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Measuring Success and Sustainability in Project Management: A Case Study Supporting the Delivery of Quality Education Projects in Pakistan

Sidra Ahtesham

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Abstract

Pakistan is ranked in 164th place globally in terms of its investments in education and healthcare according to the inaugural scientific study that ranks countries based on their levels of human capital. This ranking serves as an indicator of the country's dedication towards economic development. Education projects have a notable impact on enhancing economic and developmental outcomes. In this regard, NGOs (NGOs) operating in Pakistan make a significant contribution of 56% of their financial resources towards education projects in adherence to the United Nations Sustainability Development Goals. To align with the United Nations Sustainable Development Goals for 2030, it is imperative that NGOs establish a robust project management framework. This framework will enable them to effectively assess the success and sustainability of their education projects. At present, the log framework utilised by NGOs exhibits a deficiency in its allocation of a specialised segment for the administration and assessment of sustainable projects. The study proposes a novel project management instrument tailored for NGOs to evaluate the success and sustainability of education projects which aims to ensure high standards of education in Pakistan are delivered. For this research, data was gathered from a sample of 25 experienced participants from various NGOs and government departments, to understand the challenges they faced when delivering sustainable education projects in Pakistan. The recursive abstraction approach (Polkinghorne and Taylor 2022) was employed to analyse the qualitative data, resulting in the identification of themes that were utilised to create the instrument. The proposed instrument has been grounded in established project management knowledge by utilising the project management life cycle as its foundation. The utilisation of the instrument is expected to aid project managers in delivering Quality Education projects and so enable them to better control the success and sustainability of their projects. This, in turn, is anticipated to have an impact on the definition of project success. The findings of this study have the potential for wider applicability beyond the specific context of sustainable projects in Pakistan. Other types of organisations engaged in sustainable projects in Pakistan, as well as those involved in education projects across Asia, may also benefit from the insights gained through this research.

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Chapter 1: Introduction

1.1 Background to the Research

It is evident from the research published by the United Nations Department of Economic and Social Affairs, that the world population numbers climbed from 3 billion in the 1960s to 7.6 billion in the 2020s, as a result of an increase in global population over the course of forty years (United Nations Department of Economic and Social Affairs 2022). According to these numbers, the population of the globe grows by more than 80 million people every single year, and it grows by more than 1 billion people every single decade. As a result, it can be deduced from the statistics that the ever-increasing human population places a significant strain on the earth's resources (Maja and Ayanano 2021). The current rate of population growth indicates that future generations will have a comparable need for natural resources such as food, shelter, health and sanitation, consumption, and economic growth in order to maintain their standard of living (York et al. 2003). There is an urgent need to maintain sustainable development and we need to obtain a comprehensive understanding of the relationship between the use of natural resources and the destruction of the environment.

Among the list of most populous countries of the world, Pakistan is the fifth-largest country, with a population of almost 229.5 million people in the year 2022 (United Nations Population Fund 2022). Furthermore, a surprising 30% of Pakistan's entire population is under the age of 30 years, which indicates that Pakistan has recently had its most significant period of population increase. This also means that the country's young person demographic is the largest that it has ever been in the history of the country. According to current estimates, the population of Karachi (a city in Pakistan) alone is expected to reach 32 million people by the end of the century (World Population Review 2023). If Pakistan takes steps to educate and develop its young people, the country will have a ready supply of well-educated workers for the future. This increase in the labour force can then potentially be leveraged to propel the economic and social progress of the country.

Inhibiting this economic development is a lack of education across many population groups within Pakistan (Hussain 2005). An individual failing to complete their own education can have disastrous consequences for their personal life chances. If this number

is multiplied across a large number of the population, the result can be widespread unemployment and social instability.

According to a 2020 Pakistani statistics report by the UNICEF, Pakistan has the highest rate of school dropouts in the world (UNICEF 2023). According to current estimates, the report states that 28% of children in Pakistan are either not in school or have dropped out early. It is also estimated that 22.8% of school dropouts relate to children between the ages of 5 and 16 years, while 5 to 9 year olds make up the majority of those who are absent from school (UNICEF 2023). As a result of these concerning figures, the government administration has taken measures to improve literacy in the country in an attempt to address such dire circumstances.

1.2   The Case of Pakistan

Pakistan has been challenged with political and economic difficulties that have exacerbated poverty and social inequality ever since it became an independent nation in 1947. A consensus calculation from 2012 estimates Pakistan's overall literacy rate at 56%, including both rural and urban residents (Rehman et al., 2015). An extremely low literacy rate of 56% means that nearly half of the population cannot read or write, limiting their ability to make meaningful contributions to the country's economic growth. While the literacy rate in Pakistan as a whole is quite low, there are notable exceptions where it is quite high, such as the cities of Lahore, Islamabad, and Karachi. A contemporary education is regarded as un-Islamic in religiously extremist tribal communities, while the literacy rate in other metropolitan cities is around 75% (Rehman et al. 2015). Because girls typically lack the opportunity to go to school, the literacy rate in rural communities can be as low as 9% (Zubair 2001). Only boys get a chance to attend schools and are able to find work. The progress and prosperity of a nation may be traced directly to the investment made in its people through educational opportunities (Alwi et al. 2021). Therefore, it is the duty of the government and the people of Pakistan to invest in the education of their children in order to boost the literacy level and improve the situation and status of Pakistan.

Pakistan's educational landscape has been afflicted by a dearth of good Quality Education for the past 75 years (Shamim 2008). Poor performance of primary school children, and high dropout rates, have been particularly difficult problems to tackle across the Pakistani education system (Memon 2007). The Pakistani government has given the education sector a great deal of attention, notably in the preceding decade, when various

international donor organisations assisted the country's government in enhancing its educational infrastructure. To increase the quality of education, a variety of large and small educational programmes have been implemented (Kazmi and Quran 2005). Programmes such as the Early Childhood Development (ECD) Programme delivered by Pakistani government. Integrated Early Childhood Development (ECD) is a comprehensive and holistic approach to childcare that encompasses multiple sectors and stages of life. It comprises a range of components, including health, nutrition, hygiene and sanitation, early childhood education opportunities, child protection and security, early stimulation, and positive parenting. Collectively, these factors contribute to the enhancement of physical and motor skills, cognitive and mental abilities, social aptitude, and emotional growth. The USAID Teachers' Training for Pakistan Project (TTP) is a five-year initiative with a budget of $20 million aimed at delivering training and capacity building services to tackle challenges related to severe extremism, economic development, and democracy and governance in Pakistan. The project aims to offer services such as needs assessment and staff capacity development programme to bridge gaps in skills and knowledge within USAID's portfolio in Pakistan (Zia et al. 2021). The project will employ a variety of tools, including technical and vocational training and internship programmes, conferences, small grants, and alumni support. The Youth Challenge programme, which has been launched by UNICEF and UNDP, is implemented in more than 40 countries, (including Pakistan) across the globe (UNICEF 2020). The project invites individuals between the ages of 14 and 24 who possess innovative thinking to devise strategies that can enhance education, employment, and civic participation. The objective is to motivate individuals of a younger age demographic who possess exceptional concepts, yet lack the necessary means to actualize them, affording them an opportunity to assume leadership roles. These are some examples of the education programmes in Pakistan run by various NGOs.

1.3   Non-Governmental Organisations Supporting Quality Education in Pakistan

Since Pakistan gained its independence in 1947, NGOs have been instrumental in providing humanitarian projects such as basic education and health. These organisations have mostly focused their efforts on rehabilitation and the provision of fundamental services. Pakistan is one the nations with the greatest percentage of population who are not in school anywhere. There is also a gender divide with more girls than boys not being in school. NGOs have assumed an active role in contributing to the education sector to address these issues (Rehman and Khan 2021)**.**

The NGOs have played a critical role in assisting government to develop with a focus on rehabilitation and basic amenities (e.g., health, sanitation, poverty eradication, and educational uplift). As a result, several NGOs have been formed to advocate for human rights, and to address the needs of poor, and often oppressed, elements within the population (Ariadi et al. 2018).

According to a report by the Foreign, Commonwealth & Development Office (FCDO), previously known as DFID, there are 52 donor organizations active in Pakistan, mainly via NGOs channels. DFID's forecasts suggested that their efforts to foster macroeconomic stability, growth, and employment would extend microfinance to 1.5 million individuals. The initiative focused on skill enhancement and financial inclusion to bolster economic reforms and unlock new prospects, thereby aiding the expansion and prosperity of Pakistan's economy (DFID 2011).

A UN report acknowledged contributions from financial institutions, multilateral organisations, and private donors. The United Nations Pakistan's 2014 data indicates that the largest portion of these funds was allocated to education (34%), with poverty reduction (25%) next in line, followed by investments in nutrition and health, energy, and the promotion of free societies.

As stated in the fiscal budget published by the Pakistani government for the fiscal year 2021-2022, only 2.4% of their own overall budget of PKR 9.52 trillion is allocated to the education budget. Compared to the 34% spent by the 52 donor and other non-government organisations in Pakistan, their estimated percentage contribution is 56%, whilst the Pakistani government's financial commitment to education is 44% (Government of Pakistan Finance Division 2022). This distribution is illustrated in figure 1-1
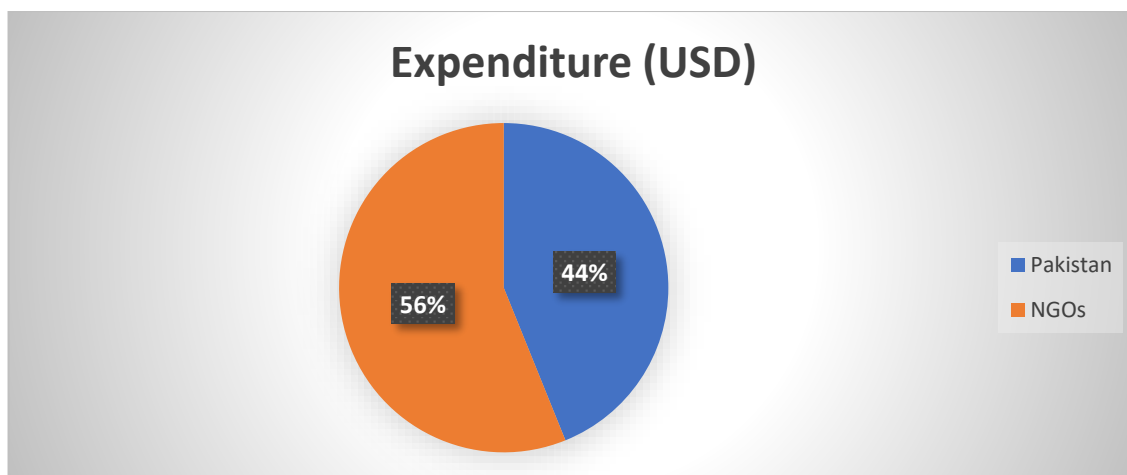
Figure 1-1: Percentage Contribution of Education Spend in Financial Year 2022-23

Despite the Pakistani government's relentless efforts to improve the nation's education system, there remain issues that it cannot tackle alone (Memon 2007). Several significant challenges obstruct the government's capacity to enhance educational standards. Key among these are unchecked population growth, societal attitudes towards education, high unemployment rates in certain regions, and a widespread lack of funding (Shah et al. 2019). NGOs are proactively engaging with communities to highlight the importance of education and its long-term benefits. Besides implementing educational projects, they are addressing the public's perception of education.

Alongside this, it is also impossible to disregard the role that NGOs play in Pakistan with reference to sustainable development. The private and charitable money spent by NGOs on education projects is being used in ways that will hopefully have long-term benefits to both individuals, their communities and to the wider society (Saud and Ashfaq 2022). The projects delivered by NGOs therefore need to be sustainable to be successful, and they need to be successful to justify the highs levels of expenditure (Zaidi 1999). It is clear from Figure 1 that the contribution of total expenditure made by NGOs directly relating to education is far higher than the contribution made by the government of Pakistan. Given these circumstances, it is essential for the government of Pakistan to provide assistance to NGOs in order to enlist their participation in accomplishing Pakistan's sustainability development goals so that these two ambitions can be delivered alongside each other in a coordinated and integrated way.

1.4   Understanding the Importance of Log Framework: NGOs Perspective

In the context of international development, NGOs play a crucial role (Jacobs et al. 2010). The methods and approaches used by NGOs are often influenced by the organisations that provide them with financing. These institutional funders typically put pressure on NGOs to adopt performance measurement and accountability standards such log framework, budgets, assessments, and strategic and operational plans (Gasper 2000) to ensure control over expenditure, and to optimise value. Additionally, in order to qualify for project donations, these NGOs must satisfy a variety of regulatory and administrative standards including budgeting, monitoring and evaluation reviews, and financial audits (Kahlon 2015). Typically, there is a need to officially incorporate as a non-profit legal entity, therefore obligating the group to comply with state financial and legal rules.

A tool for planning and assessing projects, the log framework has had far-reaching impact on international development (Hummelbrunner 2010) by helping organisations to plan and deliver their projects. The log framework was created in 1969 by USAID (United States Agency for International Development) in response to a review of the outcomes of past projects, from which it was determined that shortcomings existed and that a tool was required to enhance the performance of future initiatives (Ramey 1976). Furthermore, several local NGOs conducting programmes financed by either state agencies or foreign NGOs have adopted variants of the log framework (Golini et al. 2015). International NGOs such as CARE and Oxfam have also embraced the regular use of log framework (Golini et al. 2018). In the past forty years, the log framework has therefore had a significant impact on the structure and success of development initiatives. After being developed through a process of application and reflection over this period of time, the log framework commonly is designed around a matrix format.

1.4.1   The Log Framework Matrix

The log framework matrix is an explanation of the project in its entirety (Table 1-1). It describes what the project aims to accomplish, and how it is plans to accomplish it (Rusare and Jay 2015). It also includes the challenges that the project is expected to face and an indication of how progress will be measured and assessed. A log framework matrix is a compact document that describes the main elements that contribute to the successful completion of the project. Typically, a log framework matrix consists of four horizontal rows

and four vertical columns. Appendix A.2 presents a detailed view of log framework and how they are populated.

The Horizontal Rows of the log framework:

1. The 1^{ist} horizontal row depicts the required hierarchy of actions to *outcomes* for the successful completion of the project,
2. The 2nd horizontal row contains the *indicators* for measuring whether the actions, outputs, or results have been accomplished,
3. The 3rd horizontal row indicates the data *source or verification* method for the indication,
4. The 4th horizontal row explains the *assumptions* that must be met for that specific action, output, or result to occur.

The Vertical columns of the log framework:

1. The 1st vertical column presents the *overall objective* of a project,
2. The 2nd vertical column defines *specific objectives* that the organisation aims to achieve,
3. The 3rd vertical column contains *expected results* from the project,
4. The 4th vertical column explains the *activities* that will be undertaken to deliver the project.

Table 1-1: Example Log Framework Matrix (source: Author)

	Outcomes	Indicators	Source of Verification	Assumptions
Overall Objective				
Specific Objective				
Expected Results				
Activities				

When planning a project, the log framework matrix is one of the important tools that is used. In most cases, the log framework matrix is preceded by a stakeholder analysis and a problem-solution tree (Snowdon et al. 2018), which together make up what is known as a log framework Approach to planning a project. In situations when a solution tree has been established, the higher branches will often show the outputs and outcomes, while the

bottom branches will normally reflect the 'activities 'that need to take place. The 'central issue' would typically be referred to as the purpose, and the 'endpoints' or branches that are located above the problem would be positioned as the 'goal' in the matrix. Participants who made contributions to the problem/solution tree will also be asked to collaborate on a brainstorming session for the assumption's column.

The sequence of actions that led to the successful completion of the outcomes is reflected in the vertical logic connections that are made utilising the first and final columns (Ramdhani and Ramdhani 2014). The link between these two concepts is sometimes referred to as the means-end relationship. When reading the vertical logic, start at the bottom and work your way up. To successfully complete the hierarchy, it is necessary to fulfil the presumptions that are presented in each row. For instance, the outputs will be accomplished by carrying out the activities, and this is assuming that the assumptions will be satisfied.

The various rows make up the horizontal logic, which provides a condensed framework for tracking and assessing the progress of the project. It is possible to utilise this for monitoring and evaluation (M&E), however, it is strongly suggested (Myrick 2013) that the organisation uses the matrix as a basis and builds it into a more extensive M&E strategy instead. Appendix A.1 demonstrates the elements of log framework in detail.

1.5   Rationale for the Research Study

The projects carried out by NGOs follow the same project management life cycle as any other type of project (Avina 1993). The phases include 1) project initiation, 2) project planning, 3) project execution, and 4) project close-out. In this respect, the log framework is a helpful tool for NGOs because it allows them to define their deliverable and method of delivering projects using a project plan and project activities; however, it does not specify key features like the process of change or the extent to which a project's aims and objectives should be measured. Sustainable goals, like those achieved through Quality Education projects, cannot have their success instantly quantified. Education programmes may only be evaluated on their efficacy after a considerable period of time has passed to notice the gradual transformation that they bring about (Brewer 2011).

Through analysis, it is clear that although, log frameworks are effective, they however, remain very basic and rather incomplete documents that do not contribute

directly to any project deliverables specified by widely accepted project management principles. The Project management book of knowledge (International Institute of Business Analysis 2015) offers a set of practices and concepts that NGOs should adhere to if they are to successfully complete projects being delivered. Given that log frameworks do not capture the phases of the project management life cycle, they cannot quantify the 'extent of desirable change 'anticipated in a project and so they fall short in this respect (Bong 2014). This problem is particularly relevant in the case of education projects in which the target beneficiaries are normally individuals and communities that have changing needs and membership. Because of this limitation, not all Quality Education projects being delivered in Pakistan are effective since there is no comprehensive framework that accounts for the variable nature of change which is commonplace in the delivery of this type of real-life projects.

The project donors play a pivotal role in NGO management starting from project inception all the way through to project completion (Shahid et al. 2023). In this situation, failure, delay, or derailment of any type within a project will send up red flags to the funders. Donors may lose interest in a project if it stalls or produces substandard results, making it unable to raise additional funds. In a country like Pakistan, where NGOs make up 56% of all funding (fig 1), and the national education rate is below 40%, having to stop the delivery of education projects would have serious economic and social consequences and so needs to be avoided.

NGOs operating in Pakistan acknowledge the deficiency in the existing log framework regarding sustainable project implementation (Bong 2014). However, they are hindered from taking action due to the absence of an alternative framework proposal. Any proposed adjustments to the framework would necessitate government review and approval prior to its implementation for supported projects. Meanwhile, organizations must utilize the most effective frameworks available for sustainable endeavors. The most recent log framework provided to NGOs was reintroduced in 2011 following DFID's project term revisions (Global Poverty Action Fund 2011). With the introduction of the United Nations Sustainability Development Goals in 2015 (United Nations 2023), there is an urgent need for the log framework to evolve and incorporate this significant development. The current log framework fails to offer pertinent data to ensure the sustainability of projects, hence prompting a call for a revised project management framework aligning with the evolving standards of the UN SDGs to achieve project success in this domain.

This study aims to explore the criteria for project success and the significance of sustainability within this context. It will focus specifically on educational projects in Pakistan administered by NGOs, collecting data from the firsthand experiences of project management professionals and stakeholders involved. The research is expected to yield a novel perspective on project success, which will inform the development of new methods that complement the current log framework model, thereby incorporating sustainability principles effectively.

1.6 United Nations Sustainability Goals

The Sustainable Development Goals (SDGs), commonly referred to as the Global Goals, represent a comprehensive and inclusive initiative aimed at eradicating poverty, safeguarding the environment, and promoting equitable access to peace and prosperity for all individuals (United Nations 2023). The 17 Goals outlined in this context are an extension of the Millennium Development Goals (MDGs) (United Nations 2015), with the addition of novel domains such as climate change, economic disparity, innovation, sustainable consumption, peace, and justice, among other pressing concerns. The interconnectivity of goals is often observed, whereby the attainment of success in one objective necessitates the resolution of challenges typically associated with another (see appendix I for further explanation of 17 SDGs).

The Sustainable Development Goals (SDGs) operate under a collaborative and practical approach to make optimal decisions in the present that enhance the quality of life for forthcoming generations in a sustainable manner (United Nations 2023). The guidelines and targets offered are designed to be universally applicable, allowing each country to prioritise their own unique concerns while addressing global environmental challenges. The Sustainable Development Goals (SDGs) represent a comprehensive and all-encompassing agenda that seeks to promote inclusivity (United Nations 2017). The aforementioned initiative addresses the underlying factors contributing to impoverished conditions and fosters a collective effort towards effecting constructive transformations for the betterment of society and the environment (United Nations 2017).

The Sustainable Development Goals represent a courageous pledge to bring ongoing efforts to completion and address urgent global issues, as detailed by the United Nations. The 17 Goals exhibit interconnectivity, whereby the attainment of success in one goal has a

consequential impact on the success of others. In summary, this presents a significant opportunity to enhance the quality of life for forthcoming generations.

1.6.1 UNSDG 4 in Pakistan

Since 1990, the concept of 'Education for All' has garnered considerable attention and has been the central theme of numerous global development initiatives (Global Goals 2022). The Sustainable Development Goal 4 was identified as a pivotal component during the inception of the SDGs. Education is widely recognised as a crucial factor in promoting sustainable development, fostering nation-building, and advancing peace (Taleem 2015). The attainment of particular skills, such as reading and writing proficiency and mathematical ability, in young individuals is correlated with enhanced opportunities for their future, in comparison to those who lack such aptitudes. The worldwide importance of education in advancing sustainable development transcends developing regions and encompasses the entire globe. The overarching aim of SDG 4 is to promote a comprehensive and high-Quality Education that will elevate the well-being of students and the prospects of society (Shahid et al. 2003).

Pakistan has categorised goal 4 as being a priority (Khushik and Diemer 2020). The attainment of comprehensive and excellent education for all individuals reiterates the conviction that education is among the most potent and established means for ensuring sustainable development. The objective is to achieve universal primary and secondary education by 2030, ensuring that both male and female students have access to education without any financial barriers. The stated objective is to ensure equitable availability of reasonably priced vocational education, eradicate gender and economic inequalities, and attain comprehensive accessibility to superior tertiary education (Javeed et al. 2021).

The UN uses the word 'quality' in Quality Education to refer to their SDG4. While employing the term 'Quality Education' for research purposes, this study reciprocates the use of the term 'quality.'

1.7 Research Aim, Questions and Objectives for this Study

The research aim, questions, and objectives are discussed below in the following sections.

1.8   Research Aim

The aim of this research is to understand how NGOs delivering education projects in Pakistan can increase the sustainability of their projects. This new understanding may inform the creation of a new instrument. Such an instrument would not a replacement to the existing log framework; however, it is an additional tool that could be used by the project managers prior to devising their log framework, which will ultimately enable them to cross check the key elements indispensable for the successful delivery of sustainable projects at every project phase. Research Questions and Objectives

The research questions and research objectives are detailed in the Table 1-2 below:

Table 1-2: Research Questions and Research Objectives

RQ1: What are the key project management phases for NGOs delivering education projects in Pakistan?	•RO1: Identify and review the key project management phases for NGOs delivering quality education projects in Pakistan.
RQ2: What key metrics should be considered by NGOs to ensure the successful delivery of quality education projects in Pakistan?	•RO2: Appraise the key drivers and major challenges faced by NGOs delivering quality education projects in Pakistan.
RQ3: With regards to existing log framework, what additional project management instrument could be developed for use by NGOs delivering UNSDG 4 projects in Pakistan to enable them to better evaluate and encapsulating project success?	•RO3: Develop an instrument for use by NGO practitioners to support the delivery of quality education projects in Pakistan and so enhance sustainability.

1.9 Contribution to Knowledge

The purpose of this research is to develop a new understanding relating to the gap that is perceived to exist between the current log framework being used to plan, monitor, and evaluate education projects delivered by NGOs in Pakistan, the current need to also consider the sustainability of how such projects are being delivered, and the sustainability of the outcomes and outputs that are derived from each project's activities. This gap exists because the 2011 version of the log framework being employed for this purpose pre-dates the publication of the United Nations Sustainable Development Goals in 2015, thereby creating a void that now urgently needs to be closed.

It is envisaged that the understanding gained from this research study will be used to create an instrument that can be executed alongside the existing log framework, thereby taking a 2-dimension concept, and introducing a crucial third dimension. This third dimension will consider the sustainability elements of each project. To ensure that this instrument is aligned to the existing body of knowledge relating to project management, the established project management life cycle will be used as the instrument's foundation. Using the instrument will help project managers to develop additional, and important, sustainability goals and outcomes for their project, and this will in turn impact upon our understanding of project success. Whilst the instrument being developed will specifically relate to NGOs delivering education projects in Pakistan, there may also be scope for it to be relevant to other types of organisations delivering education projects in Pakistan, and to both NGOs and other organisations delivering education projects in other Asian countries.

1.10 Structure of this Thesis

Chapter 1 has provided the background and rationale for undertaking this research project. The importance of education projects has been discussed, and the particular relevance to Pakistan considered. The role of NGOs in the delivery of education projects across the country has been explained, and the use of log framework as a means to help them to plan, deliver and monitor education projects has been detailed. With the introduction of the United Nations Sustainable Development Goals a further sustainability dimensions to projects now needs to be considered which is important not just because of the need for projects to be sustainable, but also because the sustainability of a project has become an important element when determining project success. This research study therefore will consider this issue in more depth, with the aspiration of generating a new understanding

that can be used to support the successful implementation of future education projects being delivered by NGOs in Pakistan.

Chapter 2 provides the theoretical foundation to the research through an extensive review of the relevant literature. The chapter is divided into three sections and each section looks into answering the research questions in the light of relevant literature. The first section of the literature review focuses on the historical context, prerequisites, classifications, and organisational structure of NGOs in Pakistan. Section 2 provides context for several concepts, such as project success factors, success criteria, project success dimensions, challenges, and drivers for successful education initiatives in Pakistan. The focus of section 3 is an analysis of sustainability, with a particular emphasis on the Sustainable Development Goals of the United Nations. This section elaborates on the significance of United Nations Sustainable Development Goal 4 (UNSDG 4) in Pakistan and accentuates the need for a solid foundation of requirements to ensure the success of related initiatives.

Chapter 3 considers the research design required to achieve the research objectives, and to answer the research questions, and proposes a qualitative study collecting primary data from key stakeholder groups (local and international NGOs, donors, and government departments) though the use of semi-structured interviews. The chapter also discusses research ethics, research validity and reliability to validate research findings.

Chapter 4 details the collection and analysis of the primary data. In total, data was collected from 25 semi structured interviews. Each interview has been analysed using the recursive abstraction method (Polkinghorne and Taylor 2019) to identify emerging patterns and trends. These patterns and trends have been considered for the individual participant, and also compared against each other to reveal a new understanding of sustainability in the context of education projects being delivered in Pakistan.

Chapter 5 draws together conclusions from this study based upon an assessment of findings in Chapter 4. Both research objectives and research questions are considered to determine at what level of the aim of the research has been satisfied. As with all research, this study has limitations, and these are discussed in depth. As a result, areas of potential future research are identified as this study is the start of a process, and how the findings relate to other project delivery organisations, other types of projects being delivered, and projects delivered in other countries, remains to be seen. The contribution to knowledge of

this study is clearly presented and future recommendations to the project management community of practitioners, for using the instrument created, are proposed.

Chapter 2: Literature Review

2.1   Introduction

The purpose of this chapter is to review the relevant literature and so create a comprehensive and logical layout of the concepts discussed that can be used to form the foundation of understanding upon which this study has been built. This chapter is therefore divided into three sections relevant to this research study.

Section 1 considers role of the NGOs, and how they conduct their projects, starting with a discussion of evolutionary significance of the NGOs with regards to sustainable education projects in Pakistan. It begins by detailing the history, development, and growth of NGOs in Pakistan. The section looks into various requirements necessary for the NGOs to perform in Pakistan. The last part of this section discusses the organisational structure of the NGOs and the criticism that has been faced by the sector ever since its original development.

Section 2 is dedicated to discussion with regards to project success. It has been further divided into three sub-sections. Section one studies the definitions of project management success, section two studies the definitions of project success, as well as examines the success factors, and critical success factors for a project. Section two examines key success factors which if not acknowledged and incorporated effectively into a project, could turn into potential challenges, thereby converting project success into project failure.

Section 3 considers sustainability and specifically the United Nations Sustainable Development Goals. The section lists the important features of sustainable education projects for the NGOs to consider whilst devising sustainable education projects in Pakistan. With regards to the existing log framework available for the NGOs to consult, the author proposes an additional instrument that could be developed for the NGOs delivering UNSDG 4 projects in Pakistan, evaluating and encapsulating project success at every stage.

2.2 NGOs: Definitions

The term NGOs, refers to a wide range of distinct organisations and encompasses them all under a single umbrella (Davies 2014). Private organisations that work to alleviate suffering, advance the interests of the poor, preserve the environment, provide fundamental social services, and foster community development are referred to as NGOs (Nelson 1995). Looking into the concept further, it is seen that the World Bank works closely with the NGOs, both operating at domestic and foreign levels, on a wide range of projects. According to the World Bank, the term NGO refers to a broad category that includes a wide variety of non-profit making organsations that serve a range of functions and come in a wide variety of structures, both within and across nations (Operations Evaluation Department 2002). Haigh investigates the history of NGOs and believes that the term NGO was first used about the same time that the United Nations Educational, Scientific and Cultural Organisation (UNESCO) was established in 1945. Its purpose was to differentiate between private groups and inter-Governmental Organisation, which include the UN itself (Haigh 2006). Martens (2002) has provided a synopsis of contemporary interpretations of the definitions of NGOs. According to his research, NGOs are the organisations that collaborate with local governments, self-help groups, commercial infrastructure companies, and bilateral assistance agencies from developed nations. Explaining the notion of NGOs expansion, he further states that some politicians, activists, and analysts have had their imaginations caught up by the gradual expansion of the NGOs, prompting some observers to argue that NGOs are in the middle of a silent revolution. The idea of NGOs being in a silent revolution was backed up by Edwards and Hulme (1996) who believed that the national and worldwide NGOs are formal (professionalised) institutions. The autonomous society groups with the main objective of promoting shared goals and that in order to adhere to the requirements of changing world, it was pertinent for the NGOs to revolutionise (Martens 2002).

According to the definition provided by the Yearbook of International Organisations, NGOs are groups that are not initially established and are not officially governed by national governments (Stokke and Thommessen 2002). NGOs are neither financed nor established by the government, however policies enacted by the government are likely to have been a primary basis for their inception. In most cases, they have clearly defined aims and objectives in connection with the formation of civil societies. Fisher (1997) states that the NGOs often work at the community level to reach out to policymakers, state organisations,

and funding agencies with news of their successes and recommendations for improvement. It is also believed by Fisher that NGOs are organisations that are dedicated to 'doing good without laying aside profit or politics' (1997, 444). They are seen as important in changing people's minds and attitudes and they also provide goods and services more efficiently (Edwards and Hulme 1996). According to the World Bank Organisation, NGOs consist of a wide variety of groups and institutions that are either completely or substantially independent of the government and that prioritise cooperative or humanitarian goals rather than financial ones (Malena 1995). The World Bank continues to add further information that the NGOs also include charity and religious organisations (within their domain) that encourage community organising, distribute food, and provide services related to family planning. NGOs work to raise private donations for international development projects as well. Autonomous enterprises, community-based organisations, women's associations, and agricultural associations are also included in this category of organisations (Young and Dhanda 2013). Furthermore, NGOs also include citizen groups with the objectives of influencing policy and raising awareness.

