</td>
<td>15.00%</td>
<td>20.00%</td>
<td>0.00%</td>
<td>35.00%</td>
<td>30.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>390.00%</td>
<td>220.00%</td>
<td>75.00%</td>
<td>385.00%</td>
<td>430.00%</td>
<td>0.00%</td>
<td>1500.00%</td>
</tr>
<tr>
<td>%</td>
<td>26.00%</td>
<td>14.67%</td>
<td>5.00%</td>
<td>25.67%</td>
<td>28.67%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>