Regarding the organisational structure of NGOs, there exists a significant degree of diversity in the structures adopted by these entities. The proliferation of communication technology has facilitated the expansion of grass-roots organisations, also referred to as community-based organisations, to the national and global levels (Jotaworn et al. 2015). Collaborative efforts among NGOs in the form of coalitions have become a prevalent approach to accomplishing specific objectives. NGOs exhibit a wide range of characteristics including varying sizes, structures, levels of formality, and degrees of adaptability. In the realm of finance, a significant portion of funding originates from external sources, while others are dependent on locally-sourced resources (Banks 2021).

In terms of human resources involved within the NGOs, there are NGOs that have staff members with a high level of professionalism whilst others depend mainly on supporters and volunteers (Jotaworn et al. 2015). In his research, Willets (2010) states that when it comes to morals and ethics, NGOs are motivated by a wide variety of factors. Referring to the legislative nature of NGOs, he further describes that there is a need to grant consultative status to groups that do not fall under the category of government or member states, and this need was formally acknowledged in 1945 with the foundation of the United Nations Organisations (Hondius 1999).

2.2.1   Evolution of NGOs in Pakistan

According to a report published by the Asian Development Bank, the evolution of NGOs in Pakistan started in 1947. The British Sub-continent India was partitioned into the two independent nations of India and Pakistan, and this event is considered to be the beginning of the history of Pakistani NGOs (Rahman 2005). In Pakistan's early years, many of these NGOs focused their efforts on providing rehabilitation and essential services like education and healthcare. Further investigations into NGO development in Pakistan by Rahman concluded that the late 1970s witnessed another acceleration in the development of NGOs. The number of NGOs had been relatively stable for around thirty years prior to their meteoric rise in the 1980s and 1990s. In the 1980s, a great number of new NGOs came into being (Bach and Stark 2004). When new NGOs were established in the early 1990s, there was another surge in the rate of growth of NGOs. These investigations demonstrate that over the course of the last several years, NGOs have emerged as more major stakeholders and providers of community-based services. Today, NGOs in Pakistan might vary from those that are entirely operated by volunteers (Witt 2006) and have very little operating budgets compared to those that are managed by full-time professionals who are paid very well.

The NGOs located in Pakistan are actively engaged in social development and have continuously gained knowledge from the experiences of other countries in the area of managing emergencies, catastrophes, and other types of similar events. The management, creation, and dissemination of information, ideas, and solutions for social rehabilitation and development are all areas in which these NGOs play an important role (Rahman 2005).

Recent research on NGOs has shown that although the NGOs may not be as efficient as the government in providing humanitarian assistance, NGOs and Community Based Organisations (CBOs) may nevertheless do so at a lower price (Khan et al. 2020). This is true despite the fact that they are less successful at alleviating poverty, saving money, being sustainable, involving people, ensuring gender equality, and coming up with new ideas. By participating in efforts that aim to make people's lives better, NGOs are an essential component in the growth and development of the country (Rahman 2006). It is impossible to downplay or deny the significance of the role that NGOs play across a variety of educational domains.

2.3   Developmental Phases of NGOs

There have been four distinct phases in the development of NGOs, as described by (Korten 1990), there being:

1. **First generation NGOs -** focused on social security and welfare,
2. **Second generation NGOs -** organisations that are self-sufficient and sustainable,
3. **Third generation NGOs -** advocacy and institutional reform,
4. **Fourth generation NGOs -** social movement.

2.3.1   Formal Requirements for a NGOs

The requirements for the formation of a NGOs have been discussed by several authors and law devising NGOs commissions (Salgado 2010; National Bureau for Nongovernmental Organizations 2022). To qualify as an NGO, a group must meet a certain minimum requirement. The Commonwealth Foundation, an NGO research group located in London, has identified four qualities that must be present in an organisation before it can be appropriately classified as a Non-Governmental Organisation. For NGOs to be called voluntary, the factor of voluntary engagement serves as an example of these attributes. (AbouAssi 2012). This participation might come in the form of

1. A small number of board members,
2. A large number of members,
3. Time contributed by volunteers,
4. Founded voluntarily by the citizens of a country.

2.3.2   Legal Requirements for a NGOs

According to a research article published by Sargodha University of Pakistan, NGOs are not governed by any particular body of legislation. The number of regulations in Pakistan that could apply to NGOs ranges from 10 to 18, depending on the function performed by the NGO. The laws Non-For-Profit / Voluntary Requirements of NGOs are detailed in Pakistan Centre for Philanthropy (2022).

The Voluntary Principles Organisation, International Labour Organisations, and Pakistan Companies Ordinance, all mention in their governance rules that NGOs are formed on the basis of social welfare and do not seek to maximise members' individual financial benefit or profit in any way (Ordinance 1961). NGOs have the potential to, in many nations,

participate in activities that generate cash, but they are required to utilise that revenue only in the pursuit of the goal of the organisation (Voluntary Principles Organisation 2021). Therefore, all the NGOs according to the rules and ordinance of their respective countries are required to declare themselves as not-for-profit or voluntary organisations. Apart from being voluntary organisations, NGOs are also required to perform as independent entities whose operations are separate from the government in control of the region in which they are operating. NGOs are supposed to work toward individual and societal well-being and therefore, are required to take action on problems and concerns that may threaten their operations form being performed (Banks et al. 2015).

2.3.3   Types of NGOs

According to Shihata, there are a many categories of NGOs (Shihata 1992). The World Bank makes use of a taxonomy that separates the types into categories based upon their function (Figure 2-1)
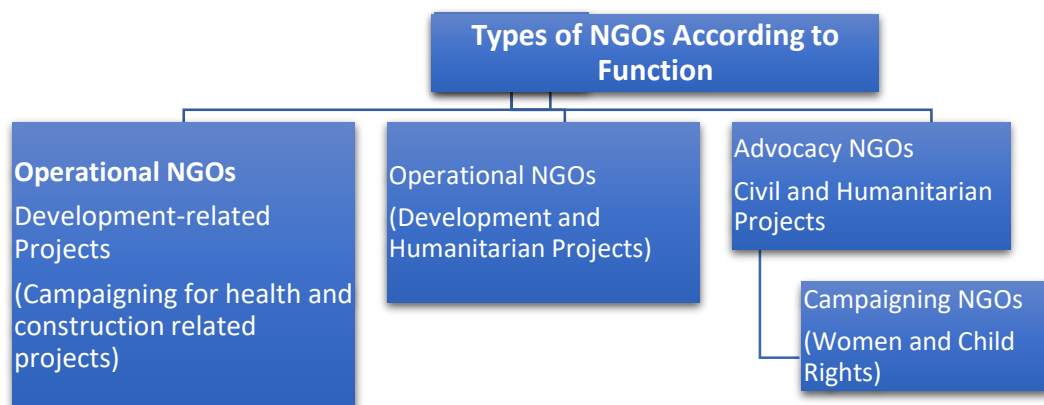
Figure 2-1: Types of NGOs According to Function (Source: Author)

The World Bank distinguishes between operational NGOs and advocacy NGOs. NGOs, that concentrate on the design and execution of development-related programmes, such as service delivery, are categorised as operational NGOs (Carmen 2010). International Medicine Corps (IMC) in Afghanistan is the best example of operating NGO. Here, the IMC started a vaccination campaign against measles, which the World Health Organisation (WHO) says is responsible for 50% of all avoidable illness based deaths in Afghanistan (Mitchell et al. 1997).

Conversely, Advocacy NGOs campaign for civil and human rights, social fairness, and climate sustainability. Hudson believes that NGOs use the term 'advocacy' in a variety of ways. Typically, when people think of advocacy, they imagine attempts to influence institutional policy in ways that benefit the poor and oppressed. The wide diversity of advocacy strategies, the wide variety of advocacy activities, and the wide variety of advocacy audiences all contribute to a confused understanding of what advocacy really is. For example, Save the Children is the advocacy NGO that looks after the rights of children across the globe (Hudson 2002).

The advocacy NGOs focus on defending or promoting a certain cause. Organisations with a hands-on approach to their mission statement aim to affect local, grassroots change projects (Parks 2008). They do this by bringing together monetary resources, material resources, and volunteer labour, to locally produce programmes throughout the industry. They also submit requests to the government and arrange large-scale fundraising activities. Frequently, they do their business in a command-and-control organisation style, with a primary headquarters that is operated by experts who are in charge of planning projects, developing budgets, maintaining accounts, preparing reports, and maintaining communication with the operational fieldworkers who are actively involved in the project activities. The majority of operational NGOs focus on poverty alleviation and education, often linked with humanitarian aid, disaster assistance, and ecological issues.

NGOs that engage in advocacy work with the aim of effecting change on a broad scale by exerting their influence on the political system are classified as campaigning NGOs (Duong 2017). NGOs that engage in campaigns need a dedicated and capable core staff of professionals who can enlighten and inspire the group's supporters. The group has to organise and hold events and protests to keep the media interested in their cause (Grunig and Hunt 1984). To have events covered by the media and alter policies, the campaigning NGOs need to keep a huge, well-informed network of supporters on hand. Demonstrations are the quintessential act that characterises NGOs that engage in lobbying.

Human rights, women's rights, and children's rights are common topics for advocacy NGOs to address. The fundamental objective of an NGO dedicated to advocacy is to support or advance a certain cause. In contrast to traditional methods of managing operational projects, these groups often focus on lobbying, press work, and activist activities in an effort to increase awareness, acceptance, and knowledge. Increasingly, scholarly research reveals

the ambiguity of NGOs, i.e., their potential usefulness against their potential detrimental role in resolving societal problems.

Using a discourse analysis, Will and Pies showed how NGO lobbying campaigns might hurt their credibility (Will and Pies 2017). They determined that some discourse failures are typically not only unintended side effects, but indeed the unintended result of NGOs' activities. Through the application of political economy concepts, they identified the narrative failures when campaigns tackle complicated topics in a climate of widespread biases and openness about the NGO's activity. Additionally, they discussed commitment services imposed by political groups and collectively organised obligations for NGOs as mechanisms that may be used to boost the NGO sector's public accountability. In conclusion, they suggested that future studies may benefit from doing an in-depth investigation of the interdependencies that exist across various discourses and institutions.

It is not unusual for NGOs to engage in both tasks, i.e., operational and advocacy projects (Van 1999). When NGOs in the target community keep running into the same challenges that may be fixed by changing policy, they often resort to campaigning strategies. At the same time, NGOs that are campaigning, such as save the Children, often switch over to operational projects such as constructing a school building in some disaster-stricken areas of Pakistan. In Pakistan, civil society and NGOs have been instrumental in promoting social and economic development in both urban and rural areas. Community development, education, employment, eradicating corruption, empowering women, healthcare, good governance, etc. are just a few of the areas where NGOs and civil societies in Pakistan are active.

Furthermore, it is possible to define NGOs based upon their function for which there are 3 primary categories, these being International Non-Government Organisations, Inter-Government Organisations and Local Non-Government Organisations (Figure 2-2).
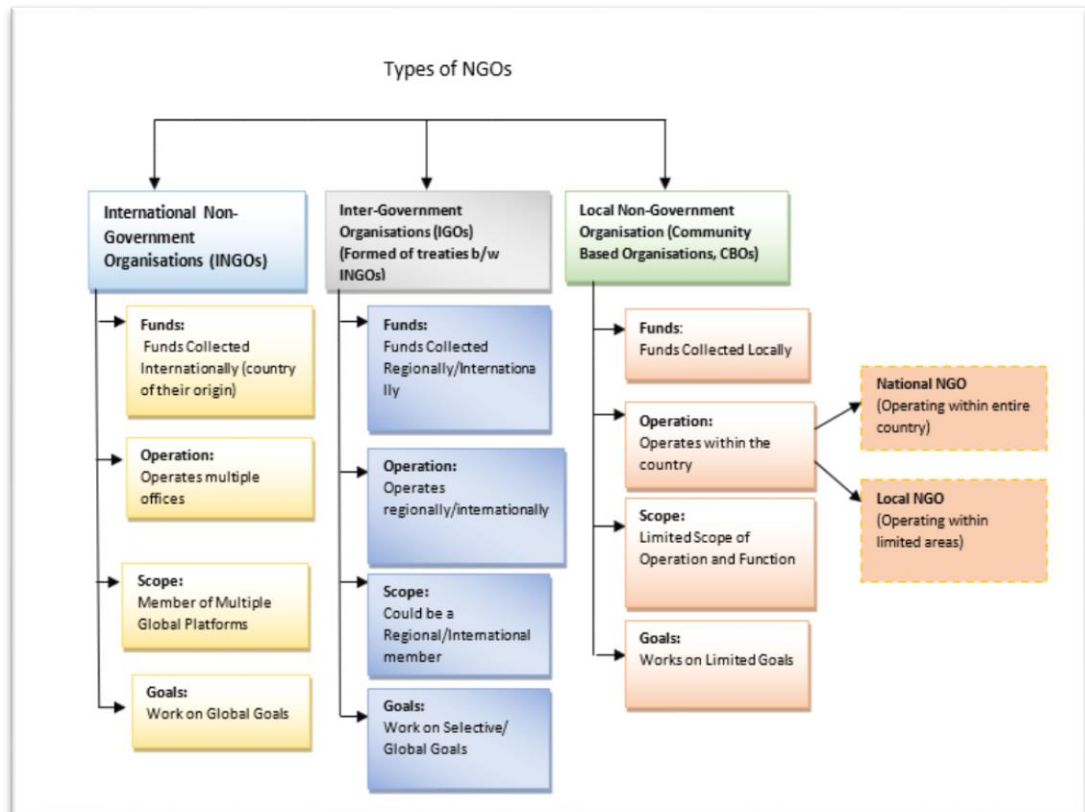
Figure 2-2: Summary of Types of NGOs According to Function (source: Author)

2.3.4 International Non-Governmental Organisations (INGOs)

The International Humanitarian Rights Organisation define International Non-Governmental Groups, which are sometimes known as INGOs (figure 2-3), as being organisations that operate on a purely charitable basis and work to improve living conditions in nations with poor or lower-middle incomes (Provost 2002). These organisations are considered to be 'international' due to the fact that they collect donations from wealthy nations and then put those donations to use in less developed nations.

According to Steve, the INGOs work in several fields, including economic growth, humanitarian aid, environmental protection, and human rights. Because of the prevalence of the word 'INGO' in the fields of economic development and humanitarian crises, this article will limit its discussion of international NGOs (INGOs) to only those two topics (Steve 1997).

The Union of International Associations (UIA), founded in 1910, was the first organisation to propose the idea of bestowing a 'super-national' status on international groups that pursue diplomatic goals but are independent of official control. This was

changed by the International Law Association (Batool and Webber), which added that this 'super-national' organisational status may be established for groups that are created for the purpose of doing not-for-profit work. In this sense, International NGOs (INGOs) are those that do not take any direction from any nation's central authority. Details of INGOs interviewed for this research according to their function can be found in Appendix A.

Ben-Ari (2012) narrate in their book on the normative position of NGOs under international law that the provision of relief as well as assistance in economic and social development is the primary mission of International NGOs (INGOs). According to them, some of the social services that are not provided by the government in the areas in which the NGOs operate include those linked to health and education, such as HIV/AIDS awareness, prevention, and treatment; clean water; the prevention of malaria; schools for females and the provision of books (Rubenstein 2015). They also believe that natural catastrophes, such as hurricanes and floods, as well as crises that need immediate aid, are often met with the immediate assistance provided by the INGOs.

The International Justice Mission in this narrative is only one of several groups striving to improve the reliability and credibility of the world's legal systems. Some, like those advocating for microfinance and education, have a more direct effect on individuals and communities through fostering the growth of human capital and employability, as well as on the empowerment and participation of residents. Aid (partially contributed by INGOs) during the last three decades is projected to have raised the yearly growth rate of the world's poorest billion by 1%. INGOs play a significant role in the global community by working to alleviate poverty and injustice across the world. On the other hand, INGOS frequently fail in this endeavour due to multiple reasons. As a result, the credibility of INGOs is frequently attacked. A common proposed remedy is to increase openness and strengthen accountability procedures (Tujil 1999).

Figure 2-3: International NGOs (Source: Author)

Ossewaarde et al. (2008) suggest that this is not always sufficient by examining four elements of INGO legitimacy, these being ethical legitimacy, regulatory legitimacy, cognitive legitimacy, and output legitimacy. They concluded that the INGO mission statements generate a baseline foundation of credibility, but that this is not sufficient to underpin INGO legitimacy; rather, INGO legitimacy must be formalized and organised. However, due to power dynamics and the accompanying demands for transparency and accountability, as determined by various stakeholders, INGOs face an ongoing battle to balance their goals with the constraints of regulatory, cognitive, and output legitimisation.

2.3.5   Inter-Governmental Organisations (IGOs)

The term Inter-Governmental Organisations refers to bodies founded by treaties between sovereign governments; examples include the United Nations and the International International Labour Organisation (Tornquist 2004). According to the definition provided by Harvard Law School, an IGO is an institution established by a treaty and involves two or more states working together in good faith on matters of common interest. It must be noted here that no IGO may be considered 'legally' existing unless and until it has been established by international agreement (Harvard Law School 2022). For instance, the (G8) is a collection of countries that meet together once a year for economic and political conferences (Santiso 2002). The (G8) is a forum where the world's eight most powerful leaders meet annually to discuss and seek solutions to major international concerns. Canada, France, Germany, Italy, Japan, Russia, the United Kingdom, and the United States

make up the Group of Eight. According to the reforms of global financial system followed by the G8 governance, IGOs that are created by treaties are better than just a group of nations as they are governed by international law and can make binding agreements with each other, or with other states. Any international organisation that operates without first receiving consent from all participating governments is also referred to as an INGOs.(Harvard Law School 2022).

As the world continues to become more interconnected and globalised, IGOs have assumed a pivotal position in international politics and international governance (Firdoos 2015). In her opinion, Firdoos narrates that with participating governments from all around the world, including those in the United States, IGOs tackle a wide range of problems. In an article published by the Harvard Law School, the primary goals of IGOs were to establish a framework for global citizens to cooperate more effectively in maintaining international peace and security and addressing global economic and social issues (Harvard Law School 2022) . The United Nations, which succeeded the League of Nations, is one of the oldest IGOs, along with the Universal Postal Union and the North Atlantic Treaty Organisation (NATO). Since its inception in 1974, the United Nations has counted the Universal Postal Union as one of its specialised agencies. The World Trade Organisation (WTO), the African Development Bank (ADB), the European Union (Europe), and the Organisation of the Petroleum Exporting Countries (OPEC) are among the most prominent IGOs. In the wake of the UN and NATO, IGOs have emerged as significant stakeholders on the global stage. Furthermore, IGOs such as the UN and the European Union (EU) are becoming increasingly influential worldwide because they are able to establish norms, and wield authority, among their member states (Yasuaki 2003). Figure 2-4 depicts the idea of how IGOs are bound by any treaty.
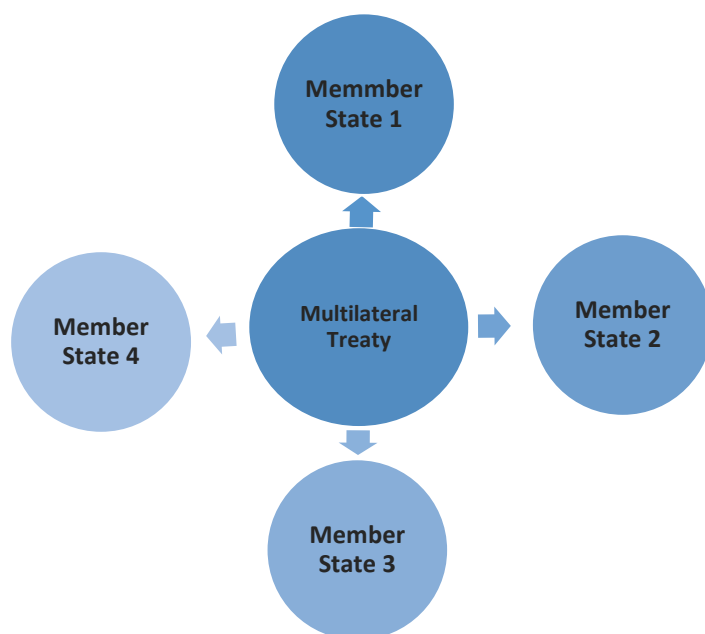
2.3.6 Local Non-Governmental Organisations (Community Based Organisations)

According to the definition and explanation offered by the UNESCO's Encyclopedia of Life Support System, the term 'local NGOs' refers to NGOs (NGOs Base) that are established in developing countries and conduct their operations there. These Community-Based Organisations (CBOs) operate at both the national and community levels (figure 2-5), often serving hard-to-reach regions with the greatest need and the least access to resources (Willetts 2002). Local NGOs act as intermediates between government and citizens, and donors and citizens; hold government and funders accountable; mobilise communities and include citizens' voices in decisions about the distribution of resources; build the skills and capabilities of communities and local people; grant international NGOs communities' access to ground-level information; and deliver cost-effective services (Funds for NGOs 2022).

Opare (2007) mentions that the CBOs may be smaller and informal, but they provide a variety of services that support the growth of remote communities and can serve as conduits for the dissemination of development knowledge and the distribution of resources needed to enhance the quality of life in rural areas. However, CBOs have limitations that prevent them from serving their communities in a comprehensive manner. CBOs can be strengthened, improved upon, and placed in a position to take advantage of available opportunities for community development by registering with an official public agency, developing their leadership, and networking with both local and external organisations (Funds for NGOs 2022). In this regards, certain sustainable strategies such as community

development, land trust, and economic support from the government, and are required to strengthen the role and influence of the CBO (Grimley et al. 2022).
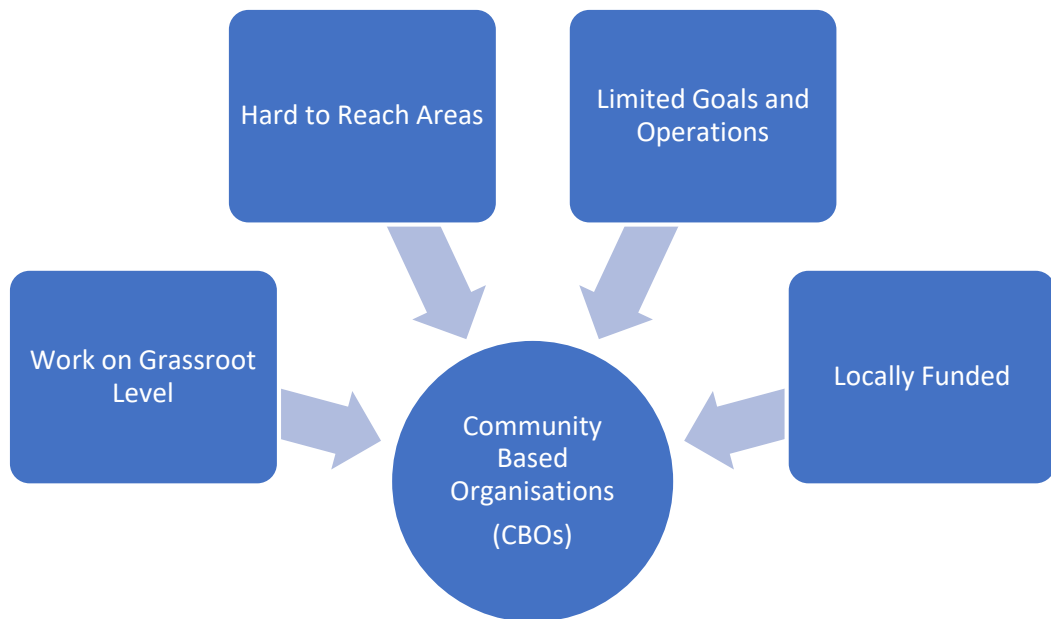
Figure 2-5: Community Based NGOs (Source: Author)

2.3.7   Organisational Structure of NGOs

An organisational structure specifies how activities such as task assignment, planning, and management contribute to the accomplishment of an organisation's objectives (Bhattacharyya 2008). In view of this definition, it is evident that the organisational structure has an impact on the activities of the organisation and serves as the basis for its routines and standard operating procedures. The organisational structure controls who participate in decision-making processes, and therefore how much their opinions will be able to influence the organisation's actions (Alin et al. 2022). It can also be observed that the organisational structure may be seen as a lens or viewpoint through which employees perceive their organisation and its surroundings. According to Browning (1991), organisations are a subset of clustered entities; hence, their structure may vary greatly depending on their purpose. Therefore, the structure of an organisation will influence its operational and performance modes. Stare views that organisational structure, which being out of balance, may give rise to failed projects (Stare 2011). It is therefore necessary to maintain a balanced organisational structure so it may permit the explicit assignment of duties of various operations and processes to various entities, such as the division, department, workgroup, and person.

Every NGO, regardless of whether it is an international, national, or local NGO, has an organisational structure that is more or less the same. A board of directors serves the organisation's chief executive officer who oversees daily operations. The board of directors is divided up into corresponding directors who are in charge of governing their own departments (Alin et al. 2022). Each director is accountable for the particular department to which they have been appointed. In general, NGOs are organised into divisions that include management, administration, and accounting (figure 2-6). Every division has its own project manager, administrative officer, and accounts officer, respectively. Every project manager is accountable for their assigned team, regardless of whether the team works in an office or out in the field. To have a lasting competitive edge, organisations must be efficient, adaptable, inventive, and compassionate. Organisations have been classified according to their operations and functions (Vakil 1997). In this regard, three types of organisational structures, i.e., pre-bureaucratic, bureaucratic, and post bureaucratic, will be presented and discussed.

2.3.8 Pre-Bureaucracy Style:

Bureaucratic Max Weber's model of the three types of authority (Weber 2013) pre-bureaucratic organisational structures are often those that are predicated upon traditional dominance or charismatic dominance. The pre-bureaucratic structures, also known as entrepreneurial structures, do not have task standardisation. This structure is more prevalent in more compact businesses and is most effective when used to the resolution of straightforward problems, such as sales or advertising. The structure is entirely governed from a central location. The strategic leader is responsible for making all of the most important choices, and the majority of communication consists of one-on-one exchanges. This style is especially helpful for emerging (entrepreneurial) businesses since it allows the founder to oversee the growth and development of the firm (Weber 2013).

2.3.9 Bureaucracy Style:

Weber, a German sociologist and author of the book The Protestant Ethic and the Spirit of Capitalism was the first person to use the word bureaucracy and provide a description of it. He did this during the end of the 19th century (Lutzker 1982). This concept is also known as the bureaucratic management theory, the Max Weber theory, and the bureaucratic theory of management. He believed the most effective method for establishing an organization or

administration was to use bureaucracy. Weber held the belief that bureaucracy was superior to conventional forms of organisational structure.

In a bureaucratic organisation, all employees have the same rights and responsibilities (Weber 2013). Investopedia defines bureaucracy in organisations as an organisation's structure that is characterised by numerous regulations, standardised processes, procedures, and standards, number of desks, rigorous division of labour and responsibility, identifiable hierarchies, and professional, almost impersonal relationships between workers (Investopedia 2022). According to Max Weber's theory of bureaucracy, a structure like this (bureaucracy), was required in big organisations for a substantial number of workers to systematically carry out all of the organisation's functions. Additionally, in a bureaucratic organisation, technical capabilities are the exclusive criteria for selection and advancement (Milofsky 1988).

Furthermore, there are three different kinds of power that may be found in organisations, according to this idea developed by Max Weber. These categories of power include conventional power, charismatic power, and legal power (Weber 2018). Within the context of his bureaucratic theory, the latter is referred to as a bureaucracy. In a democratic society, the preeminence of established jurisdiction is ensured since everything is organised according to norms and regulations. The bureaucratic management system is supported by the following three elements (Weber 2016, pg. 143):

1. The right to enforce regulations rests with management,
2. All routine actions that take place inside a bureaucracy to be official obligations,
3. Rules may be obeyed without much difficulty.

There are several layers of management in bureaucratic organisations, ranging from top executives through regional managers and all the way down to managers of individual departments or teams. Because there are multiple levels in the hierarchy, the power to make decisions must pass through a greater number of layers than in organisations that have a flat management structure. An organisation that is bureaucratic will have processes, regulations, and limits that are inflexible and tight (Trondal 2011). Structures with this mindset are slow to make changes, or adjustments to the way they have always done business. There are departmental organisational charts so that everyone knows who to report to and what their duties are. The person with the most power sits at the very top of the bureaucratic organisation, and so whilst information flows up the hierarchy, decisions

flow down. This is how decisions are made in these organisations. This results in the establishment of additional regulations and standards by the firm, whose operational processes are subject to stringent monitoring. The top-level managers in bureaucratic structures have an incredible amount of power over the choices that are made about the organisational structure. This is one of the benefits of these systems. Managers who want a more authoritative role will benefit the most from this approach. The potential to stifle creative thinking and innovative endeavours inside a company is one of the drawbacks of bureaucratic organisational systems. Because of this, it may be challenging for a business to adjust to the ever-shifting circumstances of the market in which they operate.

2.3.10   Post-Bureaucratic Style

In the literature on organisations, the phrase 'post bureaucratic' is used in two different ways: one that is more general, and another that is considerably more particular. The phrase 'post bureaucratic' is often used to refer to a broad set of concepts that emerged during the 1980s and explicitly oppose Weber's exemplary role bureaucracy. This may encompass, among other types of management, total quality management, cultural management, and matrix management. None of them, however, has abandoned the fundamental principles upon which bureaucracy is based (Josserand et al. 2006). According to this argument, hierarchies are still there in the company, Weber's logical, legal form of power is still in place, and the organisation is still constrained by rules. Heckscher, who argues in this direction, characterises them as spruced up bureaucracies rather than a radical departure from bureaucracy (Heckscher 1994). In his seminal work about culture management at Tech, Gideon Kunda (2006) argued that the fundamental nature of bureaucratic control remains consistent, as it involves the systemization, documentation, and management of laws and regulations. However, the attention is redirected from the organisational structure to the strategic direction.

The idea of the Post-Bureaucratic Organisation, created by a separate, smaller group of thinkers, aims to define an organisation that is not bureaucratic at its core (Josserand et al. 2006). The post-bureaucratic organisation is a model proposed by (Heckscher 1994) in which the focus is placed not on decision-making norms, but instead on meta-decision-making rules, and where choices are made by discourse and agreement instead of authority and command. In the management of non-profit organisations and community organisations, a model of decision-making that is horizontal and based on agreement is often utilised. Individuals who are generally subjected to oppression in groups may benefit

from its use since it is utilised to promote participation and to assist the empowerment of such people.
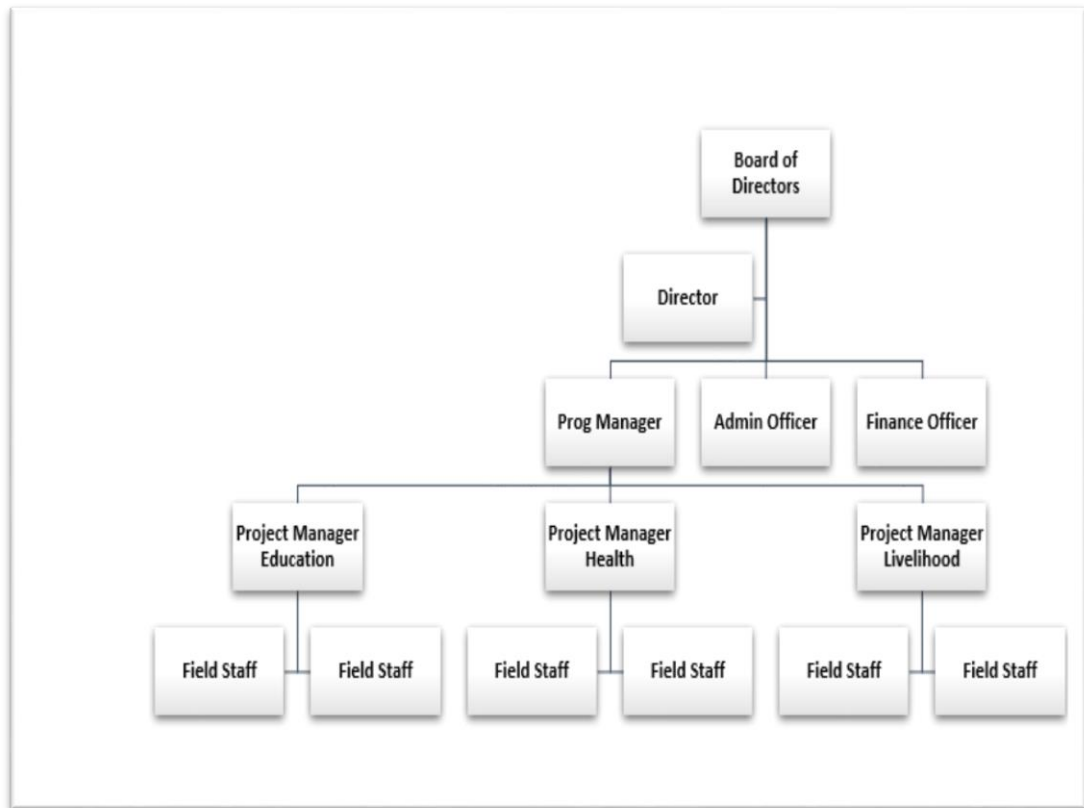
Figure 2-6: NGOs Organisation Structure (Source: Author)

2.4   Funding the Activities of NGOs

Non-profit organisations rely on a variety of financing sources for projects, operations, salaries, and other administrative costs. Fundraising is essential to the success of such NGOs since their annual budgets may run into the hundreds of millions of dollars or perhaps even billions (Antrobus 1987). Rehema mentions in her research article that the NGOs funding may come from a range of sources, including membership fees, sales of goods and services, private for-profit business activities, private and public foundations, public and private government grants, and private donations (Rehama 2014). They also believe that individual contributions may considerably contribute to the financial stability of non-profit organisations. In this regards, donors are the individuals, or the organisations, that provide funds to the NGOs (Parks 2008). Parks also believes that donor organisations play an important role in NGO delivered projects. In his article on donor funding and advocacy, he states that some of these donations come from wealthy individuals, such as Ted Turner's $1 billion donation to the United Nations (Parks 2008). Also, in June 2006, Warren Buffett

pledged to contribute 10 million Class B shares (at the time worth approximately $31 billion) of Berkshire Hathaway to the Bill & Melinda Gates Foundation, as reported by the 'Independent newspaper' (Independent 2018). By the end of 2021, Buffett had given a total of $32.7 billion to the Gates Foundation. Additionally, NGOs may rely on a large number of smaller donations as compared to a small amount of significant ones (Williams 1998).

Many NGOs, despite their need for independence from the government, actually rely heavily on government funding to function. Some government financing may be contested since it may restrict an organisation's ability to engage in political campaigning or pursue extremist goals. Whilst some NGOs advocate for specific causes, like access to clean water, others aim to educate the public on broader social concerns, like the need of gender equality (Bloodgood and Tremblay-Boire 2017). A large number of NGOs receive funding from regional, state, and federal governments. In this context, 'grant' refers to a monetary award given to a designated organisation for that organisation's stated mission. Grants provide financial support for a wide range of public service initiatives, including medical study, economic development, educational progress, and public service in general. Grants are essentially free money that can't be repaid. NGOs may also get funding from: annual dues, fees, or membership costs, individual efforts, and contributions. Support for charitable organisations may come from donations from the general public or from private sources (such as a company, an individual, or a family), earnings from the sale of goods and/or provision of services and/or agreements and contracts between governments. Because the complexities of the funding arrangements, it has come to be acknowledged that the relationship between NGOs and their donors is very unstable. In developing nations, NGOs rely substantially on foreign donor financing, and there is a risk of donor dependence becoming excessive (AbouAssi 2012).g

2.5   NGOs Operating in Pakistan

NGOs have grown enormously in number and size in Pakistan over the past two decades and have gained third place alongside the business and government sectors in terms of promoting social values and ethical culture (Teegen et al. 2004). Due to a dramatic increase in population over the past few years, it is becoming burdensome for government to reach out to all aspects of the community, and to solve problems at the grass-root level. According to the Pakistan Economic survey 2019-20, Pakistan is ranked 152 out of 189 countries using the UNDP's Human Development Index (HDI) ranking (Burney et al. 1992). The HDI assesses the development of a country based upon the capabilities of its

inhabitants and not only its economic growth. The HDI, therefore, summarises the measure of average human development and achievement in key areas, such as health and average life expectancy, a decent standard of living, and access to equitable and Quality Education (Husain et al. 2003). The education indicators show that Pakistan has not manifested improvement in the education sector until 2019. The 57% literacy rate in Pakistan lags neighboring countries. Furthermore, the alarming school drop-out rate, partly due to the recent Covid-19 pandemic, but well established before this, has indicated that the government cannot manage to achieve UN SDG 4 aspirations independently and without the help of community groups and other voluntary organisations (United Nations 2020).

Together with the government of Pakistan, a large number of NGOs in Pakistan are trying to raise the educational standards by incorporating the United Nations Sustainable Development Goal 4 (UNSDG 4) into their respective work agendas. Education that is both equitable and of high quality offers a vision that contributes to the consolidation of the nation's economic, cultural, and environmental progress. 'Educate a Child' is one of the successful Quality Education programmes operated by the government of Pakistan in conjunction with UNESCO. This project, which began in 2012 and served 176,000 refugee children in Pakistan, provided these children with a basic education of a high standard. The continuing endeavour has the goal of providing an education to 200,000 children who have fled their homes (Educate a Child 2022).

There is compelling data that supports the idea that a better economic system in a nation is guaranteed by the cognitive talents of the inhabitants inside that country. The contribution that education makes to a society is most readily apparent in the form of higher average incomes among the populace, which, in turn, contribute to the expansion and improvement of a nation's economy (Chapman and Lindner 2016). Schools that implement Education for Sustainable Development (ESD) with an emphasis on core values are better positioned to tackle the world's most pressing problems. It is possible to find solutions to difficult problems, such as climate change, the global financial crisis, the deterioration of the environment, and health and sanitation difficulties, by raising educational standards so that people are more aware, and can make impactful judgements (De Leo 2012).

Conversely, in an article published in March 2015, the European Journal of International Relations argued that the influence of NGOs, particularly INGOs, on government decision-making hinders the economic integration of emerging nations. Since

most NGOs receive financial support in the form of contributions, one of the most common questions that people have regarding them is whether or not the money is used effectively (Alger 2002). There may be cases of inefficiencies, embezzlement, redirection of cash to corrupt local authorities, or even tyranny if administrative expenses are high. Attempts have therefore been made to increase transparency and accountability regarding the use of funding (Vivien and Louis 2005).

2.6 Section Summary

This section provided a discussion on the origins and early stages of growth of NGOs in Pakistan, as part of the country's history. The presented information outlined the necessary prerequisites that must be fulfilled for NGOs to operate effectively. This chapter offered insights into the diverse classifications and roles of NGOs in a general context, predicated on the activities that said organisations undertake. The section incorporated an elucidation of the organisational frameworks utilised by NGOs. The chapter also introduced the specifics of NGOs operating in Pakistan, along with an overview of the diverse funding sources upon which they depend. The Pakistani government is dependent on NGOs to enhance the educational standards of the populace, a crucial objective to fulfil the United Nations' Sustainable Development Goal 4, which pertains to the provision of Quality Education. Although there are varying perspectives among the general populace regarding the functions and influence of NGOs, and certain concerns pertaining to their fiscal management persist, it is a fact that the citizens of Pakistan have experienced tangible benefits as a result of the endeavours of these organisations. Specifically, their initiatives aimed at enhancing educational achievement have yielded considerable success.

2.7   Project Success

This section investigates how the success of a project is dependent on a variety of elements, such as determining the critical success factors, performance of project management and the overall project's deliverables. There is a clear difference between seeking successful management of a project, and success with the project itself in terms of deliverables. Therefore, it is necessary to differentiate between successful project management and successful completion of the project. This section will consider if it is feasible to measure the success of a project, and how this can be achieved using established theoretical frameworks. The challenges faced by the organisations when measuring project success are also discussed in this section.

2.8   Project Management Success

The literature often refers to a measure of project management success as some combination of schedule (time), cost (money), scope and/or quality. In the oldest management literature devoted to the topic of projects, this terminology was already in place. In 1969, Dr. Martin Barnes introduced a triangle to depict the interplay between time, cost, and quality in construction projects, highlighting the necessity of balancing 'quality' with time and cost (Barnes, 2006). His aim was to underscore the significance of harmonizing these three aspects to enhance project management. This straightforward diagram became a seminal symbol in the history of project management.

The four components can also be seen as the project diamond or four-legged stool. Project scope refers to the degree to which the main deliverable is completed against specification, or if all expected activities and phases of the project are accomplished and is thus less well defined than either time or cost (Fageha 2013). Often, the term quality is evaluated retroactively using pre-existing norms in the sector or arbitrary standards. Traditionally, projects are evaluated after they have been finished to see if they were delivered 'on time, within budget, and to specification.' If everything is completed within a small tolerance, the project is considered successful. This resultantly implies that project management, the project team, and those responsible for the project's overall governance have a vested interest in this metric.

This traditional indicator of success is still the gold standard for evaluating projects. The key benefit it provides is a straightforward evaluation of the project's success and the

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efficiency with which project management knowledge is utilised to bring about that success within the boundaries of the project's immediate design constraints (time, cost, and scope). But there are significant restrictions to this mode of explaining project success. Most importantly, from an organisational standpoint, it emphasises the methods rather than the aims. Depending upon how scope is defined and quantified, it gives little, or no weight, to questions of whether or not the project's primary deliverable accomplished its stated goals and satisfied investors/stakeholders or not. In information systems projects in particular, it is not uncommon for a project that is late, over budget, and/or under-delivered versus requirements to be deemed a success since it nevertheless produced a value to the client/users and/or the investing firm. In light of this, it is clear that metrics of project deliverables or product success / commercial success are required as additional success criteria (Atkinson 1999).

The concept of project management can be traced back to 2570 BC with the construction of pyramids of Egypt (Haughey, 2010). However, Kloppenborg (2002) and Garel (2013) believe that it is only recently beginning to establish itself as a distinct field with its own body of knowledge (Shenhar 2007). In general, there is no universal standard for evaluating project success or failure according to these studies.

Given that a project is more often acknowledged as a means to an end, rather than an end in itself, it makes sense to determine whether or not that aim has been achieved (Cano and Lidon 2011). For any given set of stakeholders, a project's performance can be evaluated either from the standpoint of the means (the project itself) or the goal (what it was supposed or anticipated to accomplish). Furthermore, expectations of what the project intended to achieve, and assessments of whether it achieved them can differ across stakeholders, regardless of the means or aims (Nelson 2008). This means that the evaluation of a project's performance depends heavily upon the viewpoints of many parties involved, as well as the timing of the evaluation (De Wit 1988).

Park (2003) believed that multiple parties vest their interests in the outcome of a project, yet they may have conflicting ideas about its purpose and goals. People who have a vested interest in the outcome of a project include those who anticipated the demand for the project in the first place, those who provide financial support, those who stand to gain from the project, those who will be affected by the project's results, the members of the project team, and those responsible for supervising the project. Individuals involved in the project have unique interests, perspectives, and goals. Assuming a project is an end in itself,

its success may be evaluated once it has been completed. In contrast, if it is only a means to an end, its success cannot be evaluated until after the actual project has ended. This allows for factors that may have contributed to the project's initial goals and objectives to enter into the ultimate evaluation of its success (Park 2003).

2.9   How Can We Measure Project Success?

Research on the topic of project success has previously been conducted by several academics including notable studies by Cooke-Davies (2002), Jugdev and Muller (2005) and Muller and Jugdev (2012). The features of project success criteria have been summarised by Archibald et al. (2012). In order to solve the difficulty of defining the success of a project, the researcher will examine the previous attempts to define project success available in the literature. The concept of project completion has received much interest in both academic and professional communities. Essentially, there are three major elements involved in the concept of measuring project success as described in sections that follow:

2.9.1   Project Success Factors

Murphy et al. (1974) and Baccarini (1999) represent the first and most prominent stream of research, which seeks to identify the factors whose practice seem to be likely to contribute to project success, failure, or risk. In most cases, this literature prescribes lists of the essential success elements, failure factors, or risk factors that project managers and governing bodies must take into account. Although this line of inquiry is useful since it pinpoints critical success factors for projects, it does not define success in any concrete terms.

2.9.2   Dimensions of Project Success

The second line of inquiry seeks to catalogue additional possible risks and opportunities that might alter project results and necessitate targeted management action. These factors are sometimes referred to as being the 'dimensions' of project success (Shenhar et al. 2001). Among these dimensions are:

1. Project size (Yourdon 1997),
2. Project type (Dvir et al. 1998),
3. Project stage (Pinto 1988),
4. Project complexity (Williamson 2011),

5. Project mindset (Schultz et al. 1987).

These are all factors that can affect the success of a project. Keeping the NGOs project management in mind, this study's significance lies in the fact that it discovers new project factors (relevant to NGOs) that, depending upon the project's environment, and the management of the relevant and related project variables, might have a significant effect on the project's success. But again, this route does not detail how to gauge the project's success.

2.9.3   Project Success Criteria

The third stream, whose focus is on articulating the standards by which a project is evaluated, is typically taken into account alongside the first two. Whilst the first two focus on the means to an end, and the successful completion of the project, the third focuses on the criteria by which that end is determined. As a prerequisite to focusing project effort where it will have the greatest impact on meeting performance goals, understanding the factors that contribute to a project's success or failure is essential for project managers. Having a shared understanding of what constitutes a successful project helps stakeholders come to a consensus, even when they have competing priorities and viewpoints. There has, however, historically been a lack of parity in funding between different study avenues. The first two streams of research and practice have focused on 'how to do it correctly' at the expense of defining the third stream.

Some academics argue that stakeholders should decide on success criteria at the outset of every project rather than them being predetermined (Collins and Baccarini 2004; Muller and Turner 2007; Muller and Jugdev 2012; Lech 2013). As there is a wide variety of projects, goals, and other factors that might affect the results of a project, this perspective holds a lot of relevant generalisations. However, a shared reference framework is useful because it allows for consistent discussion of project success, and provides a consistent metric against which project outcomes may be evaluated (Müller and Jugdev 2012), especially among projects in the same discipline.

2.9.4   Using Key Performance Indicators

It is vital to understand the relationship between measures and KPIs in order to choose the appropriate ones. When people refer to a numerical measure that indicates the operational outcomes in respect to one or more dimensions, they often use the phrase 'measure'. This

is because people tend to use the word measure interchangeably with the term measurement. On the other hand, the key performance indicator (KPI) is a statistic that is directly connected to the objective or target value (Todorovic et al. 2015).

In addition to these measurements, performance indicators might be created as a means of providing assurance that the crucial success element outlined at the outset of the project would be met. They serve a purpose within the company, but they also inform the progress of the project to the customer and any other stakeholders that may be involved. The so-called value metrics, which show whether the requirements of the stakeholders are being fulfilled or will be satisfied, are of course quite widespread (e.g., project end date, project value, etc.). Everyone is able to utilise them, but customers and clients are the ones who will do so most frequently.

The previous classification of measures by stakeholders indicated that the value is no longer perceived solely through the quality of goods and services; rather, it is regarded through some substantial advantages to the customer or his or her organisation, the majority of which are intangible and hard to quantify. Examples of this include customer satisfaction, goodwill, and reputation.

2.10   Challenges and Drivers to Project Success

According to data provided in the Project Management Institute's (PMI) 2020 Pulse of the Profession Report, 11.4% of corporate investments are lost owing to poor project performance (Project Management Institute 2020). According to the report, the numerous causes contributing to project challenges include poor planning, including a lack of proper strategy, inconsistent procedures and techniques, incorrect management or reporting for all project stakeholders, and inadequate budgeting. It is also believed that overcoming the barriers/challenges to project success can ultimately transform a potentially unsuccessful project into a successful project.

Some of the challenges that the organisations encounter while delivering projects are discussed below. These include communication, goals, expectations, resources and scope.

2.11 Communication

Communication is the method of gathering all relevant information, analysing it, and successfully conveying it to others who may need it. Everyone participating in and impacted by initiatives must communicate effectively. According to Bowen and Edward communication is data that have undergone analysis and have been presented in a way that makes sense (Bowen and Edward 2010). Communication is so critical to project success that it has been referred to as the project's lifeblood (Sethi and Seth 2009).

There have been many different broad definitions of communication published across the years, including the Project Management Institute which states that communication is important in maintaining the involvement of project team members and other stakeholders, which is a crucial part of the effort involved in every project (Berzkalns 2003). Communication, therefore, encompasses not just spoken and written forms, but also the more informal forms of communication such as e-mail and face-to-face meetings, as outlined in the stakeholders engagement domain (Payne and Calton 2002).

Meetings, talks, and data mining online databases are all viable options for gathering information. After being compiled, the data is shared in accordance with the project's communications strategy (Project Management Institute 2000). Katz (1982) describe communication as the human language that is used to transfer information. According to Cacciattolo (2015), the primary purpose of communication is to support beliefs and ideas. Hellriegel (2010) describes communication as the tool that leaders use to guide the actions of others. Communication is therefore often referred to as the 'social glue' that keeps the organisation together (Alvesson 1956) and 'the nervous system' (Richmond et al. 1982; Cacciattolo 2015) of any organised group. Both of these metaphors refer to communication as being essential to the functioning of the group. According to scholars (Rogers 1987; Cohen and Levesque 1988; Rogala and Białowąs 2016) communication is the most basic activity in an organisation and serves as the foundation for all of an organisations' operations. They claim that this makes communication the most important aspect of an organisation as a result, it is impossible to coordinate the actions of an organisation if there are not proper communication channels between the different departments or divisions of the organisation itself.

2.11.1   The Role of Communication in Project Success

Communication that is both effective and efficient is not only crucial for the success of an organisation, but it is also an essential component in the accomplishment of organisational objectives. It is important to communicate properly since failing to keep people informed may result in financial losses. Others who are unable to communicate, among other things, may be unable to motivate the people who work with them. They may not only waste a significant amount of time as a direct consequence of the misconceptions that arise as a direct result of their poor communication skills, but they also may let an incredible number of possibilities for achievement slip through their fingers. Arab and Muneeb (2019) make some observations regarding the bottleneck of communication, which is when the manager has to interact with the group in order to successfully plan, organise, staff, lead, and regulate the activities of the group. This is necessary in order to produce effective performances. Because of this, it is reasonable to think that communication is the only method to motivate individuals, which will ultimately lead to improved job performance and more collaboration (Eka and Anik 2020). Communication also helps individuals understand what they need to do, why they need to do it, and to what degree they are meeting their goals by providing feedback on their progress. According to scholars (Vakil 1997; Van Ruler 2018), all employees working in an organisation are required to have a clear understanding of what it is they are working for in relation to the organisation's overall aims and objectives.

Communication itself is made up of three parts: a sender, a transmission channel/medium, and a receiver (Lewis and Wai 2021). The code through which a message is delivered is a fourth component, the medium of communication. The transmitted message goes from the sender, who encodes the message via a verbal or nonverbal means, to the receiver, who decodes the message. To promote efficient communication, all components must work together to avoid misunderstanding. The sender initiates the communication cycle and has a reason for communicating. Requesting information, transmitting information, asking questions, providing instructions, forming teams, or networking are all reasons for communication in project management. Communication success is mostly determined by the sender's ability to talk, write, reason, and listen properly.

Scholars believe that feedback is essential in communication. Interventions are necessary to improve communication when feedback is missing, delayed, or not

forthcoming. Communicators must regularly evaluate and examine the performance of their communication procedures and systems throughout deployment in order to establish a foundation for future evaluations. The message from the recipient should thus confirm comprehension since communication cannot be successful without understanding.

2.11.2   Organisational Communication

The only thing that is consistent throughout organisations is the perpetual change that occurs (Elving 2005). Within the realm of organisational and management discourse, this maxim is quite common and well-known. Many management and scientific textbooks, as well as other types of management and scientific writing, now include the issue of organisational transformation. In spite of the rising focus and study in this area, a significant portion of the attempts to effect organisational transformation are unsuccessful. Moreover, half of all organisational change projects are estimated to fail, hit a wall, or fall short of their original goals during their first year of implementation (Osei-Kyei and Chan 2017; Rosenbaum et al. 2018). A number of factors, including corporate culture, timing, and the lack of dedicated 'change agents,' contribute to the failure of many attempts to implement change inside an organisation (Bennebroek et al. 1999)

The successful implementation of organisational transformation is highly dependent on good communication (DiFonzo and Bordia 1998; Lewis and Seibold 1998; Elving 2005; Klewes and Langen 2008; Küng 2017; Rubbens et al. 2017). There is also consent among these authors on the notion of resistance to change. Elving argues that rumours and resistance to change are the direct outcome of change communication that has been poorly handled, which in turn exaggerates the negative elements of the change. The empirical picture that is progressively emerging from the data available suggests that the communication process, and the execution of organisational transformation, are inextricably related activities (Elving 2005). The model on the dynamics of planned organisational change also shows why communication is crucial during times of transition. According to Robertson et al., the success of the change attempt is contingent upon the organisation's capacity to influence the individual behaviours of its workers. If an organisational change is about how to modify the particular responsibilities of individual workers, then it is essential to communicate this change to those workers and provide them with information about it. Communication with these workers needs to be an integral and vital component of the change initiatives and tactics (Langlois and Robertson 1995).

Although a broad conclusion regarding the significance of communication in organisational transformation has been proved and is generally accepted, particular communicative activities, tactics, and outcomes have not yet been articulated (Lewis and Seibold 1998). Within the realm of change communication, Armenakis and Harris place a primary emphasis on how to construct messages and differentiate between five distinct message domains (Armenakis and Harris 2002), these being 1) organisational differences, 2) efficacy, 3) suitability, 4) primacy of support, and 5) individual value.

Clampitt et al. (2000) place a primary emphasis on the methods that managers use in order to communicate organisational change. The emphasis of Lewis (Lewis and Seibold 1998) in this regard is placed on the media that is used while conveying change. The results published by (Daly et al. 2003), and research conducted by (Cole and McCroskey 2003) corroborate the view that internal communication is crucial for conveying the need of change. Other scholars place their emphasis on the transformation's constructional stages, during which communication is essential to achieving mutual comprehension of the issues that organisations need to overcome in order to adapt to new circumstances and satisfy new demands (Visagie and Steyn 2011; Husain 2013). These empirical insights make a significant contribution towards our better understanding of the process of conveying organisational transformation.

2.11.3   Types of Communication

There are many different kinds of communication, including face-to-face interaction, group discussion, internal company memos, and online chat. Oral and written communication are two major modes of interpersonal communication, and both have their own distinct benefits and drawbacks. Interpersonal communication concentrates on interaction between a small group of individuals (Fussell and Kreuz 2014). When selecting a mode of communication, the individual should give due consideration to the benefits and drawbacks associated with each option. According to (Aydin and Rice 1992) employing digital community networks could be held responsible for bringing together a variety of groups in the workplace. Therefore, communication networks are repeating patterns of conversation that take place among individuals who are part of the same group or work team. According to the findings of the research, there are five fundamental networks for groups of five people (Cacciattolo 2015). These are distinct from one another in terms of the flow of information, the role of the leader, and the efficiency with which they do various sorts of work. When group tasks that are performed on a daily basis are simple and can be

customised, leaders in an organisation may try to establish centralised networks. Alternately, they may stimulate the formation of decentralised groups when tasks assigned to groups are complex and non-routine.

Organisational communication encompasses a variety of additional modes of communication that circulate inside an organisation, both within and between the various organisational divisions and groups. Communication might take place either verbally or in writing for each. Within an organisation, there are several modes of communication that adhere to both vertical and horizontal links (Cornelissen et al. 2015). The term 'vertical communication' refers to the flow of information between a company's upper and lower echelons, however it may include more than just those two directions (Cornelissen 2017). When information moves across an organization between coworkers at a similar level (peers) within the organization then this is an example of horizontal communication. Because it lays the groundwork for collaboration, horizontal communication is often used in situations designed to simplify coordination. People cannot successfully collaborate on projects together unless they are able to communicate with one another.

It is possible that communication through electronic means will have a significant impact on management and organisational communication. A large number of authors, including academics, working professionals, and journalists who specialise in technical topics, have mused about the implications of emerging technology on the working world. Some people believe that electronic mail is doing away with organisational hierarchies, or at the very least is limiting the barriers of communication between individuals at different levels of authority in an organisation (Sproull and Kiesler 1986). This, in turn, makes it easier to form more flexible work groups, including so-called 'virtual' work groups.

Other hypotheses centre upon the degree to which, and the circumstances under which, electronic communications would either strengthen or erode a feeling of community in the workplace, as well as other settings. Employees who are linked to one another by various forms of electronic communication medium often establish 'communities' that are distinct from other societies to which they might also belong in substantial ways (Sproull and Kiesler 1986). As a result, one may argue that electronic communications are essential to the expansion and efficiency of an organisation.

An additional mode of communication that takes place in organisations is known as the informal communication channel. The grapevine, management by strolling about, and

non-verbal communication are all examples of common kinds of informal communication (McDonough et al. 1999). The grapevine is the most common type of informal communication, and it is responsible for spreading rumours and often disinformation (Crampton et al. 1998). The management of the company may take measures to lessen the impact of harmful rumours, one of which is actively addressing them in a public forum. The gossip chain, and the cluster chain, are the two forms of the grapevine that are seen in organisations the most often (Shaharuddin et al. 2022). A number of workers in an organisation rely on the grapevine as their major method for learning about corporate happenings, particularly in situations when they do not have access to official information (Kandlousi et al. 2010). When compared to communications sent via more official channels, the influence of the grapevine on workers is often greater. According to scholars (Kandlousi et al. 2010; Bucata and Rizescu 2017) this informal communication channel is characterised by a relatively high rate of information transmission. Furthermore, the importance of the information shared correlates positively with the rate of transmission.

There is a communication strategy to known as 'management by walking about', and it entails the manager physically roaming around the workplace and having unimportant talks with their employees, customers, and any other stakeholders the organisation may have (Lorenzen, 1997). It is possible that using this technique will prove to be an efficient way to find out what's going on in the organisation and what people are talking about there. According to Lorenzen (1997), management by strolling about helps cut down on bureaucracy and removes some of the hierarchical hurdles that stand in the way of communication. It can also be a means to identify the genuine thoughts and feelings of employees that may otherwise be filtered out by layers of management.

Another type of communication is synchronous and asynchronous communication. Synchronous communications refer to planned and immediate interactions that occur in real-time through various mediums such as telephone, video conferencing, or face-to-face meetings (Branon and Essex 2006). Asynchronous communication is characterised by the absence of real-time interaction, allowing individuals to engage in communication at their own convenience without the need for prior scheduling (Giesbers et al. 2014). Examples of synchronous communication include telephone conversations or video conferences. Asynchronous communication refers to the exchange of information in a manner that is not dependent on real-time interaction. The lack of necessity for the recipient to promptly attend to the message permits them to reply at their discretion.

2.11.4 Non-Verbal Communication

The study of human communication is well established, and the study of non-verbal communication is perhaps one of the oldest subfields. At the very least, it may be traced back to the 1800s, when pantomime and acting instructors began analysing the relationship between face and bodily expressions (Hall et al. 2019). Therefore, a communication interaction that does not require words is known as non-verbal communication, and it is usually capable of conveying a significant amount of information. Burgoon and Bacue (2003) and Krohn (2004) state that non-verbal communication methods as including facial expressions, bodily movement, physical touch, gestures, intonation, and tone. According to (Burgoon and Bacue 2003), non-verbal communication accounts for a significant portion of the total amount of time spent communicating with one another in social settings. This mode of communication more often than not works in conjunction with other modes, such as sign language, spoken language, and written language. Non-verbal communication, like any language, is used to express meaning, but it is especially important in revealing feelings and attitudes, particularly towards the person or persons being communicated with, and it is the primary 'patron' of affect in messages. Non-verbal communication is used to reveal feelings and attitudes, especially towards the person or persons being communicated with (Phutela 2015).

2.11.5 Obstacles to Effective Communication

According to George Bernard Shaw, the greatest obstacle in communication is the delusion that it has been completed (Kanki and Smith 2001) and it is possible that various persons working in organisations of medium and large sizes may attest to the accuracy of the aforementioned remark.

Riege (2005) states that controlling the communication process requires an awareness of the obstacles that stand in the way of successful communication as well as a knowledge of how to circumvent such obstacles. At the individual level, as well as the organisational level, barriers may be recognised and analysed. It can be challenging to convey messages in the way they were intended due to a number of factors, including a lack of motivation and interest, inappropriate language, defensive communication, dishonest dialogue and filtering, insufficient non-verbal communication, information overload, inadequate communication skills, and technological issues.

Kieser (2002) identifies the true reason for the organisation that appears to make communication particularly challenging and presents this explanation. According to his research, an organisation may be thought of as a system of overlapping and interdependent groups. These groups can be departments that are housed in the same building or on the same floor, or they might be divisions that are situated in different parts of the country. Even within a very small organisation, people have a tendency to communicate more often with individuals who are located physically closest to them. As a result, the geographical distance between two people might act as a barrier to communication.

Differences in culture may also sometimes serve as obstacles to effective communication. Gibson and Manuel (2003) posit the overarching theory that cultural differences have an effect on intercultural contacts, often in the form of misunderstandings or conflicts, and that these effects are felt at both the individual and the group level. According to Guirdham (2017), this happens on the individual level as different values, beliefs or worldviews are manifested in communication behaviours, and as culture creates differing expectations. Ineffective communication might therefore lead to misunderstandings in creating and planning projects. Inadequately specified tasks and important processes, as well as confusion about duties, scope, and goals of a project undertaken could occur. The project managers routinely handle difficulties resulting from 'misunderstandings,' 'misinterpretations', and 'miscommunications'. Poor or inadequate communication represents one of the greatest dangers associated with any project. If project managers are unable to appropriately delegate duties, offer or translate instructions, explain critical project milestones and objectives, or define roles, responsibilities, about 'who is doing what', then stakeholders will be engulfed in a cloud of uncertainty.

2.11.6 The Need for a Communication Strategy

An organisation's ability to communicate effectively is often cited as the key to its success. Communication will play a crucial part in keeping the organisation afloat (Witteborn 2010). It is difficult to conceive of what it might be like to work in a company where there is no internal communication. Maintaining a productive workplace requires open lines of communication between supervisors and staff. It is often accepted that the ability to communicate effectively is crucial to both social success and professional achievement (Duong 2017). In the corporate sector, having strong lines of communication is considered crucial to the success of any corporation. Internal communication, including coordination

across departments, among workers, and between management and employees; and external communication, including with suppliers, shareholders, agencies, and consumers, need both be present for a company to function well (Miller and Besser 2000). Due to the detrimental effects, it has on organisational performance, poor communication has a significant price tag (Goodman and Hirsch 2010; Hamad 2021). Staff members that put in extra effort to collaborate, develop important formal and informal partnerships and communities of practice (Wenger and Synder 2000; Wenger 2004). People are unique in every way; they think, feel, see, and experience the world in unique ways. Until there is clear communication, there will be misunderstandings (Witteborn 2010). Communication inside a company is often regarded as the most efficient and straightforward method of encouraging employee engagement. Exposing parts of the staff to others is facilitated by disseminating relevant information, such as upcoming events, organisational objectives, services, and activities (Prabhu Kavin 2020). A communication strategy in this regard may manage communication problems. The communication plan basically supplies the project teams with a regulatory framework and outlines the various modes of communication that will be utilised to discuss particular areas or milestones all throughout the life cycle of the project. These modes of communication include email, meetings, phone calls, and memos.

For instance, if a project manager wants to notify the entire project team of a change in scope as part of change management, they can consult the communication strategy to determine the most efficient way to send such a message to the entire project team. This can be done in response to a change in the project's scope. In addition, project managers have the ability to adopt and implement software for project management in order to keep project team members and stakeholders informed of project updates, to increase transparency, and to provide a central database for all communications, consultations, and feedback relating to project tasks and milestones.

Considering the case of NGOs, there are many and different barriers to developing and deploying information and communication systems (ICS) to facilitate successful humanitarian aid delivery during complex catastrophes (Maiers et al. 2005). These obstacles often relate to basic organisational concerns like goal, culture, environment, and communication, and go well beyond technological considerations. Not only must ICS support basic transportation and logistics issues, but it must also support organisational communication, which is made difficult by a diverse landscape of stakeholders such as the United Nations, donor governments, multi and bilateral agencies, governments of crisis-

affected countries, NGOs, donor agencies, corporations, and individuals who have suffered during the crisis (Edwards 1994). Therefore, a clear and thorough communication strategy is essential for managing relationships among relief stakeholders. Human, political, and organisational factors of an efficient ICS are significantly more challenging than information and communication technologies (ICT) in such a system. For the sake of this debate, ICS includes not just IT but also people, procedures, policies, and organisational settings.

Complex communication challenges arise for NGOs not only within their own organisations, but also among the diplomatic, armed services, and numerous other NGO organisations that operate alongside them (Maiers et al. 2005). This is especially the case when these various non-profit and Governmental Organisations strive to increase their level of cooperation in order to improve the effectiveness of relief efforts. There are difficulties to be encountered in every facet of the continuously developing relief activities, including readiness and advance detection, recovery, relief, and rehabilitation. These efforts, in and of themselves, are constituted of complex and interwoven activities such as logistics, management of supply chains, human resources, both informal and formal collaborations, assessment and evaluation lessons learned, and organisational learning (Tchouakeu et al. 2013). Perhaps most crucially, there are problems with communication between those involved in relief efforts and the broader population that they have pledged to help.

2.11.7   Reviewing Organisational Communication from a Theoretical Perspective

Over the course of the last several decades, organisational communication as a discipline has seen tremendous expansion, both in terms of its breadth and its depth. The emergence of big business and the managerial approach to running a company has coincided with the rise of management theorists who seek to understand the 'how', 'what', and 'why' of organisations. As a consequence of this, there have been a number of management professionals who have articulated their perspectives and proposed ideas on the subject of management theory (Schneider and Arnot 2018).

Organisation communication studies were founded by Stanley Deetz (Deetz and Brown 2004) and prominent thinkers including (Weber et al. 2008), (Alder and Tompkins 1997), and (Cheney and Lee Ashcraft 2007). Their respective impacts on the field of organisational communication are compared and contrasted in this part of research. It is vital to understand that corporate communication is significant and important for firms

throughout the globe since it defines the primary function of businesses and ultimately decides their success or failure.

2.11.8   The Structural Functionalism of Weber's Classical Organisation Theory

Max Weber, the famous management theorist, was an early innovator in the field of organisational studies (Greenwood and Lawrence 2005). As far as we know, his theory of bureaucratic organisations is the first effort to explain organisational structure and provide significance to the communication processes that occur inside organisations. According to Weberian theory (Hughes et al. 2003; Crowther and Green 2004), companies have well-defined positions and duties, and as a result, their communication is hierarchical, organised, and straightforward. Consequently, organisations have inflexible machine-like structures where each member contributes by means of defined and clear functions and responsibilities so that there is no room for misinterpretation in the signals being delivered from the top (the idea is fundamentally a top down one). According to (Crowther and Green 2004), organisations function by assigning tasks to employees based on their skills and seniority, both of which are defined by preconceived beliefs, in line with the worth that Weberian analysis accords to these factors (Hughes et al. 2003).

2.11.9   Using the Organisation Control Theory Developed by Tompkins and Cheney

Organisation Control Theory as developed by Tompkins and Cheney is an outgrowth of Weberian thought for more fluid organisations (Schrodt 2002). According to this idea, the methods by which organisations exert their own authority fall into one of four categories. These being: 1) simple, 2) technical, 3) bureaucratic, or 4) concerted. These four modalities of command can be understood in relation to the organisation's degree of complexity, from the most basic of structures through pure bureaucracies and highly technical organisations, to those where every member clearly understands his or her role and how it contributes to the larger whole (Alder and Tompkins 1997; Grant 2004).

2.11.10 The Managerialism Hypothesis of Deetz

Stanley Deetz's Managerialism Theory is one such effort to characterise how organisational communication and organisational control occurs in organisations where classical conceptions are replaced with a recognition of the political and economic interests and the necessity to reflect and give voice to these different interests (Deetz 1992). One of the most interesting things about Deetz's theory is that he does not stop at the traditional ways of

thinking about organisations; instead, he proposes a vision of organisations that accounts for both the democratic hopes of the populace and the institutionalised structures of authority. In contrast to Weber's nameless bureaucratic model and Tompkins and Cheney's marginally better control theory, this approach recognises that meaning resides in people, rather than in their words, and seeks to uncover the motivations behind these meanings. The important issue here is that Deetz's theory embodies the logical development of organisational theory of control and communication, as it evolved from the necessity to acknowledge the pre-eminence of the management class as a force to contend with in organisations at the end of the 20th century (Deetz 2003).

2.11.11 Using Project Management as a Communication Tool

The inability of managers (within organisations) to effectively communicate with their employees creates an atmosphere of uncertainty and tension in the workplace, which in turn leads to lower productivity as well as a rise in rumours, gossip, and employee turnover (Longenecker et al. 2007). It hinders both managers' and workers' capacity to make educated business choices, since employees have trouble asking questions and grasping their new roles. The dysfunctional stress it produces in workers generally leads to substandard output, health issues, and more staff turnover. In conclusion, ineffective communication will often result in a loss of productivity if employees are not effectively communicated the organisation's mission, vision, goals, and objectives. Project planning is a means to communicate goals and aspirations to others.

According to APM, project planning can be referred to as using management processes to develop a project management plan, whereas integrated planning is the application of planning for benefits, success criteria, scope, quality, time, resources, money, risk, and communication (Association for Project Management 2022). The PMBOK defines planning as any detailed method, formulated beforehand, for doing or making something (Project Management Body of Knowlwdge 2021). The term 'strategic planning' refers to the process of determining the organisation's long-term goals, as well as any necessary adjustments to those goals, the resources necessary to achieve those goals, and the rules that will regulate the procurement, use, and disposal of those resources. This kind of planning is carried out at higher levels of the organisation and is responsible for determining the overall course that the organisation will take.

Management control, a shortened form of Management Planning and Control, refers to the type of planning that is concerned with the continuous administration of the business (Goetz 1949). For an organisation to achieve its goals, its management must exercise control over its resources to ensure that they are being procured and used in the most efficient and effective ways possible. The word 'control' is not utilised in the limited sense of verifying that activities comply with plans. Rather, the term 'control' refers to the use of resources in an effective and efficient manner. Budgeting, marketing campaigns, business relocation, operational control decision rules, project selection, and project planning are all examples of the types of planning that fall under this umbrella (Lester 2017). Because money is the common denominator of otherwise disparate parts of inputs and outputs, management control systems in company operations are built around a monetary core. Projects are subject to the triple restriction of resources, time, and performance, all of which come within Anthony's description of management control systems.

Operational Planning and Control, or operational control, is the name given to the third form of planning. Controlling operations means monitoring how well certain tasks are being completed (Olhager 2013). Regulating recruiting, adopting rules, controlling where advertising is placed, controlling inventories, and setting production plans are all included in this aspect of control. In contrast to management control, which relies on approximations, it is deterministic and operates on the assumption that accurate data will be accessible (Ajam 2018). Data collected by operational control systems often includes non-financial measures, such as the total number of products or hours, pounds of waste, machine-minutes, and person-minutes. There are aspects of operational control included in a wide variety of project operations, particularly those that do not involve labour. Controlling the schedule involves several facets of operational control, particularly in the manner it is handled in certain businesses once the timetable has been 'baselined'.

Although some operations may be planned and controlled operationally, the planning and scheduling of a project is not a precise procedure like that of a manufacturing plant that repeatedly turns out hundreds of similar goods every day. The measurements made by the project managers, for the most part, are not accurate, as each project is one of a kind, and management judgement is necessary for the planning and supervision of the project. Projects need to have some kind of connection to the organisation's overarching strategy (Figure 2-7), and the project itself may have an effect on the strategy, as well as on changes

in the strategy itself. Success for organisations is about delivering an excellent final product, service, or outcome for their clients so that they may put it to good use (Fraser 1977).

Figure 2-7: Types of Planning and Control System (Project Management 2022)

2.11.12 Work Breakdown Structure

In the planning phase, the most important tool is the work breakdown structure, abbreviated as WBS (Figure 2-8). The purpose of the WBS is to aid in the defining of the task, and to give a framework for the plans and schedules (Tausworthe 1979). When tasks are planned according to their WBS components, estimates and schedules may be made with more accuracy. Cost, time, and technical results may all be better managed with the use of a work breakdown structure (Haugan 2001). Management may check if all necessary products are defined in terms of cost, schedule, and performance objectives by dividing the whole product into progressively smaller units (Devi and Reddy 2012). By allocating performance budgets to individual work chunks and designating accountable departments, a time-phased plan is generated against which actual performance may be assessed (Norman and Fried 2008). In the event that variations from the plan are discovered, corrective measures may be performed. This comprehensive method of project preparation makes it much easier to ascertain the financial and time constraints imposed by suggested technological modifications.
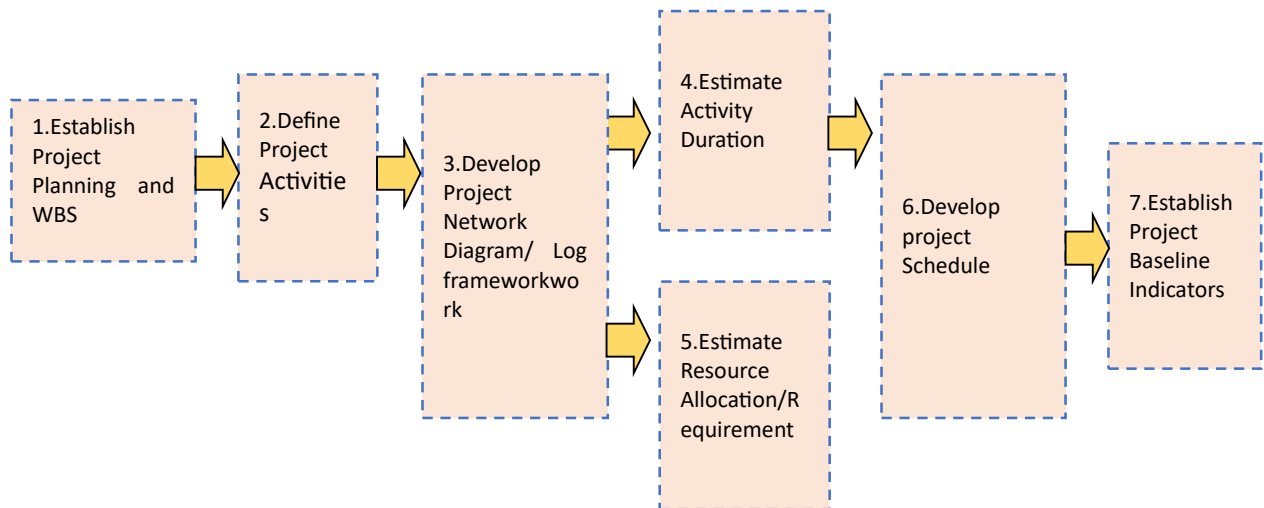
Figure 2-8: Project Planning and Scheduling Process (adapted from Brotherton 2008)

2.12 Setting up Goals

A goal is an attainable end result that is often both wide and long-term in scope. According to the Harvard Business Review (2014), the process of goal setting is an established procedure that is followed by organisations in order to determine an agenda for their respective business units, groups, or teams. Because of this objective, it is possible that they'll need to work together with individuals from other sections of the business, including their peers and those in higher-ranking positions in other departments. When an organisation sets a goal, it makes a commitment to achieve a certain objective, which may be achieved by an individual or by the project team as a whole. The process of defining goals not only provides organisations with a long-term vision, but it also helps to create the drive they need to attain those goals. In addition to this, goals assist organisations in determining how they want to use their time and resources, which is an extra advantage. The organisations produce a great amount of value for the company by defining objectives, and monitoring how well they are doing in reaching those goals. NGOs may benefit from creating goals in a number of ways, including, but not limited to the following:

1. Identifying the most pressing tasks at hand on a daily, monthly, and yearly basis and giving the project team a clear understanding of where they are headed,

2. Determining which activities are most important for the organisation, its staff, and any other interested stakeholders, and prioritising them so that the organisation may focus,

3. Establishing organisational objectives that increases the level of overall work satisfaction among team members.

Organisational goals are normally divided into different types so the managers may allocate the right team members to specific goals. These organisational goals can be divided into following categories:

Corporate Goals: The corporate goals address the overall accomplishment desired from the project (Rashid et al. 2003). A corporate objective is the comprehensive, overarching result that an organisation aims to attain in the long term. It outlines the future outcomes that the organisation hopes to achieve. It is not necessary for the business objectives to be detailed or to include particular measures. However, goals vary from objectives in that they do not have a time restriction and the outcome is not quantified or targeted. The corporate goals for the NGOs, for instance, may be about building a separate school building for girls in a specific area within a year's time. In order to accomplish certain corporate goals, the organisation and its employees may need to work together with members of other organisations (Pinho 2014). As a result, for the sake of advancing toward a common objective, for instance, one group can need the assistance of another group in the form of knowledge or resources. In situations like this, the organisations have the responsibility of managing not only their own personnel but also their peers in other sections or whose assistance the organisation may need at some point.

1. Individual Goals: Rollinson (2008) narrates that an employee's individual goals are focused on the specific ways in which they will help the team accomplish its overall objectives. An organisation's project delivery team, for instance, may have the express objective of identifying community representatives in a certain geographic area. Goals that can be achieved in the next six months to a year are considered short-term. The time needed to accomplish goals for the medium term might range from two to five years. whereas long-term goals are those that might take up to 10 years to accomplish,

2. Prioritising Goals: The priority and time range of each goal varies. Long-term goals may be attained over the course of many months or even years, but short-term goals can be attained in one or two months. The organisation may maintain this balance by categorising its objectives. Macdonald et al. (2018) in their book on systems leadership, define organisational goals according to their level of importance or priority,

3. Critical Goals: The establishment of critical goals is essential for every organisation. They are tasks that need to be completed in order for the organisation to continue

operating properly and to maintain a competitive advantage. For instance, if the organisation's critical goal (with regards to education projects) is the construction of a school building, then the critical goal will be to choose a location that is not only accessible but also risk-free for the construction work (Omotayo 2015).

The absence of well-defined project goals, and a discrepancy between those goals and the primary objectives of the organisation, are two more typical obstacles seen often in project management. This problem often emerges as a result of inadequate planning. There is no guarantee that a project manager is to blame in this scenario. Many businesses make the common mistake of not devoting an adequate amount of time and attention to the process of not just correctly planning projects, but also of ensuring that the plans for those projects are in line with a company strategy or roadmap. The responsibility of project management might vary based on the size and nature of the company. Some medium-sized and large firms include project managers in the 'pre-work' phase of project planning.

Frequently, project managers build a business case, which examines and presents the commercial value and monetary advantages of implementing a certain project. It is also connected to the organisation's overall strategy and road plan (Dvir and Shenhar 2003). Frequently, organisational leaders and executives analyse project plan documentation to decide whether or not to proceed with a project. The design of project plans establishes the context for the project planning, ensuring that management and members of the project team are aligned on the project's purpose, anticipated value, primary objectives, and explicit project objectives.

The idea of goal setting developed by (Lock et al. 1981) is now considered to be one of the most influential perspectives on what motivates people to work (Barton et al. 2020). The fundamental ideas of the goal-setting theory have been determined to have strong support after being subjected to systematic and comprehensive reviews and meta-analyses. This theory places an emphasis on the fact that all actions are motivated, and that the process of motivation is one that is goal-directed. Therefore, the amount of motivation is dependent on the kinds of goals that are established as well as the management of the internal and external elements that influence the process of moving from goal identification to goal accomplishment.

According to Locke's idea of goal setting (Locke et al. 1981), a person who has discovered what they want to do in life will also discover the information and abilities

required to get there. Locke discovered that the circumstances essential for goal achievement fluctuate depending on feedback, the level of commitment to the objective, one's skill, and the level of complexity of the activity. It is more important for organisations to have a wide variety of objectives, some of which may be simple while others may be complex, and some of which may be very specific or very broad. Employees seldom work for a single objective or have no ambitions at all. There are some fascinating results from studies on goal setting and inspiration. For example, it was revealed that high-performing people are those who are fully invested in achieving challenging objectives, and whose efforts are bolstered by clear results and actionable feedback on how they're doing. Specific, but simple objectives, generic goals like 'do your best,' or no goals at all, are no match for the kind of specificity and difficulty necessary to achieve consistently superior performance. Developing effective goals starts with considering the following essential factors (Sales and Pinto Molina 2017; Torrington et al. 2017), including the need to provide updates on progress made toward the objective (feedback). In order to make the necessary adjustments, one has to get both results and process feedback. Employees must be dedicated to the mission as a dedicated performer is more likely to follow through on their promise to attain a goal if they have some say in the matter and thinks to themself 'I can do this'. However, it is best not to set too many targets. Having too many goals may cause internal strife and lead to the abandonment of certain objectives in favour of more immediate ones. There is a risk that individuals would choose quantity above quality when faced with a challenging assignment that requires them to do both. Tasks with the highest likelihood of a good result are selected above the most desired one when incentives are highly valued.

Whilst for tough activities, it is better to have broad, 'do your best' objectives than narrow, challenging ones, setting specific, challenging objectives improves output on a simplified version of the same work. It is possible that providing external assessment may lessen the impact of success on internal motivation when the objective is really challenging. Total motivation (intrinsic as well as extrinsic) is much higher when the objective is challenging compared to when it is easy. The end outcome of the comparison in performance may be attributed to the dissimilarity in overall motivation.

Setting up SMART objectives is a common approach when the goals that an organisation seeks to accomplish are outlined in its objectives. They have to be founded on the organisational strategy and be connected with the vision, mission, and ethics of the

organisation. According to the Chartered Management Institute, the term SMART stands for 'Specific, Measurable, Achievable, Realistic, and Time-Bound', (figure 2-9) and it is a tool that may assist people, businesses, and even governments in setting goals (Torrington et al. 2017). As can be seen below, the acronym has been written in a variety of various ways, each occasion with a distinct set of words representing each of the letters:

1. **Specific** - In a concise statement, describe in great detail exactly what is expected to deliver,

2. **Measurable** - The objective should be accompanied by a specific metric that will allow organisations to track their progress and determine when they have attained their desired outcome,

3. **Achievable** - The third criterion is that the objectives be achievable (or at least mutually agreed upon), which means that they should be demanding without providing provisions for failure. The management and the staff should come to an agreement on the objectives before committing to achieving them,

4. **Realistic** - (or applicable), with the emphasis placed on the results rather than the ways by which they will be achieved,

5. **Time Bound** - Having goals that are time-bound indicates that the organisation's objectives need to be able to be accomplished within the constraints of the allotted amount of time. This is because projects are constrained by time. It is, therefore, necessary to acknowledge that some organisational goals might take more time to achieve than others, and that project managers might have to toss aside other goals because time and the resources they now have do not permit their completion.
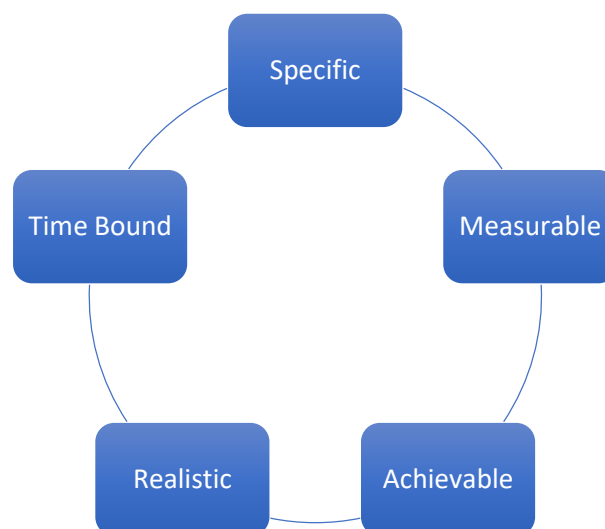
Figure 2-9: SMART Project Objectives (Source: Author)

A project's success is determined by its ability to achieve defined and quantifiable goals and objectives. Individuals are engaged and motivated when goals are set that are both achievable and realistic. Having objectives that are time-bound ensures that all parties involved may come to an agreement on the time ranges for their completion.

Although Drucker (1955) and Doran (1991) have been separately given credit for establishing the concept, it is impossible to determine with absolute certainty who of these two individuals was the very first person to use the word SMART in regard to goals. When it comes to setting individual goals within evaluation and performance management systems, managers often turn to the notion of SMART objectives to guide their deliberations. Objectives may be established at the corporate, functional, departmental, team, and individual levels. Objectives set at a more granular level, or at the scope of individual projects, should ideally link in with one or more of the larger, corporate goals (Lawlor 2012). Poorly formulated objectives may take people, teams, or the entire organisation on the wrong track, thus it is important for leaders and managers to get the process of defining objectives right. Although the process of determining one's objectives could seem to be difficult, this is not always the case. It may be as easy as having a conversation about the goals of the department and thinking up ways in which those goals might be achieved. The response to this question will serve as the basis for the process of individually creating goals and expectations for themselves. SMART, much like many other models, has been the subject of criticism, and many alternative formulations have been suggested (Doran 1981). The SMARTER framework is one such example; it expands the classic model by including elements for evaluation and framework.

2.13 Stakeholders' Expectations

Stakeholders' expectations for a project can be categorised as being an important element towards project success/failure. Realistic expectations from any project can bring achievable results, whereas unrealistic expectations may lead a project to face challenges. According to (Atkinson et al. 2006), one of the factors that might contribute to the failure of a project is the presence of uncertainty inside the project. It is generally agreed that in order to successfully manage projects, one must first master the art of managing uncertainty. There are many potential causes of uncertainty, and these causes have a fundamental impact on projects and the management of projects. These sources are not limited to prospective events; instead, they also include things like a lack of knowledge, uncertainty, characteristics of key stakeholders, compromises involving trust and control

measures, and fluctuating goals at various periods of the project's lifespan. Perminova et al. (2008) considering the definition of uncertainty and believe that uncertainty itself is not a self-explanatory phrase, and therefore, it is important to differentiate it from the term 'risk', as stated in by Patrick, risk is an unforeseen event or situation that has the potential to impact one or more project objectives, either favourably or unfavourably, and may pertain to aspects such as schedule, budget, scope, or quality. (Patrick 2008). PMI uses the concept of uncertainty to describe risk, but it does not define the term 'uncertainty'. Lechler et al. (2012) argue that projects are fraught with uncertainty due to their unique character. In an economy, economists correlate uncertainty with entrepreneurial action (Shockley and Frank 2011). It is therefore believed that profitable business would be impossible without uncertainty (Knight and Liesch 2002). If, as the overall body of literature argues, projects are unique, therefore uncertainties (unknown unknowns) are unavoidable, despite how much information is acquired before launching a project as argued by (Lechler 2012).

As a result of the economists' arguments, uncertainties are also acknowledged to exist. In contrast to risks, uncertainty may have both positive and negative repercussions (Jaafari 2001), and it is not well recognised how to effectively manage uncertainty over the course of project execution. In a broad sense, practitioners and academics both evaluate uncertainty in the same manner that they do project risks i.e., as negative occurrences that jeopardise the successful completion of a project. However, in accordance with the reasoning of economists, unpredictability is a prerequisite for the availability of opportunities. There has been a lot of effort put into developing concepts for and developing measures for uncertainty (Chapman and Ward 2004).

Similar to uncertainties, one of the most common errors made by project managers is establishing unrealistic timelines (Anthopoulos et al. 2016). This may be attributed to factors such as improper estimating approaches and lack of managerial perspective. In order for project managers to address this issue, it is essential for them to receive feedback from teammates and stakeholders on the time required to accomplish a given activity or to evaluate and approve a certain deliverable. This may be tremendously time-consuming, but the efforts will pay off if the whole team has a realistic deadline to adhere to (Baccarini et al. 2004). By using a project management tool that not only enables project managers to closely monitor project activities at regular intervals, as well as control the project schedule and timeline enables project team members, stakeholders, and executives' visibility into the

timeline, it will be possible to keep everyone aligned and help to prevent any last-minute surprises from occurring (Halttula et al. 2015).

Many optimistic project managers are susceptible to optimism bias when predicting or calculating the duration of project activities, resulting in planning errors (Flyvbjerg 2008). This is closely related to managing risk effectively, but it is essential to account for any concerns that might delay the completion of a project. The easiest method to do this is to include buffers in a timetable to accommodate delays and environmental concerns (Flyvbjerg 2008).

2.14 Resource Allocation

In the field of project management, determining how to effectively distribute available resources remains one of the most difficult challenges (Conlon and Garland 1993). Because many organisations have trouble allocating sufficient funds or procuring enough resources, many project managers are compelled to utilise the resources that are already at their disposal (Scott and Jefferson 1995). As a result, project team members, consultants, agencies, and suppliers may be tasked with duties for which they lack the necessary expertise or experience to provide high-quality results. To solve this problem, every responsibility with regards to a project needs to be coordinated with the position or skill set of the relevant professional (Slowwinski 1980). Before the completion of the project, the project managers are responsible for compiling a comprehensive list of all the deliverables, identifying the skills necessary to complete each deliverable, and analysing all of the available resources to determine whether or not there is a skills gap anywhere (Schwindt 2006).

If a project manager identifies that there is, in fact, a skills gap that poses a threat to the successful completion of the project's outcome, then the project manager can conduct an evaluation that is analogous to a 'make or buy' analysis to determine whether the organisation should recruit an existing team, or an external agency or firm, to fill the skills gap. For example, when deciding how to spend their funds, INGOs must make tough decisions. Since the funding provided allocated to NGOs is nowhere near enough to address the huge human rights gaps that exist, any distribution mechanism would inevitably leave some people unaided. Philosophers and project management professionals agree on two factors to address this issue which relate to the consideration of 1) the outcomes (or

benefits / harm reduction) of a particular resource allocation, and 2) the needs / priorities of specific individuals (Petrovic 1968; Engwall and Jebrant 2003).

This argument has been debated by Wisor (2012) in three ways; firstly, he argues that INGOs should keep a fair number of resources spread out. Secondly, he claims that even if someone is a consequentialist, INGOs should not use consequentialism to decide what to do. Thirdly, the author believes that more moral reasons should be considered when deciding how INGO resources should be used. So, when INGOs make decisions, they should think about things like relationships, need, respect for agency, and concern for fairness for beneficiaries. If these arguments hold up, international NGOs (INGOs) will focus their efforts on a select few nations where they may maximise their impact via prioritisation of damage reduction.

2.15 Project Scope Creep

Businesses and organisations in the modern world are facing significant challenges in finding strategies to ensure the success of their projects, and justify the huge amount of money that is being invested in such projects (Ajmal et al. 2019). This is of utmost significance in light of the growing sophistication of projects, that encompass a multitude of activities that are dependent on one another in a variety of different ways (Browning 2014). When evaluating projects, cost, time, and quality are often the three factors that are considered. A project is considered to be effective and efficient if it is able to achieve its goals while staying within its allotted budget, remaining on time, and performing in line with the standards, all while exceeding the expectations of the client (Ferrada and Serpell 2013). Managing the scope of a project is the most effective method for removing ambiguity and uncertainty from initiatives. Management of the project's scope is essential for achieving project goals and satisfying the requirements of the customer at the same time.

Conversely, scope creep is a major issue that may arise because of an inadequate description of the project's scope. This can result in changes in the project's scope, which can have a negative impact on the project's duration, cost, quality, and even risk (Dekkers 2007). The tendency of a project to go beyond the boundaries that were initially outlined for it is referred to as 'project scope creep' (Janssen et al. 2014). Inadequacy in the project scope is considered to be one of the primary reasons for the failure of a project since it results in an increased number of modifications and adjustments that often increase both

cost and time (Bjarnason et al. 2012; Sethia and Pillai 2013; Alami 2016). According to research undertaken by Hoylandskjaer (2018) on project scope creep, project practitioners often hold one of two main opinions about scope creep, these being that happens regardless of how well the project scope was planned and requires regulating efforts rather than eradication, or that scope creep is often the result of poor planning or lack of preparation in the early phases of a project. In other words, the fundamental premise of this approach would be that project scope creep is avoidable and subject to eradication.

Scope creep is not a problem that is exclusive to a single industry or sector; rather, project practitioners all over the world and in almost all types of enterprises and industries experience It (Ajmal and Yafei 2020). In fact, research undertaken found that just 19% of all project initiatives are successful, but that more than 50% of those failures were caused by scope creep (Abramovici 2000). Another study found that 31% of respondents considered project scope creep to be a cause of project failures (Alami 2016). Even though these problems still exist, very few studies have attempted an in-depth investigation of failed projects to discover the reasons for their failure. Scope creep is described as the addition of more activities than were initially stated, resulting in increased project expenses and perhaps a variance in the expected project duration (Khan 2006). Organisations and consumers have a long-standing relationship, mutual acceptance, and an awareness that each firm's advantages are at least somewhat reliant on the other (Chakravorty et al. 2014). In several circumstances, change request and scope creep are frequently equated. However, change requests, which are monitored and regulated by the organisation's change control board, may be expected, whilst scope creep cannot always be correctly predicted. In addition, the Project Management Institute (PMI) identifies scope management as being an essential aspect of project management (Madhuri et al. 2018).

In the following paragraph, the research will look into some real examples of education projects delivered by NGOs and will evaluate success factors for such projects.

2.16 Examples of Education Projects by NGOs: Evaluating Success

2.16.1 UNESCO's Right to Education Program

Speaking in terms of education projects, the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) defines early childhood development (ECD) as the period from birth to age eight that is crucial for a child's healthy physical, mental, linguistic, and social growth and development. Children up to the age of 8 are included in the definition of

ECD since it is believed that a child's preparedness for primary school relies on the school's ability to accommodate the unique learning styles of young students. The Early Childhood Education programs are conducted to the early years of a child's life are a formative and important period. This is a period that has the potential to provide a solid groundwork for children's futures, or it may have an adverse effect on children that lasts their whole lives (UNESCO 2022). The results of a significant body of research indicate that children who get high-Quality Education and care in early infancy may benefit academically and in later life (Dahlberg et al. 2013). Early childhood education gives disadvantaged children the chance to lift themselves out of poverty and build a more secure future by realizing their full potential (Mahon 2010).

Early childhood education is defined by Gordon and Browne (2000) as including preschool, kindergarten, Montessori education, and primary access to education ages two to eight years old. Early childhood education is a stage in the process of education that emphasizes the robust development of the individual's personality. According to the findings of research that was carried out on ECD utilizing qualitative interviews with professionals from a broad variety of NGOs, as well as government and donor organisations, various challenges were discovered in relation to ECD programs. It is also claimed that if the difficulties are transformed into the potential of an organisation, then the challenges might be considered CSF for the particular project in consideration (Murphy et al. 2018). The following list provides a depiction of some of the challenges that have been anticipated by the researchers such as (Black et al. 2017; Shawar and Shiffman 2017; Tahira et al. 2021). If these challenges were to be overcome, it is possible that they might be considered as the CSF for the ECD programs:

1   Access to education,

2   Quality of education,

3   Budgetary reforms,

4   Strong governance,

5   Tackling poverty,

6   Law and order,

7   Disasters management,

8   Qualified teachers,

9   Public awareness,

10   Provision of facilities.

In another educational project, the goal of Pakistan's new 'Right to Education' programme was to increase the number of rural school-aged female students by 50,000 by year 2018. To help girls in underserved regions of Pakistan have access to high-Quality Education and vocational training, UNESCO and the ministry of Pakistani education have created the Girls' Right to Education Programme (UNESCO 2018), which intends to deliver high Quality Education to underprivileged community of the society. The CSFs for this project are detailed below:

1. Increasing student enrolment through community mobilization,

2. Students' retention through activation of parents-teachers committees (PTCs),

3. School Management Committees (SMCs),

4. Teachers training and development programs,

5. Authorising local government authorities to cooperate and facilitate the NGOs.

2.16.2 Save the Children's ECD Programme

Early childhood education (ECD) and care for young children are widely acknowledged to be beneficial. ECD, or early childhood development, is an umbrella term for several initiatives aimed at improving the lives of infants, toddlers, preschoolers, and their families. Early childhood development (ECD) has been lauded by international organisations such as the World Bank, the World Health Organisation, UNICEF, and UNESCO for its potential to mitigate poverty by enhancing children's health and well-being, stimulating early learning, and preparing them for school.

The Early Childhood Care and Education (ECCE) system was established and launched in 401 government schools across four districts in Khyber Pakhtunkhwa in 2011. In 2015, the KP government officially accepted and began rolling out the new system over the whole

province. Between 2011 and 2015, 30 madrasahs in the Battagram area successfully integrated into a national curriculum in addition to ECCED. More than half of the world's school-age children are not learning, according to a recent study issued by Save the Children. The learning crisis has the greatest impact on the world's most underprivileged, underrepresented, and disadvantaged children, such as those entangled in crises, experiencing severe poverty, or discriminated against due to their gender, handicap, ethnicity, or religion (Save the Children 2022).

In this precarious setting, the COVID-19 epidemic posed unprecedented threats to Pakistan's educational system. About 42 million students had their educations disrupted; many of them were already at risk of not finishing high school. The organisation believes that all children, even the most disadvantaged and marginalised, have the right to a basic education of high quality. All of Save the Children's successes by 2030 will be bolstered by their education efforts, which are in accordance with Sustainable Development Goal 4. (All children Survive, Learn, and are Protected). Some of the signature projects delivered by the organisation are as follows (Save the Children 2022):

- Basic Education,
- Education in Emergencies,
- Early childhood care and development,
- School Health and Nutrition,
- Education technology,
- Mental health and psychosocial support,
- Advocacy and policy.

To aid in the education of the most disadvantaged children, the organisation works on three areas:

1. Get started on children education and development as early as possible by taking advantage of Early Childhood Care and Development programmes offered by NGOs,
2. Foundational learning (Basic Education): the organisation improves the quality of education so that young children learn to read and write in circumstances that encourage their health,
3. Continuous education (Education in Emergencies): the NGO assures that no child's education is interrupted due to a disaster.

The CSFs for Save the Children projects can be summed up as follows:

- Developing mental capacity,

- Promotion of reading and writing skills,

- Improved mathematical ability,

- State of readiness to learn,

- Secure learning environments,

- Opportunities for faculty members.

2.16.3 Accelerated Learning Programme for Girls

The Accelerated Learning for Girls (ALG) (Salgado) project (2018-2021) by Save the Children aimed to increase access to secondary education for unenrolled girls aged nine to eighteen in the Sindh province. The measures have increased enrolment and decrease the frequency of underage marriages. To take advantage of the situation when schools were closed due to the pandemic, ALG developed a program that provided maximum flexibility and optimum layout for delivering education projects in Pakistan (Children 2021). A model of distant education that utilises digital platforms for exchanging and analysing educational information and for giving academic help enables these children to continue reading and learning. This process allowed them to examine what they had learnt prior to the ALCs' conclusion. As soon as the digital curfew was lifted, Save the Children abandoned its Distance Learning Model with Alternative Learning for Girls initiative (Save the Children 2022). The CSFs for ALG project as indicated by the organisation itself are stated below:

1. Learning- Ed technology,

2. Professional development for teachers,

3. Education administration systems,

4. Digital Engineering.

2.17 Investigating CSFs for Various Sustainable Projects

2.17.1 CSFs for the Management of Public Projects Associated to Disasters

An in-depth case study of the tsunami that was conducted by (Kyne and Pathranarakul 2006) uncovered 10 critical success factors (CSFs) that need to be carefully considered while managing disaster-related public projects in Thailand across the various stages of the project life cycle. Following this logic, they argued that catastrophe management is analogous to government-led public project management. The following are important elements to be included in the list of CSFs for public project delivery:

1   Effective institutional framework,
2   Coordination and cooperation between the key stakeholders,
3   Enabling laws and regulations,
4   Effective information management system,
5   Capabilities of managers and team members,
6   Effective engagement with key stakeholders and target beneficiaries,
7   Efficient communication mechanism,
8   Clearly stated objectives and commitments by key stakeholders,
9   Effective logistical management,
10   Sufficient mobilisation and distribution of resources.

According to the project life cycle of flood disaster rebuild projects, Kim and Choi (2013) provide an understanding of the factors that influence project outcomes. Interviews and questionnaires with chief project officers and external technical project engineers who worked on the studied projects are used to conduct the qualitative analysis. According to the findings of the study, it was important to have a clear project execution plan, to make improvements in design management, to enhance coordination at the plan–design–construction interface, to get rid of vicious cycles that prevented project performance from improving, and to quickly evaluate the qualifications of contractors. More examples for successful education projects in Pakistan can be seen in appendix E.

2.17.2 CSFs for a Number of Different Small-Scale Construction Projects

Ismail et al. (2014) used a real-life case study method to investigate at how 800 small reconstruction projects were completed by in-house forces. They came up with a list of five factors that influence the success of in-house projects, such as

1   Partnerships,

2   Benchmarking and performance measurement,

3   Continuous assessment,

4   Effective organisational structures,

5   Effective communication.

Assistance for victims of natural or human-caused catastrophes, capacity building, and creation of fundamental physical and social infrastructural improvements are only some of the definitions of international development projects (IDP) that were examined in length by Khang and Moe (2008). The World Bank is involved in a variety of international development initiatives (Ika et al. 2012) and it is increasingly at the forefront of housing rehabilitation in countries that have been impacted by natural catastrophes (Ganapati and Mukherji 2014). An extensive review was conducted by (Ika et al. 2012) on the critical success factors for international development projects by a number of different academics (Kwak, 2002; Khan et al., 2003; Vickland and Nieuwenhuijs, 2005; Diallo and Thuillier, 2005; Struyk, 2007; Khang and Moe, 2008).

In the case of NGOs that are particularly involved in the delivery of projects such as the construction of school buildings and other types of infrastructure, the CSFs mentioned in this section could be something for them to consider in order to deliver more successful projects. It may be helpful for NGOs to create more realistic goals and indicators if they invest in the development of relationships with important stakeholders, such as the government and/or donors. M&E as a critical CSF may improve their performance if they gave it some thought and used measures like benchmarking and performance indicators. In this context, M&E refers to a procedure known as 'monitoring and evaluating,' in which independent evaluators utilise their knowledge to form their own opinions on the credibility, efficiency, and efficacy of large-scale initiatives. M&E procedures are used by a wide variety of international organisations, such as the United Nations, the World Bank, or the International Monetary Fund, as well as regional public finance institutions, in order to measure and estimate the impact of projects, policies, and implementation activities carried out all over the world. The provision of in-depth information to all relevant parties on the state of the activities that are being investigated is made possible through monitoring, which guarantees that an ongoing assessment will be carried out. The procedures that are employed have as their goal the determination of the outputs, deliveries, and scheduled timetables. Evaluation is the process of methodically and

objectively assessing the ongoing relevance, effectiveness, efficiency, and impact of operations in relation to the goals that were outlined in plans. The goals of monitoring and evaluation are to increase feedback, learning, and overall success in implementing change methods. In most cases, the assessment frame is used to conduct evaluations and monitoring of short-term results. In the M&E emphasis on new initiatives, having knowledge of the many areas of analysis is essential. Monitoring and evaluation are a procedure that involves the application of one's expertise by impartial specialists in order to assess the correctness, efficiency, and usefulness of large-scale efforts (M&E). In this regard, the organisational structure plays an extremely important part in the initiatives that NGOs are working on. The organisational structure of a company plays a significant role in determining the manner in which work is delegated within the company. It makes it possible for teams to collaborate while still fulfilling their individual tasks, which is the key to effective collaborative task management. NGOs are obligated to handle in an appropriate and efficient manner the pathway via which activity is carried out. In a similar vein, one of the most important factors for NGOs (NGOs Base) to take into consideration in order to provide successful initiatives is good communication.

2.17.3 CSFs in the Project Management of INGOs Working in the PDR

According to the findings of a case study that was conducted in Gujarat, India on international collaboration in a post-disaster environment by Shaw and Ahmed (2010) the most critical criteria for effective rehabilitation and rebuilding are

1 Stakeholders' participation and empowerment,
2 Flexibility and a timeframe,
3 Teamwork,
4 Project identity and ownership,
5 Trust,
6 Assessment and transferability.

Humanitarian organisation Catholic Relief Services created a guideline for reconstruction that emphasised the characteristics that might contribute to the success of a project, including offering maximum freedom and flexibility to stakeholders of re-construction programmes (owner-driven approach), strong coordination between the social and technological aspects. Therefore, if the education projects involve any sort of school building construction, flexibility and freedom of relevant shareholders must be considered.

Flexibility may be offered in the form of design, requirement, convenience, and practicality of the school building which is being constructed.

Field research by Steinfort (2007) revealed five critical success criteria connected to Project Management procedures being appropriately carried out that resulted in a successful assistance project. These included:

1   Well-defined purpose,

2   Buy-in from key stakeholders and resources,

3   Consensus on the project's aims and objectives,

4   Established project plan and programme/method of work,

5   Plan's viability (with respect to resources, constraints, etc). Steinfort & Walker (2007).

It is essential that service recipients, and employees participate in the measurement of success outcomes (Mitchell et al. 1997). Nevertheless, despite our greatest efforts, not all initiatives are deemed successful. Consequently, it is crucial that the organisations document all the commitments and agreements relating to the success-measuring criteria to ensure there is continuity between how it was proposed to determine a project's success, and how this actually happens when the time comes (figure 2-10).
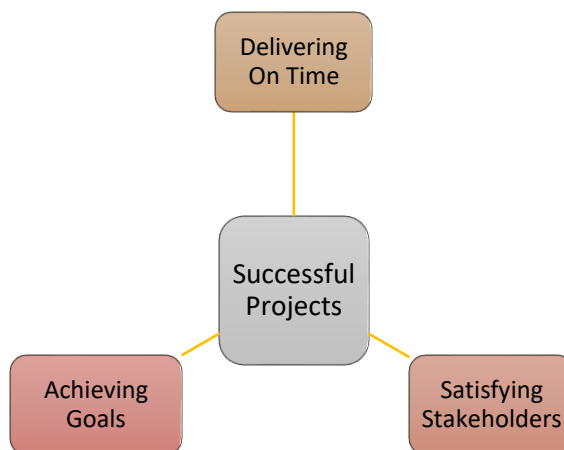
Figure 2-10: Illustrating Project Success (Source: Author)

2.18   Section Summary

The second section of this literature review starts its discussion with the concept of project management success. Elaborating further, examples are presented of success factors, success criteria, and key performance indicators relating to projects. The challenges faced by the organisations whilst delivering projects are also discussed. Challenges with project management and delivery include communication, setting up realistic goals, project planning, dealing with uncertainties and risks, unrealistic expectations, resource allocation, and project scope creep. The section concludes by discussing education programmes conducted by NGOs in Pakistan and details some of their critical success factors. When discussing the success of a project, it is important to keep in mind that there is no uniform definition of project 'success' and that, for certain projects, not all stakeholders have agreed to the full scope of the success criteria. Projects may be deemed a 'success' for strategic reasons even though not all agreed-upon conditions have been completed. Typically, a successful project will have the essential specifications such as being finished on schedule, accomplishing all deliverables, being within budget, and achieving all the necessary performance and quality standards. However, a project may also be considered a success if it has met all of its goals and outcomes and/or it has satisfied the expectations of all stakeholders.

2.19   Sustainability: Introduction

Human civilizations have been struggling for almost four decades to discover safer ways to meet their present needs without compromising the ability of future generations to accomplish their prospective needs (Caradonna 2017). This concept is known as sustainability (Gilbert Silvius 2017). Sustainability can be further explained by considering an argument put forward by Ayers, which considers that a process can be regarded as sustainable if maintained indefinitely. Sustainable development is a consistent performance towards building a sustainable system composed of community, city, and country, and that meets human needs and basic requirements indefinitely (Ayers 2017).

The Brundtland Report defines sustainability as fulfilling human needs (Sneddon et al. 2006), while sustainability in the present time is referred to as maintaining human well-being now and in the future by defining and setting up well-being targets and indicators In order to understand the meaning of well-being, Stiglitz Report explains that the measures of human well-being should include standards of living such as per capita income, economic

and GDP progress, education, health, and population statistics, political governance and corporate ethical behavior, social connections, and environmental conditions (Stiglitz 2018). Therefore, sustainability aims to increase general awareness by promoting quality and standards of life and improving all the components related to human well-being.

Sustainability shares historical roots with the industrial revolution in the 17th century (El-Haggar 2016). The industrial revolution resulted in an overall increase in population, economic growth, automated processes, technological advancements, and trade and growth of business organisations (Griffin 2013). The technological breakthrough, including health and sanitation facilities, lead to a sudden population growth rate. The increased population, along with the industrial boom, exploited the natural resources. Since natural resources, for the most part, constitute exhaustible and non-renewable resources, such as oil, coal, and natural gas the present situation poses a natural barrier to economic growth (Henke 2021). The manufacturing of products and services through different stages of economic development generates wealth and jobs, thereby aiding unprecedented economic growth and development. Such growth gets affected and, in turn, affects the sustainability of a country's economy and the environment (Ashworth 2017)

With the advancement of time and technology, organisations and societies have also learned that sustainability is associated with their survival and it is indispensable for the natural environment's well-being and harmony (Martinez and Poveda 2021). Sustainability in present times is a critical focus of businesses. Exhibiting a sense of sustainability into businesses and management practices accomplishes short-term and long-term benefits, such as risk and change management, building organisational reputation, satisfied stakeholders, operational efficiency and cost cuttings, and a chance to contribute towards a sustainable business environment (Gonzalez 2019).

Project management, in this scenario, helps businesses achieve their deliverables using planning, execution, monitoring, and evaluation processes to manage project activities from initiation until project completion (Simon and Webster 2018). According to the Project Management Institute, a project is a temporary endeavor undertaken to create a unique product, service, or result (Patrick 2010). The contemporary business environment undergoes rigorous investigations imposed by legislative authorities and stakeholders, that require businesses to focus on regular sustainability appraisals. It is, therefore, mandatory for organisations to accept responsibility for multiple bottom line assessments (Bloodgood

and Tremblay-Boire), including economic, governance, social, ethical, and environmental (EGSEE) performance (Rezaee 2016).

Project management in this connection plays a vital role by offering specialised processes, methods, knowledge, skills, and expert advice from experienced managers and academics to achieve project deliverables. The temporary nature of projects may appear to contradict the interminable effects of sustainability; however, the plan and decisions made by project manager are taken in an environment that must align the project to be sustainable and successful.

The critical appreciation of the framework in which an organisation operates, and delivers its objectives, helps ensure that the activities have been conducted in line with the goals set out by the organisation, and managed following the prescribed methodologies and procedures (Jennifer 2012). The use of project management tools such as network diagrams, Critical Path Method (CPM), Gantt charts, Work Breakdown Structure (WBS), and Project Evaluation and Review Technique (Driscoll et al.) help organisations by demonstrating the sequence of activities scheduled to discourse the analytic relationship between the project activities and their estimated completion time (Kloppenborg et al. 2007).

2.20 United Nations Sustainability Development Goals (UNSDGs):

The United Nations (UN) is an international organisation, comprising 192 member countries. Maintaining international peace and security between the member states is a primary goal of the UN, but it has other goals as well including the consideration of sustainability across planet.

The UN presented its agenda for 2030 for sustainable development, which was unanimously adopted by all member states in 2015. The blueprint contains information about maintaining peace and prosperity and taking care of the planet for now and into the future. For this purpose, the UN divided its mission into 17 sustainability development goals (SDGs), also known as global goals. The SDGs acknowledge that strategies should be designed to tackle poverty, health, education, inequality, climatic change, and economic imbalances on the top. The SDGs have been further divided into 231 unique performance indicators. Goal 4 has been sub-categorised into 7 targets, which are subsequently divided into 8 performance indicators to limit the scope, and to keep the goals within a realistic and

attainable target (UN General Assembly 2017). More information regarding the 17 UNSDGs can be accessed in Appendix I.

2.20.1 Delivering UN Sustainable Development Goals in Pakistan

The global SDGs being delivered in Pakistan are acknowledged to tackle issues such as extreme poverty whilst safeguarding the planet and guaranteeing that people are well protected so that they can enjoy a prosperous life (UN Sustainable Development Group 2022). The SDGs are built upon the foundations of eight Millennium Development Goals (MDGs), which had been revolutionary in bridging a communication gap between the communities to reach a global agreement. The MDGs were institutionalized in 2000 and were completed in 2015 (World Health Organisation 2022). The main goals of MDGs were to eradicate extreme poverty and hunger, provide basic health facilities, combat diseases such as Hepatitis and AIDS, provide education, and bring awareness about basic sanitation and other baseline issues. The MDGs were superseded by the SDGs, which had a global goal of leaving no one behind (UN Sustainable Development Group 2022).

In Pakistan, the Ministry of Planning, Development and Special Initiatives of Pakistan (MoP&SI) launched a five-year joint project of 'National Initiative for Sustainable Development' to address the aspirational targets of the 2030 agenda. The 17 sustainability development goals have been divided into three categories according to the level of priority in Pakistan (Ministry of Planning 2018)

1. Priority-1 Goals – SDGs within this priority are:
    - 2-Zero hunger,
    - 3-Good Health and Wellbeing,
    - 4-Quality Education,
    - 6-Clean Water and Sanitation,
    - 7-Affordable and Clean Energy,
    - 8-Decent Work and Economic Growth,
    - 16-Peace, Justice, and Strong Institutions,
2. Priority-2 Goals – SDGs within this priority are:
    - 1-No Poverty,
    - 5-Gender Equality,
    - 9-Industry Innovation and Infrastructure,
    - 10-Reduced Inequalities,

- 11-Sustainable Cities and communities,
- 17-Partnerships for the Goals.

3. Priority-3 Goals - SDGs within this priority are:
   - 12-Responsible consumption and Production,
   - 13-Climate Action,
   - 14-Life Below Water,
   - 15-Life on land.

2.20.2   Significance of SDG 4 in Pakistan:

Pakistan has almost 221 million people, making it the world's fifth-largest country (Worldometer 2022). The population indices for the year 2021 indicate that 64% of the total population is under the age of 30, which means that Pakistan has experienced its most significant period of population growth (United Nations Population Fund 2022). This means that the youth sector is the largest that it has ever been in the country's history. In just the province of Karachi, the population is projected to rise to 32 million people by the end of this century (World Population Prospects 2019). If Pakistan undertakes to educate and provide necessary learning and vocational skills to the youth sector, such action can equip the nation with an enormous pool of trained adolescents. This boost to the workforce can then be used to fuel the country's economic and social development according to the data provided by World Population Prospects.

On the contrary, non-fulfillment of educational requirements would result in catastrophic results, including large-scale unemployment and social unrest. According to the Pakistan statistics report for the year 2020, Pakistan has the highest recorded school dropouts. It is estimated that 28% of children are either not attending school or have dropped out. Reported by UNICEF, children with an age band of 5- 16 years contribute to 22.8% of school drop-out levels while children from 5-9 years age band represent 5 million children who are not attending the school (UNICEF 2022). More than two million Pakistani students still cannot reach their schools after severe floods, according to the same resource. In such extreme circumstances, the government has taken initiatives to increase literacy in the country.

Successful implementation of any project requires an appropriate and applicable framework, which enables an organisation to keep track of the project's progress and performance and indicate any relevant contributions to and milestones towards the desired

outcome. There are policy frameworks available for NGOs to follow for registration and statutory legal rights (Ministry of Economic Affairs 2022). The NGO regulatory framework is available in Civil Society Organisation certification (CSO) to help NGOs become registered under the umbrella of law, including taxation and auditing requirements (Pakistan Center for Philanthropy 2022). There is also a strategic framework designed by US AID in collaboration with UNESCO, which governs teachers' education and professional development (International Bureau of Education 2006). Some NGOs in Pakistan have their own frameworks to support the delivery of education projects (Allah Bakhsh 2014) that indicate a project's importance, progress, targets, and developments. However, none of these frameworks consider the stages through which a project needs to be delivered. Also, there is no evidence for project management processes to be adopted to deliver education projects, which is a concern since to be sustainable, such education projects need to be managed and delivered very carefully, with monitoring throughout every stage. It has long been narrated by Drucker and cited by Klaus that 'what gets measured gets managed' (Klaus 2015). Without such a framework being available to the NGOs to help them to consider the sustainability of their education projects, then they will be less able to deliver their projects optimally, and without clear indicators being in place for how the sustainability of project success will be evaluated, this factor is unlikely to be effectively delivered.

Pakistan is one of the member states of the UN, which endorsed the UNSDGs as its own strategic goals. Ever since the inception of the SDGs, Pakistan has been displaying commendable progress and commitment towards the 2030 agenda for sustainable development goals. The parliament of Pakistan endorsed and committed to the SDGs, also known as the global goals, in 2016. In this regard, the government of Pakistan has established connections with the stakeholders, including local, private, and educational institutions, to back up and support the government to fulfill the SDGs targets by 2030 (National Initiative for Sustainable Development Goals 2022).

The government has also conducted discussions regarding the effects of the previous MDGs. and all the shortcomings, deficiencies, requirements, and the performance of all related departments with its stakeholders to co-ordinate and strengthen the efforts to uplift the country by achieving the new global goals. The consultation process with the stakeholders highlighted the requirement for national classification and categorization of SDGs according to priority. It improved the data collection mechanism and the monitoring

and evaluation of the concerned department to sustain efficiency in terms of their performance. Implementing SDGs in every city of Pakistan will help the country attain realistic targets at the grass-root level. The business organisations in Pakistan are aware of maintaining sustainability as part of business protocols and a key requirement for corporate social responsibility.

2.21 Linking Sustainability to Successful Education Projects

It is essential for project managers to investigate the main components that make up a good educational project in order for them to be able to deliver successful projects (National Oceanic and Atmospheric Administration 2009). To achieve this goal, it is essential to have a solid understanding of the many elements that comprise the project management life cycle. Project initiation, project planning, project execution, and project close out are all phases that are included in the project management life cycle. It is therefore important to understand how each step contributes to the overall success of the project, as well as how deviating from the prescribed order of the project life cycle might impact the outcome of the project.

2.21.1   Matching Donors and Organisations Mission

When considering the key stakeholder involved with NGOs projects, it can be observed that the donors hold a prominent position. The requirements and capabilities of the donors, in terms of financing and expectations, must be matched with the project under consideration (Ulleberg 2009). Before initiating a new project, project managers are obligated to investigate whether or not the mission of any potential donors aligns with the objective of the project they are about to undertake (National Oceanic and Atmospheric Administration 2009). It is important for organisations to understand where their project falls on the donor's list of priorities so that they may plan the project wisely and receive internal support. The organisation must be able to describe the significance of the project and the grounds why donors must support it. Contrary to common belief, NGOs have substantial challenges when adjusting programmes to meet local requirements. Because of the intense competition for funding, their projects must take donor goals and interests into account (Banks et al. 2015) which may sometimes conflict, or distract, with the NGOs objectives.

2.21.2 Setting Realistic Targets

From doing a needs analysis to creating a final evaluation, and everywhere in between, the organisation must address questions such, 'Is what we aim to achieve realistic, and can we truly achieve it?' After providing answers to such questions, the NGO must subsequently develop goals that are quantifiable and worthy of being measured. The NGO has to centre its efforts on the goals and results that have the potential to truly make a difference, and it must also guarantee that there is a clear connection between the outcomes and the components of the project such as resources, planning, and staffing. In this regard, it is essential to account for possible risk mitigation associated with the NGOs projects. Setting up realistic targets can help organisation achieve its goals (Hillson 1997; Hudson 2001). Documenting the educational project outcomes that are expected to be brought about by the project will be possible for the Non-Governmental Organisation at a time when there is a growing emphasis on the self-accountability of the project in terms of being realistic and achievable.

2.21.3 Allocating Resources Wisely

Projects may be narrowed in scope and resources maximised by establishing quantifiable goals in accordance with well-considered and studied priorities. The NGO is expected to conduct an inventory of the various resources and programmes already in existence at many different times throughout the process of project planning (Atnafu and Balda 2018). For the purpose of constructing a school building, for instance, the NGO has to take into consideration the necessary building materials. In this way, NGOs can save time and energy by doing an inventory beforehand. Time and money are both saved when materials are adopted or adapted wisely. A research project conducted by Golini showed that incorporating tools such as those involved in human resource management (Responsibility Assignment Matrix, stakeholder matrix, and communication plan) and project management tools (scope management, organisational breakdown structure, responsibility assignment matrix, stakeholder matrix) can prove helpful in enhancing a project's performance (Golini et al. 2015).

2.21.4 Devise Effective and Sustainable Education Projects

In terms of education projects and their success factors, the projects that are planned with best practices in mind are more successful because they include continuous project improvement, in which evaluation is done throughout the project (and not confined till the

end), the requirements of stakeholders are considered at every stage, and trust is established. Projects are genuinely sustainable when stakeholders are satisfied with the outcomes and strong relationships are formed.

2.21.5 Enhanced Learning Process

Students are the driving force behind the development of education projects. Because the NGO's ultimate goal is for students to acquire certain skills, the organisation develops projects with that aim in mind. Education projects are designed to enhance public safety and the growth of scientific and sustainable environmental knowledge. Learner outcomes may be improved through careful planning and execution of an educational project. The success of the education project relies heavily on the organisation's ability to create realistic budgets and timetables. Budgetary considerations are crucial to the success of any project, and without them, it may never get off the ground. Poor planning might also lead to delayed access to resources or lost chances to evaluate progress. The size and timeline of a project might vary greatly from one project to the next, depending upon a number of factors. Creating resources for a once-off assembly at a primary school, or for a community organisation that meets regularly, would need completely different approaches. Resources (both human and financial) might vary from project to project.

2.21.6 Project Development Cycle: Education Projects

The United States Department of Commerce (USDC) lays out the steps for project development. They claim that the development of a project calls for a dedication to a methodical and iterative process of assessing, planning, implementation, and evaluating the results. It is vital to keep in mind that the process is not linear, and this should be kept in mind whether the process is explained using a flow diagram or via writing. The phases of the process of developing and implementing the project may be detailed in and discussed in this research, but the stages themselves are not unique. Incorporating these overlapping and interdependent procedures creates a dynamic and adaptable framework for rapidly creating high-quality projects. Results from one stage of a project's development cycle serve as inputs to the following stages (Department of Commerce 2015).

At each stage of the process, the team responsible for the project evaluates the previous steps, considers the choices, and actions that have taken place, and determines whether or not there is a need to make any course adjustments (Pade-Khene et al. 2011). The planning and execution of a project are predicated on the concept that participants will

gain knowledge regarding how the project functions at various points along the process, and that this information will then be incorporated into the system. It is important to keep in mind that no two projects are exactly the same (Shuttleworth 2019). The dynamics that surround the project, the degree of complexity of the project, and the finance needs will all have an impact on how the development cycle (Figure 2.11) of the project plays out. Some projects, for instance, may need approval at each level, while others may simply need minor internal monitoring.
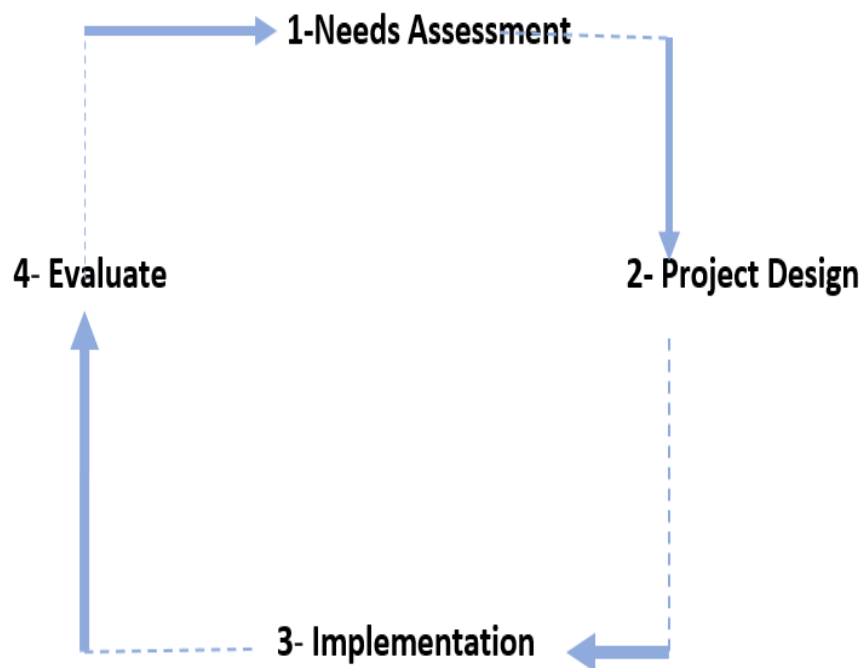
Figure 2-11: The Project Development Cycle (Source: Author)

Education projects are often conceived in response to a natural disaster or a particular need in the community. In this respect, the NGO advises getting in touch with the relevant stakeholders, such as the students at the schools, the heads of the communities, and the families. The definition of a needs assessment may seem straightforward at first glance: it is the process of determining whether or not a certain project or other operation is required. Through a methodical analysis of factors such target audience background information, agency mandate and authority, and the relevance of environmental circumstances or challenges, an education assessment process may determine whether or not a certain project is indeed necessary (Corbett 2017).

An analogy to a gap analysis might be useful when attempting to grasp the nature of a requirements assessment. In this context, a needs assessment may be thought of as an in-

depth investigation into the gaps between the existing (or 'what is') state of affairs and the ideal (or 'what should be') state of affairs in terms of the provision of services. The members of the project team may begin to identify difficulties, opportunities, strengths, and challenges as well as potential new paths by conducting an analysis of the 'gap.' By carefully analysing the current 'market' and evaluating the strengths of the organisation, gaps and possible opportunities can be seen in a more strategic way. This reduces the likelihood of duplicating the work of existing programmes or getting off track (Kim and Ji 2018). It is also conceivable, via this method, to find and build strategic relationships in order to improve one's ability to reach populations who are currently being neglected. Kaufman describes needs assessment as a method for pinpointing relevant, feasible, and philosophically justified issues. It conserves time, finances, and human resources by preventing investment in ineffective solutions and averts further impasses within the educational system.(Kaufman and English 1979).

The findings of the needs assessment provide a framework within which an organisational niche may be identified, as can target beneficiaries. The National Oceanic and Atmospheric Administration suggests that, as part of any needs assessment, organisations should take account of their own strengths and weaknesses in light of their stated goal and the environmental problems they want to solve. It is vital that educational project managers do a needs assessment because it provides them with well-documented and carefully examined data to support the process of project initiation. In addition to providing crucial data and information on the ultimate design of a project, a needs assessment helps to determine why a project may be required and gives important insight into the project's potential outcomes (National Oceanic and Atmospheric Administration 2009).

1. *Purpose of the Need Assessment* - Need assessment prior to project initiation serves the following purposes as described by scholars such as (Kaufman and English 1979; Rossett 1995; Holton Iii et al. 2000):

   - It identifies the extent of the problems in society, the economy, and the environment and helps to prioritise their resolution,
   - It collects data on the state of the target beneficiaries and evaluates gaps between their current and anticipated levels of knowledge, attitude, skill, and aspirations (KASA),

- It aids in validating or refuting assumptions about target demographics and content suitability, outlining aims and objectives, checking for coherence between those aims and the NGO's strategic plan and other corporate decisions, and naming relevant stakeholders including the possible partners.

2. *Importance of Needs Assessment* - According to Gupta (2011), there are several possible origins for the inspiration that led to the creation of a needs assessment and subsequent educational programmes. A project may be conceived as the result of a general discussion between coworkers, the availability of resources like funding money or the publishing of a project tender, or the long-term aim to strengthen strategic alliances through achieving global goals.

   The initiation of education projects might be an exciting task for the project managers; however, it is important to keep in mind that not all projects can be completed on time (Wateridge 1998), especially the projects that aim to bring a change in society. The project managers therefore are encouraged to run a gap analysis for the project that they are planning to conduct. The level of required services, and the gap existing between the current and the anticipated results, may be helpful for the organisations to forecast the project results.

3. *Benefits to Beneficiaries* - Needs assessments are useful because they help direct educational efforts toward the individuals who will benefit the most from them. Data-driven decisions are more reliable than gut instincts when it comes to designing effective education delivery systems that reach the people who need them. The beneficiaries may be better served by addressing their unspoken requirements, which can be revealed via rigorous data collection through needs assessments.

4. *Prioritising Project Need* - In most cases, the 'need' for any given problem or issue has more than one dimension. The purpose of a needs assessment is to provide project managers with a methodical way to explain the population segment affected by the problem, their ties to the issue, as well as the root causes of the issue. project managers may then use this information to figure out what solution or collection of possible solutions will work best to meet the need. When faced with a lengthy list of project outcomes, the needs assessment provides that are facts essential to formulate the criteria that are required for the process of prioritization (Altschud 2010)

5. *Helps in Resource Allocation* - The process of budget allocation to the education projects is a challenging task for the project managers due to the nature of the difficulty or the

challenges faced by the NGO in addressing several issues on top of education projects. When deciding one of many potential projects to finance, delay, or reject, project managers will want to review documentation supporting their decisions. By writing down why a project is needed, and giving databased proof of how the project will meet the need, project managers can present a compelling argument and help NGO administration decide where to inject capital (The Assessment Capacities Project and Emergency Capacity Building Project 2014).

6. *Strategic Planning and Development* - A needs assessment may be a useful strategic planning technique since it helps to define the gap between the current state of affairs and the ideal state of affairs. In the first place, a needs assessment helps project managers focus on the end goal. By making a detailed map of the current situation, project managers have the information they need to set goals that are both realistic and important.

The Critical Success Factors for successful need identification according to Mohareb (2017) are:

1. The value and significance of wide-ranging stakeholder engagement is an absolute necessity,

2. Core values of beneficiaries must be assessed,

3. Needs assessment is not something that is 'done to' beneficiaries; it is rather a participatory process,

4. The evaluation of needs cannot overlook political considerations. It is possible that some individuals may feel powerless as a result of the procedure. It is possible that the priorities that are obtained will go against the established norms of the system,

5. Needs assessments are not the same thing as data-gathering procedures on their own. When doing a needs assessment, the collected information is just one piece of the puzzle.

2.22 Stage 2 Project Planning

According to Lone (2015), planning a project needs paying attention to what may at times seem to be minute details, whilst keeping the broader picture in mind at all times. Once the planning team has identified the need for an education project and received approval to move forward, they must next develop a targeted educational project to meet the identified need (Lone 2015). The success of an education project greatly depends on meticulous planning. The project's planning phase requires as much attention as a systematic needs assessment for its success. The complexity of the project and the number of relevant stakeholders typically dictate the duration of the design process in the education projects.

An earlier literature review section on NGOs, and specifically project planning undertaken by World Bank, identified important steps that could be adopted by the NGOs to deliver successful education projects. The steps outlined below break down the complex process of delivering education projects into manageable and achievable steps. Each project is unique in nature and therefore, one step adopted by one NGO might not be feasible for the other NGO to adopt. For instance, a project involving the construction of a school building might be different to a project that is based on training and development of school faculty members. It is therefore, advisable for the NGOs to be mindful of the project that they are conducting and select steps that are relevant to their project (Carmen 2010).

1. Assess/Re-assess NGO's Capabilities and Priorities - During the needs assessment stage, the project team uses the Targeting Outcome of Programmes (TOP) model to prioritise the needs, and then assesses the opportunities available (Carmen et al. 2012). As highlighted in the gap analysis, this is the gap existing between current needs and desired social, economic, and environmental state of the project, as well as the practices identified as knowledge, attitudes, skills, and aspirations that add value to the project. The project managers are required to assess if the project need is in line with the NGO's mission and priorities. It is anticipated that the project need might be of high priority, however, the NGO itself might not be having sufficient resources to deliver the project,

2. Organise Project Planning Team - Team building plays a mediating function in the link between transformative leadership and successful project completion (Aga et al. 2016). During the needs assessment phase, it is anticipated that a number of potential partnerships, stakeholders, and methods to interact are identified and

established. However, educational project managers may need to consider the efficacy of the needs assessment and planning team and encourage some or all of its members to continue participating to the project's planning process (National Oceanic and Atmospheric Administration 2009). Creating a big project planning team is one method to leverage specialists and continue to establish relationships and collaborations. Since project planning and implementation are the primary priorities of this phase of project development cycle, therefore, the team may need to expand. Depending on the degree of knowledge, experts who understand the NGO's strategies to cope with the issue and have experience creating learning activities may be needed. When assembling a needs assessment planning team, it is important to define the team members their role and the outcomes everyone can expect to see (O'Donnell 2023),

3. Designing the log framework- Once the entire team agrees on the project's goals and objectives, they can start writing the rest of the project. At this point, the development of a project's log framework is very helpful to project managers. A log framework shows the details needed to carry out the programme. The framework also helps with evaluating the project progress. It is a systematic representation of how the project will work. It shows how the project's short-, medium-, and long-term results will be linked to the project's outputs and inputs (resources). Log framework serve as a blueprint, outlining the steps that will be taken to complete the project and how they will naturally lead to the intended results (Golini et al. 2018). When a logic model is used, the whole project has to be built 'backwards'. Planning teams are in a much better position to determine acceptable project activities, resource requirements, and timelines when they have first determined the ultimate or intended long-term, intermediate, and short-term results (based on the needs assessment),

4. Issues with log framework - The log framework is a technique that has gained widespread use in project management and planning, particularly in the field of international development. It is now used by the vast majority of assistance funding agencies, and thus by tens of thousands of client organisations worldwide. In most instances, use is required. Even the World Bank and SIDA embraced log framework by the mid-1990s, along with countless NGOs of their own will or because donors pushed (Roduner et al. 2008). It has also engaged into emergency relief help. Log framework, also known as log frameworks, project frameworks, project matrices,

and by many different names, are a major illustration of the growth of a management style that requires clearly structured and generally quantifiable goals.

Aune (2000) demonstrates how the Log framework Approach (LFA) seems to over-specify goals, placing an excessive emphasis on control over flexibility when attempting to forge a course of action in situations with several distinct stakeholders and substantial change and uncertainty. Can its hazards be appropriately mitigated by careful use? The best practices in log framework approach may now often aid in explanation and negotiation, and there are instances of its usage on a wide scale. However, widespread abuse has occurred, since a model that simplifies a project, demands complex, adaptable, and well-motivated management. In reality, the log framework approach has been disliked and mistrusted by many users and misunderstood and abused by its enthusiasts. Filling and using a conventional matrix requires considerable skill. Problems include 'tunnel vision' which is categorized as an inability of the organsational leaders to foresee a situation which ultimately impacts organizational aims in future (Currie 1999).

2.23 Stage 3: Project Implementation

The phase of planning a project is followed by the phase of putting the plans for the project into action, which is called the project implementation phase. NGOs development projects frequently necessitate making efficient use of limited resources to produce long-lasting outcomes in a constantly evolving environment (Ribiero 2011). For this reason, much time and energy is spent on analysing the project's economic and social sustainability, as well as its technical and financial feasibility, before project costs (over project activities) are incurred. Following a decision to move forward with the project, the implementation phase begins, during which the project team must conduct thorough implementation planning. Planning entails determining how many people will be needed, how much money will be needed, when certain costs will occur, and what activities will need to be completed by. The planning phase of any implementation also involves the creation of review and management systems. There are two embedded cycles in the management of a project's implementation. The main cycle entails the formulation of objectives and the development of plans to attain them. The secondary cycle includes compliance measurements with the plan (Figure 2.12)
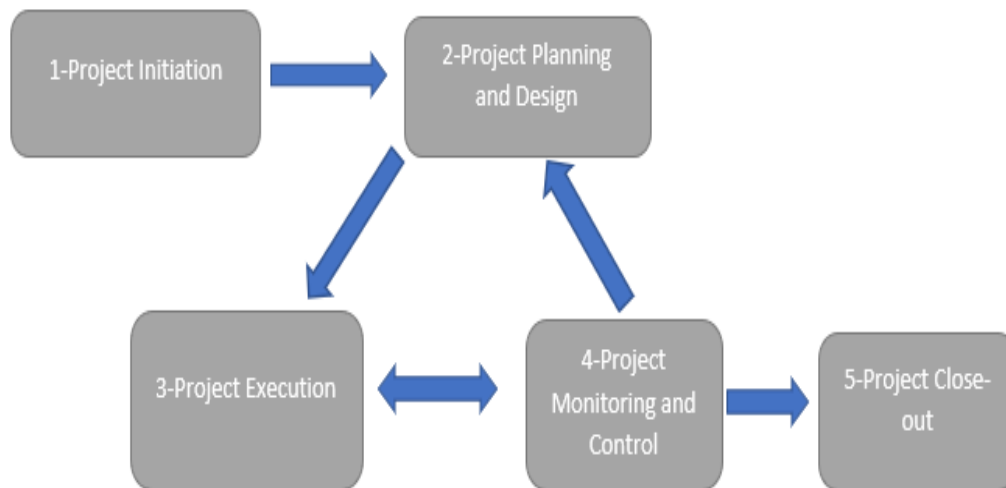
During the course of the execution of the project, a significant amount of work will be dedicated to the monitoring and evaluation of the project's outputs and results. Whilst the outputs of a project are the physical products that result from it (such as a building for a school, or training the teaching staff), the outcomes of the project, which would relate to improvements in education or increases in learning capabilities of teaching faculty in the examples given above, are the ones that most effectively represent the project's contribution to the development goals. In order to ensure the success of a development effort, it is crucial to keep tabs on the results of ongoing projects and compare them to a recorded baseline established at the outset.

The majority of the work related to the project will be completed during this phase, making it the most labour-intensive stage of project management. At the beginning of this phase, there may be a meeting known as the 'kick-off' meeting. During this meeting, the project team and any other relevant individuals may be briefed on their roles, the timeframe of the project. During the phase known as Execution, some of the tasks that are completed are as follows:

Assembling Project Team - The term 'team building' refers to the act of bringing together a diverse group of people and moulding them into a cohesive and productive unit. During this transformation, the efforts of separate team members converge to further the team's overall aims (Thomas et al. 2008). As bureaucratic hierarchies break down, and horizontally organised teams emerge as centre stage, the notion of team development has more significance. The most effective teams are made up of people who have the same

goal, but whose backgrounds and experiences are very different. The widespread use of project teams to complete a broad range of complicated tasks has been one of the most significant innovations in management to emerge in the 1970s. Wilemon (1983) highlights that project managers recognise the crucial role of an efficient project team and the contribution of team-building exercises to the facilitation of project management implementation.

Designing an effective team for the project execution phase ensures that all members of the project team are aware of their responsibilities, the objective of the project, and how they will work together to complete it, regardless of their location, time zone, or affiliation with an organisation. Often, the efficiency of the project team is what makes the difference between a successful and poor outcome. In his article, 'The Importance of Effective Teams', Monroe et al. (2021), identify three driving factors to devise an effective project team. Firstly, there are often a number of specialists and experts working inside businesses, each of whose unique skills must be developed and incorporated into a broader project. Second, a growing number of individuals in the company have expressed a desire to take a more active role in shaping the culture of their overall workplace. Thirdly, the advantages of individuals cooperating with one another may result in significant synergy as well as innovation. The formation of efficient teams is also encouraged by the growing complexity of tasks as well as the more difficult interactions across environments. Building a strong team in a productive way also results in increased levels of work satisfaction.

Resource Allocation: Explicit and Implicit Dependencies - Schwindt (2006) in his book on resource allocation describes that the intricacy of resource allocation results from the interaction of explicit and implicit interdependence between the operations of a project, which may be susceptible to a degree of uncertainty. The precedence linkages between activities, that are the result of technology or organisational needs, spell out the explicit dependencies that exist between them. Explicit dependencies might take the shape of monetary, human, time, or technology-bound resources that, if not available, could pose difficulties to a project like building a school. These relationships are translated into temporal limitations between activities during time estimation. Since scarce resources create a dependence between competing activities, or in the case of an objective function that penalises excessive resource needs, the activities themselves become dependent on one another. Considering limited time and expertise, the resource allocation issue entails scheduling problems too when tasks are carried out.

2.24   Stage 4: Project Completion

The planning and execution of projects are at the core of every successful educational programme. The need to pay close attention to the many of facets that comprise programme planning has been emphasised throughout this section. Setting reasonable expectations and understanding how each element of the programme contributes to the whole may be greatly aided by the use of a logical model. It is also vital to pay careful attention to the particulars of the execution, including making plans for unexpected events and crises.

In conclusion, the delivery of an educational project should be given methodical consideration throughout the planning phase of the project. During the period in which the project/programme is being put into action, it is important to keep a close eye on each of its essential components to check that everything is operating as intended and then make course adjustments if required.

Project Monitoring and Evaluation (M&E) - To meet the diverse spectrum of stakeholders, humanitarian organisations must adhere to strict project reporting criteria. It is widely accepted that the reporting process is informed by the M&E information systems (IS) that are used to monitor and evaluate projects. In the non-profit sector, the log framework approach is often utilised for project planning and evaluation purposes (Crawford and Bryce 2003).

Project monitoring and evaluation is the process of gathering data about a project's activities, qualities, and results in order to draw conclusions about such initiatives, enhance their effectiveness, and shape decisions about their continuation (Eckman 1996). An essential benefit of evaluation is that it equips project managers with carefully recorded and thought-out data to back up their decisions. Evaluation is not limited to the collection and summary of project-related facts and information. Evaluating a project helps figure out whether or not it is worthwhile (does it solve a problem?) and if it is useful (is it needed). If a project is to be sustained, evaluation provides insight on how to make it better. In addition, evaluation chronicles the project (and programme) outcomes. If the project was planned correctly with clearly stated goals that detail what needs to be done, how much needs to be done, and by when, then the evaluation should be able to tell the organisation if it has succeeded.

During the implementation of a project, numerous types of data are collected. Education project managers frequently want to know how many people attended an event, whether attendees were pleased with the arrangements, and whether staff and volunteers are confident in their abilities to give a specific educational experience (National Oceanic and Atmospheric Administration 2009). These questions' responses include valuable information. They assist education coordinators in monitoring certain project features. In practice, this style of information collecting is typically more random and incomplete.

Importance of Project Monitoring and Evaluation - Crawford and Bryce (2003) believe that a wide range of development aid groups is tackling the three interconnected issues of unemployment, economic decline, and environmental degradation. They support the idea that the NGOs are a wide and varied collection of groups that are active on regional, national, and worldwide scales. They work in many different fields, including public health treatments, natural resource conservation efforts, socioeconomic and rural development programmes, and more. In recent years, funding sources have grown increasingly unstable and unpredictable, especially in terms of help to underdeveloped nations. Monitoring and evaluation, which is commonly seen as an administrative expenditure, often receives a lesser part of the budget, leading to less money being available for the projects. Sometimes, private donors prefer that their contributions be utilised directly for humanitarian interests and not for administrative ones.

As a result, NGOs are under increasing scrutiny for how they use public and donor money. Many NGOs now have significant difficulty in determining how best to use their limited funds to achieve their mission and maximise the positive effects of their programmes. The reasons for performing a project evaluation are as diverse as the projects themselves and their respective circumstances. The primary motivation is probably the need for a methodical understanding of the project's successes and failures (Tessmer 1993). Largely understanding the success (or failure) of a project is limited to a mix of intuitions, experiences, and financial data. Without appropriate monitoring and evaluation procedures conducted by the NGOs, it will be very difficult for them to categorise where the funds have been spent, how the project activities have been performed, as well as what the community feedback is with regards to the project being conducted by the NGO (O'Leary 2017).

1. *Project Monitoring and Evaluation Ethics* - Practically all evaluations entail the direct or indirect collection of information from project participants/stakeholders. The

project team is responsible for devising an assessment that treats participants with dignity and respect. Evaluation of participants' time and energy, as well as their right to privacy, should be protected at all costs. It is inappropriate, for instance, to gather data from individuals if there is no clear intention for its use. Throughout the data collection procedure, respondents' physical and mental well-being must be guaranteed. Interviews, surveys, etc., must be designed such that participants in an evaluation are neither embarrassed nor asked to do anything that could put them in danger. Respondents reveal aspects of themselves whenever they participate in a survey, test, or interview and provide information about themselves. However, respectful data collecting is insufficient. In accordance with evaluation ethics, it is essential that respondents be aware that they are taking part in an evaluation and voluntarily agree to be evaluated,

2. *Project Wrap Up: Evaluation Findings* - Monitoring and evaluation of education projects are neither an accessory, nor a luxury. A better approach would be to incorporate evaluation into the project's blueprints from the start. A well-executed assessment of a project provides useful information to decision-makers, such as whether or not the project achieved its goals, as well as if it was worthwhile to invest the resources necessary to complete the project. The findings of an evaluation are valuable for two reasons: they provide evidence for continuing worthwhile initiatives in subsequent funding cycles, and they allow for the closure of projects that already have served their usefulness. The results of a thorough evaluation can inform attempts to improve projects in the future so that they are more useful, efficient, and accessible to the public,

3. *Tools Used for Project Monitoring and Evaluation* - The data gathering tools accessible to project managers and external evaluators can be grouped into a wide variety of categories. Thoughtful deliberation and research are then necessary for choosing the right instrument, but the process is also influenced by a number of prior choices. The sort of evaluation that is being considered (that is, a needs assessment, a process evaluation, or an outcome evaluation) will, to some extent, indicate which data gathering instrument is the most appropriate,

4. *Validity and Reliability of Monitoring & Evaluation Tools* - It is recommended that the NGO selects an instrument that it intends to utilise for the assessment of the educational project, that has been verified, before it starts collecting data for the evaluation. The NGO should take precautions to verify the validity and reliability of

any instruments it creates to gather data, whether for an assessment process, a progress monitoring, or an outcome evaluation. When evaluating the assessment tools, it is important to keep in mind both validity and reliability (and authenticity in the case of qualitative data). The validity of an instrument may be defined as the degree to which it accurately measures the variable that it claims to be measuring. NGOs are strongly urged to assess the validity of their evaluation tools by seeking expert advice from external specialists to determine if the questionnaire they have created adequately samples the information they aim to collect (content validity). The degree to which an instrument provides responses that are consistent with one another whenever it is used to collect data is referred to as its dependability. Field, or pilot, testing is one of the simplest ways to assess the reliability and validity of the NGO's evaluation tools. Therefore, it is strongly recommended to conduct the field test on a representative group of people who are likely to engage in the real project.

2.25 Section Summary

The third and final section of the literature review was based upon sustainability with regards to the United Nations Sustainability Development Goals in Pakistan. The significance of the UN SDG 4 in Pakistan was highlighted in this section. This section elaborated the concepts such as drafting requirements of a success education projects in Pakistan while explaining the importance of considering requirements such as matching donors and Organisations mission, setting up realistic targets, allocating resources responsibly, and devising sustainable education projects. The section also detailed the crucial project stages along with their prerequisites in every NGO project. The stages discussed being 1) needs assessment, 2) project planning, 3) project implementation, and 4) project completion. For projects delivered by NGOs, project monitoring and evaluation was the most important phase which had also been discussed in this section.

2.26 Conclusion to the Literature Review

The literature review was conducted to understand theoretical underpinnings related to this research. for this purpose, the chapter had been divided into three sections based upon the key ideas discussed in the research. The first section of the literature review discussion pertains to the historical account of NGOs in Pakistan, encompassing their inception and initial phases of development. The presentation of the prerequisites necessary for the proper functioning of NGOs was provided. The section expounds on the diverse classifications and roles of NGOs in a general context, with emphasis on their

operational activities. The literature review incorporates an elucidation of the organisational frameworks utilised by NGOs. The specifics pertaining to NGOs operating in Pakistan were presented, along with the diverse array of funding streams upon which they depend. The Pakistani government has established a dependence on NGOs to enhance educational standards throughout the country's population. This objective is imperative to fulfil the United Nations' Sustainable Development Goal 4, which pertains to the provision of Quality Education. Although there are varying perspectives among the general population regarding the functions and influence of NGOs, and certain concerns regarding their fiscal management persist, it is a fact that the citizens of Pakistan have benefited from the projects of these organisations. Specifically, their endeavours to enhance educational achievement have proven to be predominantly efficacious, have been discussed and contextualized in the literature review's first section.

The discussion in the second section commenced by introducing the notion of project management success and project success. The research also observed the possibility of evaluating the achievement of a successful project and identified the critical factors that could be considered as determinants of project success. Further elaboration was provided, wherein instances were presented pertaining to success factors, success criteria, and key performance indicators in the context of projects. The challenges encountered by NGOs during the course of the project were also looked upon. The literature in academia has focused on various challenges associated with project delivery of education projects. These challenges include effective communication, establishment of realistic goals, project planning, management of uncertainties and risks, management of unrealistic expectations, allocation of resources, and prevention of project scope creep. The second section concludes by exploring the education projects implemented by NGOs in Pakistan and discusses some of the crucial factors that have contributed to their success.

The concluding section of the literature review pertains to sustainability in relation to the United Nations' Sustainable Development Goals as they apply to Pakistan. This section emphasises the importance of UN Sustainable Development Goal 4 in the context of Pakistan. This section expounds upon the concepts involved in drafting requirements for successful education projects in Pakistan. It emphasises the significance of taking into account various requirements, such as aligning the mission of donors and organisations, establishing achievable objectives, responsibly allocating resources, and devising sustainable education projects. This section outlines the essential phases of NGO projects

and their corresponding prerequisites. The four stages that were discussed include: 1) conducting a needs assessment, 2) developing a project plan, 3) executing the project plan, and 4) completing the project. The pivotal stage of project monitoring and evaluation holds utmost significance for NGOs' initiatives and is the subject of discussion in this research.

Upon thorough examination of the existing academic literature, it is apparent that a deficiency in understanding persists within the field of project management, specifically in relation to NGOs engaged in the pursuit of the United Nations Sustainable Development Goals. This particularly applies to projects that need to be supporting Sustainable Development Goal 4 (Quality Education). To date, the existing literature does not provide any evidence suggesting that the introduction of the United Nations Sustainable Development Goals has led to the development of, or even a proposal for, an updated version of log framework or any other specialised project management instrument for use by academics and managers. Consequently, there is currently a lack of specific guidance available for NGOs in the implementation of sustainable education projects within the context of the UNSDGs. Hence, NGOs operating in Pakistan encounter challenges in effectively monitoring and evaluating the progress of their initiatives, resulting in delayed assessments of project success, and almost certainly hindering their ability to contribute to the delivery of Quality Education. In the specific context of education projects, the evaluation of projects presents an immense challenge due to the inherent difficulties in immediately assessing the transformative effects generated by such endeavours. Hence, NGOs operating in Pakistan encounter challenges in effectively monitoring and evaluating their progress, leading to delayed assessments of project success which in turn may delay the funding and commencement of subsequent projects.

Chapter 3: Research Design

3.1   Introduction

Research projects can take the form of distinct endeavours that are conducted over an extended period of time. A research project's objective is to provide an answer to a research question or questions, sometimes more than one. Research studies go through a series of interlinked phases and help plan the work to be done to achieve research objectives. The process of planning through which a research project undergoes is referred to as research design or research methodology. This Chapter will detail the research design for this study.

Hakansson (2013) suggests that the research methodology is a process undertaken to assure the quality and procedure of the research project. Howell (2013) describes that research methodology includes a clear understanding and application of research elements such as philosophical position, epistemology, ontology, underpinning research paradigms, and well-defined data collection and analysis methods. Kothari (2004 pg.2) views the objective of the research as being to uncover the reality of an event that has not been studied or discovered yet. The application of the scientific procedure in the form of research methodology helps a researcher find a solution to a problem. To establish a relationship between the events that cause a problem and the research questions, Mertens and Donna (2007) propose that it is necessary to relate the present event with similar events happening around.

This research study is focused upon generating a new understanding of how NGOs are delivering education projects in Pakistan that are sustainable, and how they can evaluate if such projects have been successful, and so the research design detailed below considers how this will be achieved.

3.2   Research Aim

The aim of this research is to understand how NGOs delivering education projects in Pakistan can increase the sustainability of their projects. This new understanding may inform the development of a new instrument. The instrument is not a replacement to the log framework; however, it is an additional tool that could be used by the project managers

prior to devise their log framework, which will ultimately enable them to cross check the key elements indispensable for the successful delivery of sustainable projects at every project phase.

3.3   Research Questions and Objectives

 The research questions and research objectives are detailed in the Table 3-1 below:

Table 3-1: Research Questions and Objectives

RQ1: What are the key project management phases for NGOs delivering education projects in Pakistan?	•RO1: Identify and review the key project management phases for NGOs delivering quality education projects in Pakistan.
RQ2: What key metrics should be considered by NGOs to ensure the successful delivery of quality education projects in Pakistan?	•RO2: Appraise the key drivers and major challenges faced by NGOs delivering quality education projects in Pakistan.
RQ3: With regards to existing log framework, what additional project management instrument could be developed for use by NGOs delivering UNSDG4 projects in Pakistan to enable them to better evaluate and encapsulating project success?	•RO3: Develop an instrument for use by NGO practitioners to support the delivery of quality education projects in Pakistan and so enhance sustainability.

3.4   Research Philosophy

The concept of research philosophy has been under debate by many scholars (Sekaran et al. 2013; Adams et al. 2014; Brannen 2017; Saunders et al. 2019). Research philosophy is described as a belief about reality, or a phenomenon and the data collection and analysis process associated with it. Organisations operate within social and political boundaries, and

therefore, research cannot be conducted in isolation or in a bubble (Bryman and Buchanan 2018).

Research philosophy has been categorised into three aspects: Ontology, Epistemology, and Axiology. The word 'ontology' originated in the 17th century and has a Latin background (Hacking 2002). It has been derived from different branches of meta-physics, cosmology, and psychology. Saunders et al. (2019 p. 133) suggests that ontology refers to assumptions that we make about the nature of reality. Cassell et al. (2018) explain that ontology addresses the beliefs in a way that reality is either independent and external to an individual's opinion, or it is a product of an individual's subjective awareness.

The ontology is further categorised as objective, subjective, and pragmatic. Objectivism considers that social objects can be compared to physical objects of nature, and just as natural objects exist independently, so do social entities. On the contrary, subjectivism believes that reality is the outcome of what one perceives and reacts to consequently. On the other hand, pragmatism is an philosophical position that not only focuses on a problem but also suggests a solution to a problem, which is sometimes referred to as a contribution to future knowledge (Saunders et al. 2019, 145).

Fumerton describes epistemology in detail and states that epistemology is a theoretical process that aims to answer research questions by involving concepts of knowledge; how we know that we know about a concept (Fumerton 2009). It also studies the evidence required to plunge into the source of knowledge, and the reasons why do we believe in that source.

(Rescher 2005), whilst tracing the history of word pragmatism finds that pragmatism has roots linked to practice and theory. It explains the process in which theory is first extracted from practice, and then applied again to practice to find rational validation that the knowledge claims (Thagard 2013). According to James, the pragmatic method is complex. A researcher may encounter situations that are disputed, and therefore, require a rational solution. The pragmatist method tries to interpret a situation by analysing ideas and consequent results arising therefrom (James and Sheffield 2019).

Epistemology also looks into the mathematical and statistical affirmations leading to justifying the evidence of knowledge (Fumerton 2009). Turri (2014) refers to the research conducted by Chisholm and indicates that epistemology is a process, which should be preceded by clearly identified criteria or rules for evidence, to specify the justification for

the thought process which leads toward judgment about the case. He also adds that we perceive things by observing them using our memory and rational insight, followed by introspection (Turri 2014). The historical perspectives and controversies associated with epistemology suggest that epistemology seeks justification for knowledge; it studies the understanding of whether it is possible to know the real causes of a case, instead of knowing what the case was (Neta 2014).

There are six major philosophies associated with business and management that are defined by Saunders (2019), these being positivism, interpretivism, pragmatism, and postmodernism, constructionism, and critical realism.

3.5   Positivism

Academics such as Keat and Urry (2011) claim that positivism rotates around a scientific concept that states that only directly observable phenomena should be focused on, and any intangible or subjective object be excluded from the list, as it is meaningless and unobservable. They also suggest that theories should be tested against facts gathered from the observable external world (Keat and Urry 2011). Rawls believes that positivism is a concept that turned up partially as a result of metaphysical explanations, which suggests that a phenomenon is distinguished by its appearance (Rawls and Freeman 2007). Positivism, therefore, is a paradigm that supports objectivism and strengthens the idea that knowledge can be found by observing phenomena occurring in front of us. This observation is sometimes referred to as scientific observation, which studies natural phenomena using instruments such as tests and questionnaires (Rawls and Freeman 2007). Comte and Bridges argue that positivism is not only part of philosophy, but it is a strategy for social reconstruction. It supports elements such as philosophy, religion, and social transformation, and unifies when under one assertive idea that is uniformly philosophic and social. An English version of Comte and Bridge's study on positivism embraces the idea of generalising scientific conceptions to systemize social life giving another point of view to support positivism (Comte and Bridges 2015).

3.6   Interpretivism

Interpretivism, often known as interpretivist, is a research philosophy that requires researchers to interpret different aspects of the study; as a result, interpretivism incorporates human interest into research. In light of this, interpretive scholars think that

exposure to reality is solely via social constructs such as language, awareness, common meanings, and tools (Myers 2013, 38). The criticism of positivism in the social sciences served as the foundation for the development of interpretivism in philosophy. As a result, this school of thought places a greater emphasis on qualitative analysis than quantitative analysis. In contrast to positivism, interpretivism is a school of thought that claims reality is not objective but rather a product of social construction and a synthesis of different points of view. By bringing a subjective, experience-based perspective to bear on the study of phenomena, the researcher inevitably shapes the research.

3.7   Pragmatism

The term pragmatism is derived from a Greek word that means 'action'. The word action was transformed into the words 'practice' and 'practical' (Bacon et al. 2016). Murray discusses the philosophy of pragmatism and portrays the concept as an important evolution in the history of philosophy and states that it answers complex modern life puzzles (Murray 2006). Thagard, while tracing the history of the word pragmatism finds that pragmatism has roots linked to practice and theory. It explains the process in which theory is first extracted from practice, and then applied again to practice to find rational validation that the knowledge claims (Thagard 2013). According to James, the pragmatic method is complex. A researcher may encounter situations that are disputed, and therefore, require a rational solution. The pragmatist method tries to interpret a situation by analysing ideas and consequent results arising therefrom (James and Sheffield 2019).

3.8   Postmodernism

According to the Stanford Encyclopedia of philosophy, postmodern philosophical movement emerged in the second half of the twentieth century as a critical reaction to what its proponents saw as underlying assumptions in modernist philosophical notions about culture, identity, history, and language that had their genesis in the Age of Enlightenment (Stanford Encyclopedia 2015). In order to undermine great narratives, univocity of being, and epistemic certainty, postmodernist intellectuals came up with ideas such as variation, recurrence, trace, and hyperreality. When it comes to the 'creation' of truth and different points of view on the world, postmodern philosophy, according to the (Stanford Encyclopedia 2015) calls into question the significance of power dynamics, personalisation, and discourse. A significant number of postmodernists give the impression that they do not

believe there is such a thing as objective reality and that they do not believe there are such things as objective moral standards.

3.9   Constructionism

The fifth category of research philosophy, which is known as constructivism, believes that the world exists independently of human intellect; yet the knowledge acquired from the world is always the result of human and societal creation. In contrast to the philosophical school known as objectivism, the school of thought known as constructivism is predicated on the idea that a human being is capable of directly knowing the truth about the natural world, unmediated by scientific approximations that vary in their degree of validity and accuracy.

3.10   Critical Realism

It is essential to differentiate between the philosophical concepts of direct realism and critical realism. Direct realism posits that perceptual experiences accurately reflect the external world, meaning that sensory input provides a faithful representation of reality. Critical realism is a philosophical approach that seeks to elucidate the underlying structures of reality that shape observable events, thereby providing an explanation for our perceptions and experiences. This approach is characterised by its emphasis on the analysis of observable phenomena in relation to the underlying structures that give rise to them. It is characterised by a focus on explaining what we see and experience through the lens of these structures. According to Fleetwood (2005), critical realists prioritise reality as the foremost philosophical concern, with a structured and layered ontology being of utmost importance. Critical realists posit that reality exists as an external and independent entity, although it is not readily accessible through direct observation or knowledge acquisition. Instead, what we perceive is the empirical manifestation of observing phenomena.

The current research is based in the theoretical framework of critical realism, as the researcher believes that the achievement of sustainable projects is contingent upon a multitude of factors that may not be readily observable. Consequently, a backward reasoning is necessary to explore how the success of sustainable projects can be assessed, while considering the underlying success factors. The rationale behind selecting critical realism as a research philosophy is rooted in the researcher's inclination towards treating project management as a scientific discipline. The present thesis employs the project

lifecycle phases to all project categories and enhances this structure by incorporating the human aspect of project execution in NGOs, as perceived through the personal experiences of the involved individuals.

Critical realism is considered a powerful alternative to positivism. Groff (2004) proclaims that critical realism is the most influential development in philosophy, in the fields of science and social science. Archer et al. (2013) focuses on the stance that critical realism is a philosophy that encapsulates elements of science and social science. It allows a researcher to present logical and rational answers to research questions. Scott (2010) positions his research on the objective existence of the social world and states that social objects resist any attempts toward change. In this scenario, where change is the ultimate outcome of the events, critical realism plays a key role in defining the reasons behind those changes and for this justification it is the most appropriate philosophical position for this study.

Explaining the nature and characteristics of social reality, Patel and Pilgrim (2018) state that critical realism is not considered a set of instructions to practice, however, it helps us understand the natural and social world we live in a better way by providing coherent and affirmative answers to events. It also awakens our sense of responsibility toward ethical obligations as professionals. Critical realism and interpretivism both believe that social processes are concept-dependent and require interpretive understanding. Unlike interpretivism, however, the critical realism philosophy does not rule out the possibility of causal explanation. Humanitarian organisations e.g., the NGOs, encounter several events on daily basis that give rise to another event or series of events, therefore, the selection was made on the basis of functions and operations of the organisations chosen for this research.

Critical realist philosophy is considered to be a feasible philosophy for researchers who aspire to apprehend the wider context that is beyond the scope of our restricted viewpoint, which provides only a partial understanding. When NGO projects display visible signs of failure, it is crucial to adopt an in-depth perspective to comprehend the underlying reasons for such failures. This involves carrying out a comprehensive examination of the fundamental factors that contribute to the failure of sustainable projects. According to Bhaskar (2011), a thorough understanding of social phenomena requires an understanding of the underlying social structures that have given rise to them. It is of paramount importance to grasp the social and environmental aspects of a project, which encompasses relevant stakeholders, governmental and legal regulations, and the possible environmental

ramifications on the community. Bhaskar suggests that the social sciences' practical and theoretical processes enable us to discern the imperceptible. To explain these phenomena, critical realist studies go deep into the social structures that shape organisations on a daily basis in order to uncover the fundamental causes and mechanisms that contribute to them. Regarding this matter, sustainable NGO projects that are susceptible to failure require an in-depth examination of the underlying factors that contribute to their lack of success, as well as a follow-up mechanism that facilitates the assessment of progress at each stage of the project.

3.10.1 Historical Perspective of Critical Realism and its Relevance to the Research

Routzou sheds light on the historical perspective of critical realism and believes that critical realism materialised after the theory of causation faced criticism (Rutzou and Steinmetz 2018). The theory views that objects tend to follow each other's path, i.e., the causation of one process gives rise to the succession of another. Gorski in his article mentioned Mumford who strongly believed that a set of causes may initiate a process (Gorski 2018), but not necessarily be the sole reason, as there might be external factors counteracting the process (Kahmen and Stepanians 2013). This proposition, along with the group of individuals practicing reductionist sociological ontology (Baumgartner 2006), faced a greater criticism that it is not necessarily important for events to follow the same path and that they may face variable patterns. This criticism triggered the academics to think out of the box and ponder over deeper mechanisms that are responsible for different situations. Saunders explains critical realism in two forms, one is direct realism which means that what we see is what we get; our senses portray the picture that we see as a reality. The second notion denotes critical realism which explains that whatever we see, and experience is the result of some form of underlying factors that make up the reality (Saunders 2017). This notion of Saunders is quite interesting as it reflects the ideas experienced by the researcher in practical life. Since NGOs perform humanitarian assistance, they have to tackle the emotional part of human psychology. If the community for which a project is being conducted is not supported by the members of the society, therefore, its chances of success are relatively low as compared to the project conducted with community support. Therefore, the decisions taken by management need to be based upon the philosophy of critical realism. Underneath every managerial decision (taken by the non-government sector), there is an underlying human psychology aspect.

Leitch et al.'s (2010) ideas interrelate with the researcher's emotions and reactions with regard to practical research and state that the researcher's values and response cannot be separated from research and therefore, the interpretations and analysis of data collection will inevitably inform the way through which it has been collected. Ritchie (2003) also supported the idea by stating that reality can only be obtained through social constructs, which means that reality is a result of human interaction and interference with objects which gives rise to socially acceptable norms. It is evident that organisations are complex and operate with multi-layered policies and protocols (Plsek and Wilson 2001). Therefore, a single event may have multiple interpretations and underlying causes. For example, a single act of delayed funding from the donors may arise a sequence of challenges for the NGO, including delayed project activities, imbalances in the budget, and delayed payments to the staff and the participating community. A slight delay in one activity (by the donors) becomes a succession for the remaining series of unfortunate events at the other end. Acknowledging that people from various social and cultural backgrounds make up organisations, including NGOs, and that this affects how they react to change and operate. Thus, it is critical for a researcher to recognise the distinctions between individuals and social organisations.

People view and react toward reality according to their perception of reality, or what they see is true. This research will, therefore, study the underlying reasons for the NGOs that act as a barrier to measure the success of sustainable education projects. In order to present a clear picture of the problem under investigation, it is suggested to study the broader perspective of the situation being investigated. Bryman, in this context, states that perspective is everything when it comes to learning and acquiring information; whatever we see is dependent on the position where are standing and looking at phenomena. The phenomena are, therefore, multifaceted and complicated, and a single occurrence can have several different meanings (Bryman and Buchanan 2018).

3.11 Ontological, Epistemological, and Axiological Assumptions for this Research

3.11.1 Research Ontology

Ontology concerns the fundamental beliefs concerning the nature of reality as defined by Cao (2003). Ontological assumptions exert an influence on the methodology employed in the study of research objects (Saunders et al. 2019). In the context of business and management, these terms refer to a wide range of things, including but not limited to

organisational structures, managerial practises, career paths taken by individuals, and a wide range of events and physical objects. The researcher's ontology is a pivotal factor in determining their viewpoint of the field of business and management, which in turn impacts their choice of research subjects for their undertakings.

The study's ontological foundations are based on the argument that organisations, particularly NGOs, face challenges in achieving successful project results (Figure 3-1). One of the key challenges faced by these individuals concerns the lack of a coherent framework specifically designed for NGOs that enables the implementation of sustainable education projects. The preceding incongruity is frequently associated with tardiness in the accomplishment of projects and, on occasion, the failure of projects. The current research is based on the ontological frameworkwork of social constructionism (Burr 2015), which asserts that the social reality is shaped by the perceptions and consequent behaviours of social actors. The philosophical viewpoint asserts that social interaction plays a crucial role in shaping an individual's perception of reality. This is achieved through the collective generation of shared meanings and realities by individuals. The assertion suggests that the perception of reality is formed through interactions between individuals. Drawing from this proposition, it can be argued that the final outcome of a project is the result of the combined efforts of staff from NGOs and the community being served. The success or failure of a project is dependent on the adherence to project management protocols and procedures and the implementation of strategies utilised for project execution. Social phenomena are characterised by their dynamic nature, as social interactions between individuals are a continuous process that undergoes constant modification and re-evaluation. It is essential for a researcher to examine the research topic from every angle, including its background and the political, economic, and social climates in which it exists. Adopting this approach is imperative in acquiring an in-depth understanding of project delivery, the strategies implemented to guarantee beneficial project results, and the enduring advantages of the project as perceived by the community. The subjectivist researcher's main objective is to collect qualitative data related to the perspectives of non-governmental organisation staff and other relevant stakeholders on the ontological status of a particular subject.
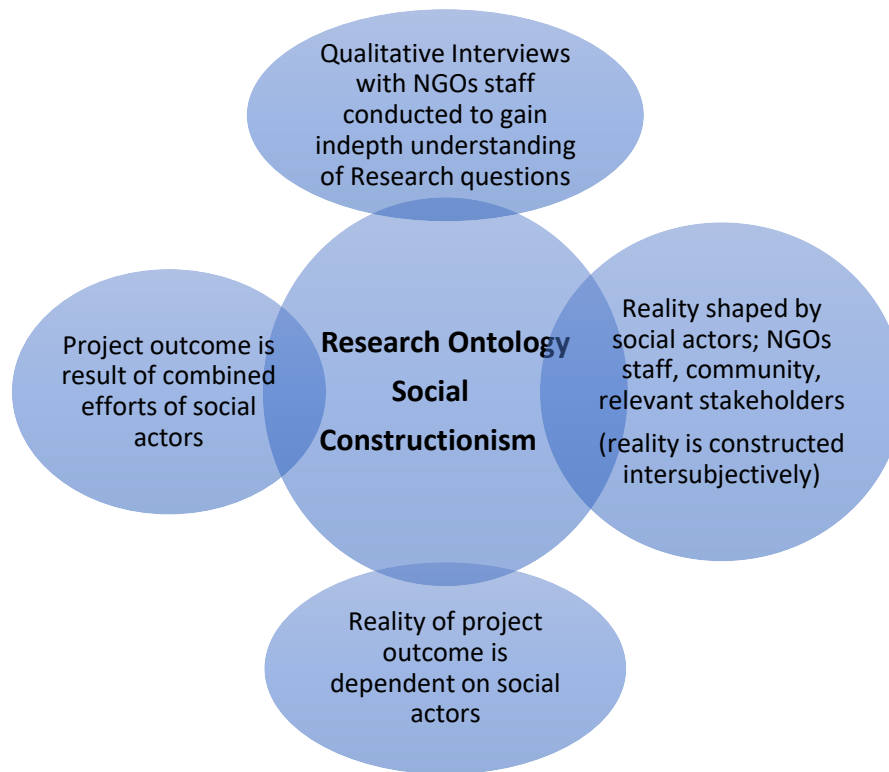
Figure 3-1: Research Ontological Assumptions (Source: Author)

3.12 Research Epistemology

Burrell and Morgan (2016) believe that epistemology pertains to assumptions regarding knowledge, specifically, the criteria for determining knowledge that is acceptable, valid, and legitimate, as well as the methods for disseminating knowledge to others. Within the multidisciplinary world of management and business, diverse forms of knowledge are deemed valid, encompassing numerical, textual, and visual data, factual information, opinions, as well as narratives and stories. As a result, it has been noted that different organisations and researchers in the field of management employ diverse epistemological approaches in their research endeavours. The diverse range of epistemological options available to researchers provides them with a broad selection of methodologies to choose from. It is crucial to comprehend the implications of distinct epistemological presumptions concerning the selection of methodology and the subsequent findings' strengths and limitations. This research's epistemological orientation is based on subjective epistemology and draws upon dependable secondary sources, such as credible journal articles, relevant books and publications, and online data sources. The study collects opinions from research participants who possess significant experience and expertise in the field of NGOs, rendering their insights both valid and credible.

3.13 Research Axiology

Saunders et al. (2019) define axiology as the study of values and ethics. The axiological options at the disposal of a researcher pertain to the degree to which the researcher intends to consider the influence of their personal values and beliefs on their research. Therefore, it is incumbent upon the researcher to determine how to manage their own values as well as those of the research subjects. Heron (1996) suggested that values serve as the fundamental motivation for all human behaviour. He further emphasised the significance of acknowledging and contemplating one's values during the research process, despite the inevitability of their integration. Explicit recognition and reflection on these values are deemed crucial for the conduct and documentation of research.

The process of selecting one particular topic over another implies a prioritisation of importance towards the chosen topic. The research philosophy is a manifestation of the researcher's values and their selection of data collection methods. In this study, the methodological choice for data collection involved the use of qualitative interviews with staff members of NGOs, rather than conducting anonymous surveys. The rationale behind this decision was based on the researcher's belief that conducting qualitative interviews would provide greater control over the questions asked and permit the asking of more meaningful questions that would elicit richer responses, and so enable the researcher to navigate the discussion in a manner that is relevant to achieving the research objectives.

3.14 Research Approach

A research approach helps categorising research into either testing the theory or formulating the theory. The plan consists of taking decisions to conduct the research. The decision could be regarding the choice of research philosophy, or data collection and analysis methods (McNiff 2006). The choice of research approach depends upon the nature of the problem, or the type of research questions. It also involves the researcher's own beliefs and experiences regarding the area of research, and the audience of study. There are three approaches to research methodology: deductive approach, inductive approach, and abductive approach.

A deductive approach is used to test a theory using logical interpretations to reach a rational conclusion. It is believed that quantitative research theories are hypothetical constructs based upon observations and are, therefore, referred to as deductive in nature.

Related to this research could be an example of using the donor agencies as the integral stakeholder of the project. The deductive approach could state that the donor agencies are some foreign organisations that assist in activities with regard to social welfare. Since all the NGOs provide humanitarian assistance, therefore, they must receive funds from the donor agencies. This theory could be tested by selecting different scenarios or case studies in which the donor agencies have released funds to the NGOs from time to time.

Conversely, the objective behind an inductive approach is not to a theory, but rather to generate a theory regarding a phenomenon under debate. For instance, a theory could be generated using the example of donor agencies and the NGOs that since donations are made based on performance and targets achieved by the organisations, a lack of performance (due to certain factors to be investigated) would stop future funding of the NGOs.

An abductive approach contains elements of both inductive and deductive approach by building a theory and then testing it to evaluate the deductive findings.

3.15   Choice and Justification of Research Approach

According to Vincent and O'Mahoney (2018), critical realism places theory before everything else because of the need of understanding mechanisms to justify why things happen. For this reason, realist research design aims at producing theoretical explanations utilising inductive approach concerning the essences and exercises of unseen, and generally universal phenomena. This study employs an inductive approach since it seeks to construct a conceptual framework based on information gathered and analysed during the research process. Keeping in mind that the NGOs in Pakistan lack a relevant and up-to-date framework for sustainable projects, such as Quality Education projects that might monitor the gradual process of change, there is a need to develop such a framework. Using the theoretical viewpoints and insights gained via the collection and analysis of qualitative data, the suggested framework will be produced as a theory to be evaluated by academics and researchers in the future.

3.16 Research Design Choice

Newman makes a note of research approaches and addresses that they represent different ends on a continuum (Newman et al. 1998). There are three sets of methodological choices: qualitative method, quantitative method, and mixed methods.

3.16.1 Quantitative Data

Quantitative data collection comprises collecting primary data from participants typically using structured questionnaires (Hair Jr et al. 2019). The quantitative data informs the researcher about data trends in numerical form. The data ranges from asking participants questions about beliefs, behavior, lifestyles, and opinions, to gathering general information, such as participant age, gender, income, education, etc. If data relates to any organisation, the participants are asked questions about the number of employees working in any department, their years of experience, level of satisfaction ranging between 1-to 5, for instance. The questionnaire can use an open-ended questionnaire or a closed-ended questions, or a mixture of both (Driscoll et al. 2007). The quantitative study is thought to be the best method for collecting data for a large population size (Sandelowski 2000) in order to generalise from.

Respondents are provided information about a research project, and that their input is helpful for the research. Ethical protocols are considered before distributing research surveys. The surveys can be completed by either using online surveys or by making direct contact with respondents through one-to-one interviews and filling the survey questionnaire according to their inputs. Had this research been looking for some measurable quantity, for instance, the number of NGOs supporting the UN SDG 4, or the amount of funding received by the NGOs under the heading of humanitarian projects, or the number of students enrolled by the NGOs over a certain period of time, then the research would have adopted the quantitative data collection approach. Criticising the quantitative approach, a typical objection is that by being so comprehensive in its scope, the technique loses out on the detail that enables the phenomena to be comprehended. However, because quantitative research does lend itself to being more generalisable, it ensures that the outcomes of a study can then be more easily applied elsewhere.

3.16.2   Qualitative Data

We can trace the genesis of qualitative research methods back to various early epistemological and ontological systems (Bansal et al. 2018). Qualitative research methodologies were developed to study a wide range of social phenomena in order to provide answers to questions that necessitate a deeper explanation for every social circumstance. If the study requires the collection of data, such as audio and video files, then qualitative approaches are essential. When a researcher is collecting and analysing data that is presented in the form of scattered text, numerical depictions, or graphical representations, these strategies are also used. Researchers who employ qualitative approaches have greater latitude in selecting data collection techniques that best meet the needs of their research (Dodgson 2017).

Tracey's studies into qualitative methods identifies typical examples of qualitative data collection include observation, textual analysis, focus groups, and interviews (Tracy 2013, p.158), and that in the case of interviews and focus groups, questions need to carefully designed.

An important concept in qualitative research is self-reflection, as well as the context and in-depth description of events. As a concept, self-reflection refers to the thoughtful consideration of one's choices in relation to one's experiences, viewpoints on any event, interactions with others, and decisions made in any such situation. In this context, Taylor believes that every incident has a background that every researcher studies, for example, employees working in an organisation have different cultural, religious, ethical, and political backgrounds. Research methods are shaped by the values and preferences of those being studied (Taylor 2015).

Corbin and Strauss describe qualitative research as understanding individuals through their own lenses and perceiving reality from their perspective (Corbin 2007). Understanding how other people perceive and respond to situations is facilitated by the empathy and association that researchers display for the people they study. Some might argue that the study's small sample size limits its value because the results cannot be extrapolated to communities other than the one in which they were observed, as an argument against using a qualitative methodology.

3.17 Research Strategy

A research strategy is the researcher's general plan or approach for addressing the research questions. The research strategy defines research objectives (derived from research questions), specifies all the resources consulted for data collection, and considers research ethics and general data protection, as well as accessing data, time and location constraints, and financial considerations associated with data collection (Johannesson and Perjons 2021). Ideally, a researcher's thoughts on employing a particular strategy for the research project are reflected in the research strategy. A research strategy enables the reader to comprehend why a particular department or organisation has been chosen, as well as why a researcher prefers qualitative over quantitative methods. Therefore, the research strategy provides a valid justification for all decisions made to address the research questions.

Johannesson and Perjons (2021) define research strategy as an overall plan for conducting a research study. According to Matthews et al. (2010), data reflects the social situation that is being examined. In order to address the research problem and accomplish the research goals, a research strategy must be used. Primary and secondary data are often used in research initiatives (Saunders et al 2012). Using the most appropriate research methodologies, the researcher generates primary data for a specific topic.

In addition to providing crucial context, historical context, and background information for a researcher, secondary data is easier to get, more easily accessible, and costs less than primary data. Additional sources of knowledge included books on project management, pertinent journal articles, conferences and internet forums related to the study of project management. Secondary data was utilised in the literature review (Chapter 2) to understand the research topic, and to develop the interview questions. Using secondary data has significant drawbacks. Secondary data must be dependable and effective to be utilised by researchers (Maylor and Turner 2017).

If the researcher wants to collect primary data, they must have a broad range of options to choose from. These include a wide range of methods such as surveys and experiments (Saunders et al 2012). As a researcher, we have a lot riding on our strategy selection since it has to yield data relevant to our research phenomenon and be in synchronicity with the research philosophy and technique of choice (Buchanan and Bryman 2011). In addition to established methods, pragmatic researchers utilize both qualitative and quantitative techniques. However, even the most practical researchers encounter

limitations in choosing an approach. This study faced three primary constraints: limited time, limited resources, and restrictions on participants sharing private information were the three major limitations of this study. The data collection techniques require time to implement. For example, the number of participants in a survey or the number of interviews to be done will have to be limited to the time allocated for such activities. Making use of existing resources will also be a consideration. This includes aspects such as the location of participants, how they are recognised or engaged, and what resources are required to administer or implement a plan. Finally, the term 'participation' refers to the number of people who will be asked to take part in the survey. It is important to consider the kind of organisation, size, location, and accessibility while making a strategic decision. They have such an enormous effect on the choice of strategy that they have the capacity to determine which tactics are possible and how they may be structured in a specific research endeavour. Constraints were considered while selecting suitable techniques for this study. Experiments, surveys, case studies, grounded theory, ethnography, and action research are the various research methods.

3.17.1   Chosen Research Strategy

For this research, a case study has been chosen as a research strategy. Using the case study as a research strategy, a researcher is able to conduct a detailed analysis of the data as it is being considered in the specific context of a given case (Deigh et al. 2016). When undertaking research using a case study technique, it is common practise to pick a small geographic region, situation, or a relatively small number of people to act as the subjects of the investigation. In their purest form, case studies investigate contemporary real-life phenomena by conducting in-depth contextual analysis of a small number of events or conditions, as well as the connections between them.

Yazan (2015) in his research article quotes the work of Yin and provides the definition of the case study research method as 'an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used' (Yazan 2015, p. 138).

This research has used an emergent case study approach. In an emergent case study, the researcher is aware of the problem that they are studying, however, it is unclear how to articulate the problem. Once the researcher is able to understand and underpin the

underlying mechanisms responsible for a situation, then the researcher can propose a solution to the problem. In other words, the researcher can address the research questions by studying the underlying factors accountable for a social situation. The emerging themes obtained by analysing data may direct a researcher in a right direction (Gillham 2000).

Using an emergent case study, this research examines in depth the delivery of education projects by NGOs in Pakistan. Limiting the scope of the research by targeting a specific issue to discuss, a greater knowledge of the issues involved in Pakistan's attainment of UN SDG 4 is sought. By combining an inductive technique with a case study, the researcher seeks to examine the mechanism by which NGOs conduct educational programmes, as well as the characteristics and situations in which the theory will be developed (in the form of a tool or framework).

3.17.2 Advantages of Case Studies

The advantage of a case study is that it permits a thorough examination of a single occurrence to identify its distinctive characteristics. This is especially significant given that the majority of human occurrences are complicated and dynamic, requiring the study of a lengthier sequence of examples to elucidate their properties. Case studies provide the investigation of such complexity and the adoption of the essential comprehensive perspective. Such benefits are magnified when the phenomenon under study is uncommon and unusual. In such situations, the causes for the phenomenon's occurrence may be investigated, and the specific events that led to the case's manifestation can be theorised to enhance conceptualization and comprehension (Thomas 2016).

Conducting case studies has additional benefits. As stated before, emergent situations enable the researcher to apply their current experienced and cognitive knowledge to identify difficulties, develop research questions, inspire future data collecting, and direct reading (Taylor 2015). Moreover, such understanding allows researchers to empathize with study participants emotionally, appreciate and honor their interests, and assist them in recognizing the advantages of the research endeavor. In this sense, case studies are also valuable for facilitating the representation of the voices of those whose interests are often disregarded, but who are impacted by a specific development, institution, or occurrence and need to be heard. In all forms of case study, the desire to comprehend the same occurrence from various people's views or from different theoretical perspectives necessitates the collection and utilisation of data from several sources. This

gives a degree of flexibility since the investigator could seek information from another source if a certain kind of evidence does not respond to questions. Significantly, quantitative data that provides some form of assessment, and qualitative data that provides comprehension of a procedure, may be combined to describe a phenomenon.

3.17.3 Disadvantages of Case Studies

The most significant issues with case studies are their low generalisability and their rigorousness. It is sometimes questioned if the research can be considered reliable due to the researcher's direct engagement and impact on the study, which may affect the findings. Critics such as Flyvbjerg (2021) further claim that a single case study cannot provide any foundation for dependability or generalisation of the outcomes.

Some researchers assert that case studies are excellent for the creation of explanatory models (Seawright and Gerring 2008). Others claim that theories can only be used as exploratory methods. Some academics believe surveys and experiments are the best approach, while others say that they lack precision and significance (Gomm et al. 2000). The general conclusion that may be reached is that case studies typically have strong external validity and poor internal validity.

In the course of a case study, a significant amount of data is created, which is a disadvantage of examining a phenomenon in such a detail. Furthermore, knowledge is often of several categories, necessitating type-specific analysis. If there is unlimited time to examine the data, this would not be a concern. This challenge can be overcome in two ways: first, by devoting the majority of the time to the interpretation of the most significant source (interviews) and recognising that the time available for analysing the other evidence will be restricted; and second, by starting the analysis process as early as possible (Malina et al. 2011).

3.18 Tools for Collecting Qualitative Data

Interviews are the most common means of collecting qualitative data and are used by researchers for several reasons. Interviews can be used as a key means of getting information from people about their own habits, beliefs, or opinions. They can be used to collect data on previous or current actions or experiences (Antwi and Hamza 2015). Interviews can also be used to acquire background information or to tap into an individual's specialist knowledge. These interviews will most likely acquire factual information and

statistics, such as process descriptions. Face-to-face interviews can be classified according to their structure, ranging from unstructured to structured. The concept of how much control the interviewer will have over the conversation is embedded in this continuum (Olson et al. 2016).

3.18.1 Semi-Structured Interviews

Semi-structured interviews are popular with qualitative researchers as the method of data collection because of two key factors: Firstly, they are highly suited for probing for further information and clarification of replies, as well as exploring respondents' perspectives and opinions on complicated and often sensitive matters. Secondly, the sample groups' diverse professional, educational, and personal backgrounds prevent the implementation of a regular interview format, and therefore, semi-structured interviews enable the researcher to introduce supplementary questions that do not follow a standardised pattern (Barriball and While 1994).

Dollard, who was a famous psychoanalyst sociologist, argued that when performing semi-structured interviews, the researcher must maintain a high level of awareness of oneself and others, as well as a persistent effort to define relationships that are normally taken for granted (Dollard 1957). This implies that the respondent's attachment to certain objects and things must be considered while discussing any topic with them.

The interviewer must not ask questions that may agitate the respondent's emotions thereby leading to biased, incorrect, or insufficient responses (Galletta and Cross 2013). For this research, semi-structured interviews had been chosen as a data collection method to interview participants from a range of different NGOs in Pakistan. The structure of the interview questions guided the participants to answer along desired topic areas of interest. In the case where more information was required, the participants could be asked to describe the process in detail to clarify the underlying reasons behind each decision taken.

Semi-structured interviews have been selected as the data collection method for this research study due to their ability to facilitate the researcher to delve more fully into the subject matter of the phenomena being investigated to ensure that a full and varied set of perspectives can be captured.

3.19   Research Sampling Strategy

Sampling is a technique that involves the collection of data about a population from the findings of a slice of the population without considering every single person from that population (Sharma 2017). A qualitative sample strategy defines the number of observations, interviews, focus-group sessions, or cases required to guarantee that the findings provide rich data (Moser and Korstjens 2018). It is unlikely that the researcher would be able to gather data from all cases to answer the research questions. As a result, a sample must be chosen (Taherdoost 2016). The population refers to the complete set of instances from which the researcher's sample is drawn. Researchers use sampling techniques to decrease the required number of cases since they would not have the time or resources to analyse the complete population. In a qualitative study such as this, the sample should be representative of a range of different perspectives so that the phenomena being investigated can be viewed from different angles to help the development of an authentic understanding.

There are various sampling techniques available for the researchers, which may be split into two categories: probability sampling and non-probability sampling. Probability (random) sampling begins with a full sampling frame of all eligible persons from whom to draw your sample (Thompson 1945). As a consequence, all eligible individuals have a better chance of being picked for the sample, and the findings of the study will be more generalisable. Probability sampling methods are often more time-consuming and costly than non-probability sampling approaches and are normally applied to quantitative studies.

Conversely, non-probability sampling does not begin with a complete sample frame; therefore, some participants have no chance of being chosen. As a result, the influence of sampling error cannot be estimated, and there is a considerable chance of obtaining a non-representative sample with non-generalisable conclusions (Saunders et al. 2019). Non-probability sampling approaches, on the other hand, are less expensive and more practical, and they are excellent for exploratory research and hypothesis creation. It is normal practice for qualitative studies to utilise non-probability sampling.

3.19.1   Judgment Sampling (Purposive Sampling)

The version of non-probability sampling chosen for this research is judgment (purposive) sampling. This strategy, also known as selective or subjective sampling (Saunders et al.

2019), relies on the researcher's discretion when deciding who to invite to participate. Purposive sampling refers to the deliberate selection of study participants to optimise data sources for addressing the research topic. In this scenario, a population of a wide range of NGOs functioning in Pakistan was selected. The researcher chose NGOs that are delivering Quality Educational related projects across Pakistan. Thus, the researcher implicitly chose a 'representative' sample to meet the goals of the research, and deliberately contacted the individuals with specified qualities. In this case, the participants were divided into two categories, the senior management employees and the middle / junior level employees. This categorisation enabled the researcher to compare and contrast the knowledge and understanding of project management of both groups. By comparing and contrasting the difference in knowledge of the two groups, the researcher could identify the possible knowledge gaps existing in the population of the NGOs, and therefore, bridge the gap by interlinking the crucial success factors necessary for successful Quality Education projects.

For this research, the sampling explicitly identified a broad spectrum of relevant NGOs, government departments, and donor agencies, and the people within those organisations who would have a view relevant to this research study.

3.20   Recruiting Participants

The next phase of the research was to select participants to interview to inform and populate the conceptual framework. Participants from selected NGOs and government education departments were directly contacted to participate in the study. The selected participants represented key stakeholder groups from a wide range of NGOs and government institutions deemed suitable for providing detailed information pertinent to the research questions being addressed by this study. The key stakeholder groups considered were:

1. Local NGOs (NGOs based in Pakistan)
2. International NGOs (NGOs based outside of Pakistan, but operating within the country)
3. Donors (those who fund the education projects being delivered by the NGOs)
4. Government (those who approve and support the education projects being delivered by NGOs)

   The final key stakeholder group that could have been considered related to the Community Groups that benefit from the education projects being delivered by the NGOs.

This research project seeks to explore the thoughts and views of those experienced in the delivery of education projects, and because the community groups are recipients, and may only have been involved in a single project, they were not considered to have enough relevant experience relating to the phenomena being investigated, and so this group was excluded from the participant recruitment for this research.

Qualitative interviews have the advantage of being able to delve into replies or observations as needed to events, behaviours, and beliefs. Qualitative interviews enable the researcher to obtain more information as they proceeded with their line of the interview questionnaire. The interrogation generated details about the participants' perception of specific content, e.g., what challenges are being faced by the NGO in the course of a project. The interviewer worked with the participant to generate a rich and detailed narrative that contributed to the study's overarching goal. Another benefit of conducting the qualitative interviews was perceived to be the level of information that was yielded through interviews, which otherwise was not possible for the researcher to obtain through quantitative methods of data collection.

The researcher's capacity to identify personal connections within NGOs was instrumental in identifying relevant and potential research participants. The direct contact with each participant, as opposed to waiting for delayed responses, proved particularly efficient in time management. To guarantee a breadth of experiences, participants were selected from a broad spectrum of NGOs across different cities in Pakistan. The recruitment process prioritized candidates' pertinent experience, reputation, and expertise within the Pakistani NGO sector.

The study revealed that the CEOs had a minimum of 12 years of experience. In contrast, the senior managers interviewed had at least 10 years of experience. The junior management team possessed five years of relevant experience, and the middle management staff had a decade of experience. Due to changes in personnel over time, the researcher could not find participants from the government department having an equivalent level of experience in the field of management with regards to UN SDG 4 related education projects. The government participants demonstrated an experience of 5 years in their relevant departments.

A total of 25 participants were considered to saturate the data to the point where no additional new information could be obtained from them. Though data saturation is the

most commonly used word to describe achieving an adequate sample size, it does not apply to all study designs. One may argue, for example, that in some techniques of qualitative research, data collecting could go on indefinitely as there is always new experiences to explore. In such a case, data saturation may never be reached. In contrast, if the number of people available for inclusion in a sample is limited, some risk of not attaining data saturation is unavoidable.

3.21   Sampling Bias

Regardless of the method employed, there are five major potential possible sources of bias that should be addressed when selecting a sample. When the following events occur, sampling bias may be introduced when:

1. Any previously agreed-upon sample rules are broken,
2. People from hard-to-reach groups are left out,
3. Selected persons are substituted for others, for example, if they are difficult to reach.
4. Response rates are poor,
5. The sample frame is an out-of-date list (for example, if it does not consider participants who have recently moved to an area).

    The sampling bias is less applicable to qualitative studies as there is no attempt to generalise from the findings. Nevertheless, it was the intention to include a balanced set of perspectives not just to avoid the data collected from being skewed, but also to gather as much authentic data as possible. Authentic data is this sense relates to the trustworthiness of the data collected, and the analysis undertaken, and can be based upon the Four Dimension Criteria as defined by Lincoln and Guba (1985):

1. Credibility (are the right questions being asked, and the right people being interviewed),
2. Dependability (are the findings obtained robust enough to stand scrutiny by others, and repeatable if the same questions, were asked of the same people, on another occasion),
3. Confirmability (is there confidence that the findings are based upon the participants' narratives opposed to the researcher's biases, and that these are the genuine thoughts and views of the participants without being influenced by external factors),
4. Transferability (even though we are not looking to generalise from this qualitative study, are the findings only applicable to these exact scenarios, or are they likely to

be applicable elsewhere, e.g., to other types of projects being delivered by NGOs in Pakistan, to education projects being delivered by NGOs in other countries, or to education projects being delivered by other types of organisations).

Inclusion and Exclusion Criteria - Out of a total of 10 million NGOs globally, only 25,000 to 35,000 are based in Pakistan (NGOs Base 2023). Based upon the information obtained through different media and online resources in Pakistan and their statistical estimation, the researcher selected a sample population size of 14 NGOs based in Pakistan delivering education projects. For this research, anonymous and unregistered organisations were filtered, and only registered and well-known organisations were selected. Organisations having a legitimate website and a validated registration number were selected for this study. All the organisations having no source of contact or valid address/registration number were omitted from the selection criteria. This filtration produced 18 local and nationally operating NGOs in Pakistan (NGOs Base 2023) and 10 well acclaimed internationally operating organisations in Pakistan. The search also looked for all the government departments concerned with education purposes as well as donor agencies that back up the organisations with continuous funding options.

3.22 Selecting Non-Government Organisations

To devise a framework, it was necessary to limit and narrow down the scope of study to the organisations that are related to delivering education projects in Pakistan. Selecting the NGOs working on education projects narrowed down the scope of research. Among 150,000 registered NGOs under the NGOs voluntary Act of Pakistan, the statistics for NGOs involved with education projects only was estimated to be under 100 NGOs across Pakistan (Commonwealth Network 2020; Campus Guru 2021). These estimations were made by different education-related websites in Pakistan. According to these media sources, the exact estimation of the NGOs related to education projects was difficult to calculate. It was because the NGOs in Pakistan are not required to be registered with governmental offices to operate. However, formal registration makes their philanthropic and developmental activities accessible for certain benefits such as opening a bank account and qualifying for eligibility for financial aid from international and locally operating and domestic government agencies. According to International Centre for Non-For-Profit Law, almost 38% of the NGOs are unregistered under any law (ICNL 2022).

The local NGOs selected for this research was the Foundation for Rural Development (FRD) operating in KPK sector. The national-level organisation being chosen for this study was the Friends Development Organisation (FDO), operating in Islamabad. The three international NGOs identified for this research were the Save the Children (Karachi Office), UNICEF (Lahore office), UNESCO (Islamabad Office).

3.23 Selecting Government Departments

The Ministry of Education in Pakistan has devised 22 departments to look into educational affairs all across the country (Ministry of Education 2015). Each of these departments is operating on Federal and provincial levels. Out of 22 departments, the author selected 4 relevant departments based in different provinces of Pakistan. This selection was made based on convenience and relevance to the research. The departments selected were:

1. Federal Department for Education (Islamabad, operating at Federal Level),
2. Elementary and Secondary Education (Khyber Pakhtoonkhwa, operating at Provincial Level),
3. District Education Authority (Punjab, operating at District Level),
4. School Regulation and Literacy Department (Sindh, operating at Regional Level). Participants were contacted using their contact details on the official websites of the government departments.

3.24 Selecting the Donor Agencies

According to the Commission in Science and Technology for Sustainable Development in South (COMSATS), there were 66 donor organisations in Pakistan, the majority of which were international donors and development organisations. Estimating the statistics of donor agencies in Pakistan, the author selected 5 international donor organisations. Since there had been no evidence found for the local and national NGOs being donor agencies, they had not been selected as donor organisations. The research intended to select equal number of participants (wherever possible) to maintain sampling number. For this purpose, it was imperative to select 5 donor agencies that were selected from a range of operating donor agencies. This number also includes donor agencies that are particularly interested in disbursing funds in education projects.

3.25 Summary of the Participants Recruited

The total number of NGOs operating globally is estimated to be 150,000. The NGOs operating in Pakistan alone are estimated to fall between 25,000-30,000 NGOs. This number includes NGOs that are registered as well as unregistered. For the sake of this research, only 14 NGOs were selected. The selection was based on the criteria of official registration, operation, functions performed, and relevance to the research. The organisations that were easily accessible via their websites and whose relevant content was available on the internet were chosen for the sake of convenience. Data collection was affected by the Covid-19 pandemic that restricted the data collection process.

The research study selected 25 participants from a total of 14 different organisations as described in Table 3-2 and detailed in Table 3-3.

Table 3-2Validity Matrix to Indicate the Breakdown of Participants

Category	Selected Number	Participants
Local NGOs	1	5
National NGOs	1	5
International NGOs	3	5
Government Departments	4	5
Donor Agencies (Local, National, International)	5	5

Table 3-3: Validity Matrix to Indicate the Breakdown of Participants

Participant	Code	Role	Organisation/ Department	Organisation Type	Participant's Experience (yrs.)
1	A	Donor/Project Manager	UNESCO	International	16
2	B	Donor/Country Director	Solidarities International	International	14
3	C	Donor/CEO	Department for International Development	National	15
4	D	Donor/PM	CDRS	National	20
5	E	Donor/CEO	United Nations Development Programme	International	15
6	F	Education Officer	Planning Commission of Pakistan (Islamabad)	Government	18

7	G	Policy Design/Chairman	Board of Intermediate & Secondary Ed	Government	11
8	H	Education Sup Officer	National Education Foundation (Punjab)	Government	05
9	I	Ministry of Ed Officer	National Education Foundation (Sindh)	Government	11
10	J	Strategy Sup Officer	Ministry of Federal Education and Professional Training (Islamabad)	Government	21
11	K	Programme Manager	Friends Development Organisation	National NGO	11
12	L	Programme Manager	Foundation for Rural Development	Local NGO	16
13	M	Programme Manager	Save the Children	International NGO	15
14	N	Programme Dev Officer	UNICEF	International NGO	20
15	A	Education Officer	UNESCO	International NGO	06
16	K	CEO/Project Manager	Friends Development Organisation	National NGO	18
17	L	Project Manager	Foundation for Rural Development	Local NGO	12
18	M	Project Manager	Save the Children	International NGO	12
19	N	Programme Dev Officer	UNICEF	International NGO	03
20	A	M&E Officer	UNESCO	International NGO	16
21	O	CEO	Sungi Development Foundation	National NGO	33
22	L	Community Mobiliser	Foundation for Rural Development	Local NGO	4
23	M	Community Mobiliser	Save the Children	International NGO	6
24	N	Community Mobiliser	UNICEF	International NGO	5
25	A	Community Mobiliser	UNESCO	International NGO	5

3.26 Formulation of Interview Questions

Qualitative research is a type of investigation that aims to describe and clarify human experience as it manifests in people's lives. Researchers that use qualitative methods collect data to support their simplified descriptions. Qualitative data is primarily obtained through the use of spoken or written words rather than numbers. Interviews with participants,

observations, documents, and artifacts are all possible data sources. For analytic purposes, the data is frequently translated into written language.

Purposive and iterative procedures are required for interview participant selection (Miles and Gilbert 2005; Polkinghorne 2005). Interview data collection necessitates an understanding of the complexities of self-reports as well as the relationship between experience, language, and expression. Obtaining appropriate breadth and depth in interview data demands practiced skill and patience.

The guide in appendix H.3 details the domains and questions asked during the interviews. The interview questions were designed using understanding gained from undertaking the literature review, and then structured to align with the conceptual framework to be proposed in this research.

The interview questions were designed using understanding gained from undertaking the literature review, and then structured to align with the conceptual framework to be proposed in this research. The literature review was broken down into three sections: NGOs, Success in Project Management, and Sustainability. All the sections within the literature review were thoroughly studied. Contemporary issues within these domains were identified and then an interview questionnaire was formulated. The design of pilot interview enabled the researcher to either stick with the interview question or go through the question once again. The interviews were recorded using Zoom/Teams platform. Each interview lasted between 45-50 minutes. The recording was played in slow motion to transcribe the interviews verbatim by the author herself. Details of the interview questions presented to the participants recruited can be found in Appendix H.3.

3.27   Pilot Testing of the Interviewing Process

A pilot test is a time-constrained participatory study used to investigate the features of new technology, application, or any related procedure in a specific setting (Abdul Majid et al. 2017). The main purpose of a pilot study is to determine whether a research project is feasible or not. A pilot test studies a small segment of the sample population to test research methods, data collecting tools, sample recruitment tactics, and other research methodologies. A pilot study is an important step in a research effort because it allows researchers to detect possible issue areas and flaws in the research equipment and methodology before they are used in the full study (Hassan et al. 2006).It can also assist

members of the research team in becoming comfortable with the protocol's processes. Pilot testing of the semi-structured interviews validates that the content of the formed, preliminary guide is covered and relevant, as well as identifies the need to reformulate questions and test its implementation (Kallio et al. 2016). Specifically, the pilot test is useful to ensure that the questions asked are not ambiguous in nature.

The interview with the first participating organisation was utilised as the pilot for this study, with the researcher assessing and reviewing how successful the interview was in terms of performance and data quality. After the initial interview, it was discovered that the questions had been asked in the scheduled order, but that just a few follow-up questions had been answered. As a result, the interview was brief and uninformative. It was noted that the time allocated for the interview was not observed; partly due to the time difference between the two countries. Since the interviews were conducted online, there had been a slight disruption in internet connection at the participant's end which resulted in a time shortage for recording the interview. It was also observed that the participants spent too much time answering the first half of the questions and spent less time answering the remaining half. This insight came from listening to the interview recording and identifying flaws that were not apparent during the interview because the focus had been on the process (for example, answering all of the questions, managing time, and making sure the zoom meetings were recorded properly) rather than the quality of the information received.

The quality and procedure of the second interview improved as a result of the increased trust in the process and mechanics of the interview. Successive interviews were recorded in the same way, and the lessons learned from each previous interview were integrated into the next. The quality of the interview session increased as a result of this reflective process and improvement, with subsequent interviews benefiting from the review process. The use of insight, instead of a linear list of questions, was one of the most significant advancements. The chain of thoughts covered the primary questions as well as potential follow-up questions, and the interviewer found it to be easier to be more adaptable because it was pictorial.

The interviews were conducted between September and October 2021. The participant's consent was obtained before each session to allow the recording and transcribing of their interviews. The interview data were stored safely on password protected servers at Bournemouth University.

3.28 Research Validity, Reliability and Ethical Considerations in Qualitative Research

3.28.1 Reliability

The term reliability holds a paramount position in all types of research. Irrespective of being quantitative or qualitative, the research studies need to be tested for authenticity. However, in qualitative research studies, one of the most essential tests to be conducted would be testing the quality of qualitative research data collected. Tanveer and Bashir (2008) quote Joppe who defines and considers reliability as the degree to which the research findings are accurate and providing a realistic picture of the overall population under investigation is considered as reliability. He builds his proposition on the fact that if the findings of a study can be replicated using a comparable technique, the research instrument is considered reliable. The word 'reliability' refers to an idea that is commonly used in all types of research. Reliability examines and evaluates the authenticity of qualitative research. Being an interpretive inquiry, this research needed to be tested to be considered authentic. Reliability, therefore, is considered a means of extracting genuine and dependable information. In pursuit of good qualitative research, Fossey et al. (2002) state that good qualitative research studies enable us to understand scenarios that otherwise would be difficult to understand.

3.28.2 Validity

A debate regarding the concept of validity has been eminent among many scholars. There has been an argument among many qualitative researchers that the word validity cannot be quantified in qualitative research. Since validity is associated with quantitative research and is defined as the amount to which a concept is correctly quantified (Heale and Twycross 2015). However, in the qualitative investigation, the research findings and results cannot be quantified, therefore, researchers felt a need to there should be a kind of measure that could qualify their research findings. Researchers such as Creswell and Miller (Creswell and Miller 2000) believed that validity is a perception of the researcher's assumptions about any research findings. It is, therefore, affected by what the researcher believes is true or relevant to his research. Terms such as accuracy, quality, and trustworthiness have been used in response to this confusion (Carminati 2018).

3.29 Participant and Researcher Bias

Participants and researcher bias is another element that needs to be checked before and during collecting data. Participants' bias occurs when study participants answer in a way that shows they are attempting to match the expected outcome of the researcher. This indicates that the responder begins to behave or react atypically compared to their typical behaviour or reaction. In order to determine whether or not a study's findings can be trusted, researchers must make informed judgements regarding the 'soundness' of the study, taking into account the relevance of the research question, the validity of the techniques used, and the transparency of the results drawn (Helen and Joanna 2015) . Qualitative research is commonly criticised for its lack of scientific rigour, inadequate explanation of the methodologies used, lack of openness in the analytical processes, and conclusions that are essentially a collection of viewpoints susceptible to researcher bias. The participant bias can be minimalised using the following steps:

1. Researchers should make participants' responses anonymous and guarantee confidentiality to prevent social desirability bias. The researcher must also avoid any suggestion in the phrasing of the questions,

2. Researchers might mitigate the impact of confirmation bias by maintaining an open mind and carefully considering all available information when they evaluate previously proposed explanations,

3. Researchers may avoid the habituation bias by varying the wording of their inquiries and adopting a tone that is more likely to keep the participants engaged,

4. Without interfering with the participants' experiences before presenting them with the study materials, researchers may reduce their risk of falling victim to the halo effect bias. Consequently, it is essential that the researcher present the participant with just the information necessary for the current task. Asking only the relevant questions reduces the chances of questions being misinterpreted by the participants.

3.30 Issues of Reliability and Validity

The issue of reliability and validity in qualitative research arises and concerns several practical aspects of the interviewing process, such as the design of interview questions, establishing trust with interviewees, and taking into account the equilibrium between the interviewer and the participant. To address the issue of reliability and validity for this research, a cross-checking approach has been used in which data obtained from different participants within a stakeholder group have been compared to each other, and data obtained across the key stakeholder groups have also been compared.

3.31 Validating Research Data

The research participants such as the donors, NGO staff, and government officials were employed as multiple data sources for investigating the reliability and validity of the research. The participants performed the role of evaluators to observe and analyse the data. The data collected from each participant interviewed employed from different sectors was used to verify the responses of every previous participant, and the researcher's understanding made relevant amendments to the data obtained. These participants performed as a multidisciplinary team in terms of their relevant experiences, and expertise in project management and the non-government sector, bringing several theoretical perspectives together to inform the researcher regarding the research questions.

The interviews were tailored to fit the needs of the participants, and the researcher, considering the Covid-19 outbreak and the travel limitations enforced. The procedure data collection was carried out online because travel was banned during the months when the interviews were scheduled. Online resources such as Skype, zoom meetings, and Teams were used to meet the participants and record their conversations. The participants were provided with a participant agreement form and a participant information sheet to read, sign, and acknowledge that they had been given time and opportunity to ask pertinent questions, as well as the freedom to express their opinions in an environment where they would not be judged or criticized for doing so. The researcher recorded and transcribed the interviews. The interviews were transcribed directly from the recordings to ensure data accuracy, and to allow direct quotes to be extracted later as appropriate.

3.32 Ethical Considerations

As a researcher plans a study, ethical problems arise. Concerns like gaining access to specific organisations and people to collect data and then analysing it to produce research findings necessitating following a specific approach are typical examples. Saunders et al. (2009, p.184) define this as "ethics refers to the appropriateness of your behaviour in relation to the rights of those who become the subject of your work or are affected by it".

Bryman and Bell cite four key ethical concerns: harm to participants (either in the form of emotional or physical distress), a lack of informed agreement (or breaching the agreement terms), invasion of privacy, and deception (Bell and Bryman 2007). Sparks and Pan (2010) define ethics in their research article as ethics is an individual's personal evaluation of the degree to which some behaviour or course of action is ethical or unethical.

Research ethics involves the research topic as well as other components of the study, such as acquiring primary and secondary data and the procedures by which our research data is analysed. It also allows a researcher to choose how and where the data will be stored in order to protect the privacy of the data. Research ethics ensures that the endeavour is not only systematic but also morally conservative for everyone participating.

The Bournemouth University Code of Ethics was used to govern the conduct of this study. The university's guidelines and principles outlined the specifics of what is regarded as ethical and permissible, as well as what aspects make it unethical otherwise. Ethical approval (Reference: 39494) was granted by Bournemouth University in September 2021.

This research was undertaken during the global COVID-19 pandemic. Because travelling was not permitted due to health and safety concerns, permission was requested to conduct online interviews during the Covid-19 restrictions. The researcher distributed the participant information sheet and participant agreement forms to potential participants before each interview was held (appendix H). After reading the consent form carefully, the participants signed and returned it. The consent form allowed participants to review the content of the interview questionnaire and that they could withdraw at any time. The participants gave their assent to the information provided in the forms and participated voluntarily. The participants' identities were kept confidential. The interviews were planned

to prevent ethical difficulties, and the research findings revealed that none of them arose during the procedure.

3.33   Summary

This chapter methodically explains the research design for this study. Starting the discussion with the critical realism as the research philosophy, the chapter discusses why this philosophy suits best for the research. Critical realism, which advocates the idea of cause and effect, justifies the research choice by supporting the idea that any event such as financial, political, or governmental constraints may cause a series of events which may lead a project to fail. The chapter discusses the research approach and its significance to the research. The preceding section of the chapter discusses data collection procedure using the qualitative data in the form of semi-structured interviews which are then analysed using the recursive abstraction approach.

The research employs a recursive abstraction approach for analysing qualitative data. Recursive abstraction is a distinct method of data analysis that distinguishes itself from other approaches by virtue of its iterative nature, which involves a set of recurring activities. The first step in the process involves identifying the overarching themes, which are subsequently summarised and coded based on the data contained within them (Polkinghorne and Taylor 2022). It is a frequent occurrence for emergent themes to replace the initially identified themes when data is collapsed. The process of merging and collapsing data is carried out iteratively until a final set of themes, which are high-level groupings or categories, and codes, which are low-level subject indicators, is obtained. This approach facilitates a deeper understanding of the phenomena under investigation in the study. Themes refer to broad classifications or groupings, while codes are specific indicators of subjects at a lower level.

A sample size of 25 participants was utilised for data collection. Each participant embodies a case study of a stakeholder involved in the process, including but not limited to a non-governmental organisation (NGO) at the local or international level, a donor providing funding, or a government department. The Recursive Abstraction process was utilised for data analysis. An instance of the Recursive Abstraction technique's application in analysing the data obtained from the semi-structured interviews has been appended in Appendix B. Data validation was conducted using the cross-checking approach.

This chapter discusses why case study has been selected as the research strategy and provides relevant explanation for this choice. This study examines the delivery of education programmes by NGOs in Pakistan in detail using an emergent case study. By narrowing the scope of the study and focusing on a single problem to examine, a better understanding of the challenges involved in Pakistan's achievement of UN SDG 4 is sought. The last section of the chapter looks into research sampling strategy as well as data validity and reliability and ethics approval

Chapter 4: Chapter 4 Data Analysis and Findings

4.1   Introduction

This chapter discusses findings derived from the analysis of data collected from interviewing 25 Participants. The participants represented the following range of stakeholders for education projects being delivered by NGOs in Pakistan:

Category	Selected Number	Participants
Local NGOs	1	5
National NGOs	1	5
International NGOs	3	5
Government Departments	4	5
Donor Agencies (Local, National, International)	5	5

It should be noted that this data collection was undertaken during the period of the global Covid-19 pandemic during which time access to participants, and pressures of the movement of researchers and participants was limited. Interviews were of a semi-structured nature and were undertaken between 20th September 2021 and 20th December 2021 and were held on either Zoom or Skype. In all cases, interviews were recorded to ensure accurate transcripts of the data were captured. As a result, quotes can be taken directly from the interview transcripts to illustrate points found in the analysis. All Participants were provided with a copy of the participation agreement in advance and were asked to sign the participant consent form in which they agreed to the recording, and to be involved in the research, and that they acknowledged how their data would be managed.

Data analysis was undertaken using the Recursive Abstraction method. Using this method enabled patterns and trends within the data to emerge. These patterns and trends were captured in the form of themes and codes. The themes that emerged during the analysis of the semi-structured interviews are discussed in this chapter. Each primary theme has been meticulously extracted from the data and then subdivided into appropriate subthemes according to the participants' replies. In this regard, twenty-five case studies have been developed to justify the ultimate research conclusions.

4.2   Data Analysis Using Recursive Abstraction Approach

The process of analysing the qualitative data that was collected for this study was undertaken using the technique called Recursive Abstraction Analysis. Whilst Recursive Abstraction is of value to individuals operating in Tourism Management and Marketing, particularly academics and professionals, according to Polkinghorne's description of the concept (Polkinghorne et al. 2020), it is also very helpful for a range of other business and management applications. In contrast to quantitative data, which concentrates on numbers or statistics, qualitative data is primarily concerned with locating underlying patterns and tendencies, which need to be analysed before they can be reviewed. Recursive Abstraction is a way of data analysis that differs from other approaches in that it is an iterative operation with a series of recurring activities to collapse the data and so identify emerging themes and codes. The initial step is to recognise the overarching themes, which is then followed by a summary and coding of the data included within these themes. When the data collapses, it is common for new developing themes to emerge, which can then be used to replace the themes that were first identified. The data is continuously merged and collapsed until a final collection of themes (high-level groupings or categories) and codes (low-level subject indicators) emerges, which helps us better comprehend the study phenomena being investigated. Themes are high-level groupings or categories, and codes are low-level subject indicators.

Data was collected from 25 Participants. Each Participant represents the case study of a stakeholder for the process, either an NGO (local or international), a Donor (funder) or a government department. Data was analysed using the Recursive abstraction process. An example of how the Recursive Abstraction method has been applied to the analysis of the data collected from the semi structured interviews has been included in Appendix B. An example of the step-by-step method recursive abstraction process can be found in Appendix B.

From the Recursive Abstraction analysis, themes emerged from the data, each of which are discussed in detail in the next sections. The four emerging themes were:

- Theme 1- Project Initiation Phase,
- Theme 2- Project Design Phase,
- Theme 3- Project Implementation Phase,
- Theme 4: Project Evaluation Phase.

4.2.1 Theme 1- Project Initiation Phase

Project initiation phase was further catogorised into the following phases:

4.2.2 Phase 1: Need Identification

When trying to understand what a need assessment is, it might be helpful to compare it to a gap analysis. In this case, a needs assessment could be thought of as an in-depth look at the differences between 'what is' (the situation), and 'what should have been' in terms of the way projects/services are provided. By analysing the 'gap,' the members of the project team may start to see problems, opportunities, strengths, and challenges, as well as possible new paths. By looking at the 'market' and the organisation's strengths carefully, gaps and possible opportunities can be seen in a more strategic way. This makes it less likely that projects will do the same work twice or get off track. With this method, it is also possible to find and build strategic relationships that will make it easier to reach groups that are not being reached enough right now. Kaufman and English, while referring to education projects, says that needs assessment is a method for identifying philosophically and practically sensible, significant, and useful concerns. It prevents from walking down additional dead ends in the education system and wasting time, money, and resources on ineffective solutions (Kaufman and English 1979).

The results of the needs assessment provide a framework for figuring out the organisation's niche and the people it wants to help. The National Oceanic and Atmospheric Administration (NOAA) argues that organisations should look at their own strengths and weaknesses in relation to their stated goals and the environmental problems they want to solve as part of a needs assessment. Educational project managers, therefore, need to undertake a needs assessment because it gives them well-documented, carefully looked over data that helps them start the project. A needs assessment helps determine why a project might be needed and provides important information about the potential impact (NOAA, 2009). The research data collected in this study informs us that the needs assessment is not only the first phase of the NGOs project management, as well as it is the most crucial phase of the project. If the community needs are not identified properly, then there are fewer chances for a project to succeed.

4.2.3 The Alignment of NGO Mandate with the Project Need

The second sub-theme which emerged during the data analysis process indicated that it was necessary that the NGO mandate must align with the project need. It was observed

that it was very important for a successful project to consider and match the priorities of all the relevant stakeholders to be the same. The research data also confirms this stance by generating themes that indicate that the mandate of NGOs must match the Donors' mandate. In case the project objective is unrealistic, or unattainable, then the organisation cannot expect the project to deliver what it was intended to do.

'We plan the project according to the need identified. There is also a need for donors to consider the needs of the community. They must not expect unrealistic or unattainable results from the project. In a disaster-stricken area, for example, there is a prime need to provide the affected with food and water first and then look after their education and other well-being needs. If the project is not serving the basic needs of society, then there is less use of that project in society' (Participant 4, Organisation D)

This sub-theme generated responses such as 2 participants speaking favour of this theme, while 20 respondents agreed that this step was important, whereas 3 respondents had been undecided in this response. Looking into the percentages, 8% of data indicates that it was crucial that the NGO mandate matches with the project need, while 80% were in favour of this. Only 2% of the data indicated that the participants were not sure if this step was important or not for the NGO.

4.2.4   Realistic Expectations of NGOs, Donors, and Government

Need identification enables the NGOs to determine the time required to complete a project. Project managers might find starting education projects exciting, but it is important to remember that not all projects can be finished on time, especially those that aim to make a sustainable change in society. So, the project managers are advised to undertake a gap analysis for the project they are planning to deliver. Organisations may be able to predict how a project will turn out by looking at the level of projects/services needed and the difference between what is happening now and what is expected to happen. This estimation will enable the NGOs to identify a project need that is attainable, realistic, and achievable. The research data informs us about the importance of need identification, and setting up realistic targets:

'Many projects which are in our minds might not be achievable and project management draws a clear mark on realistic targets and unrealistic targets. There are so many organisations working in Pakistan on different projects but not all of them succeed in what they are intended for, this is partly due to the lack of managerial practices, particularly,

project management practices because the organisations need guidance on how to acquire and allocate funds and the phases of project management cycle to be followed. Once the project idea has been conceived, then, it is also important for the government, the NGO, the donors, and other relevant stakeholders to adhere to achievable and realistic project targets (Participant 15, Organisation A)

Data analysis for this theme reported that 48% and 52% of respondents spoke in terms of very important to important, while in terms of plain figures, 12 respondents said that this theme was very important, and 13 respondents said that this theme was important for the NGOs. When starting a new project, the project initiation phase is the first phase in the project management life cycle (Figure 4-1). The NGOs in Pakistan follow the same procedure for delivering projects as guided by the PMBOK. The PMBOK refers to the Project Management Body of Knowledge, which encompasses a comprehensive set of procedures, optimal methodologies, specialised terminologies, and recommendations that are widely recognised as the normative framework in the field of project management (Marion 2019). The PMBOK framework is widely recognised as a valuable tool for organisations, as it facilitates the standardisation of practises across multiple departments, enables the customization of processes to meet specific requirements, and mitigates the risk of project failures. Theme 1 in appendix C demonstrates participants' responses with regards to project initiation phase.

According to research data, during the project initiation phase, a target community is located, and the NGO identifies a need. When a need is recognised, a solution is established, a project is developed, and a project team is assigned to build and deliver the solution to the customer during the initiation phase. The sub themes identified in project initiation phase are listed below (Figure 4-1):

i. Project addresses community needs,
ii. Alignment of NGO and donor's mandate,
iii. Alignment of donor's and project's priorities,
iv. Stakeholders' alignment,
v. Effective communication,
vi. Project planning and goal setting.
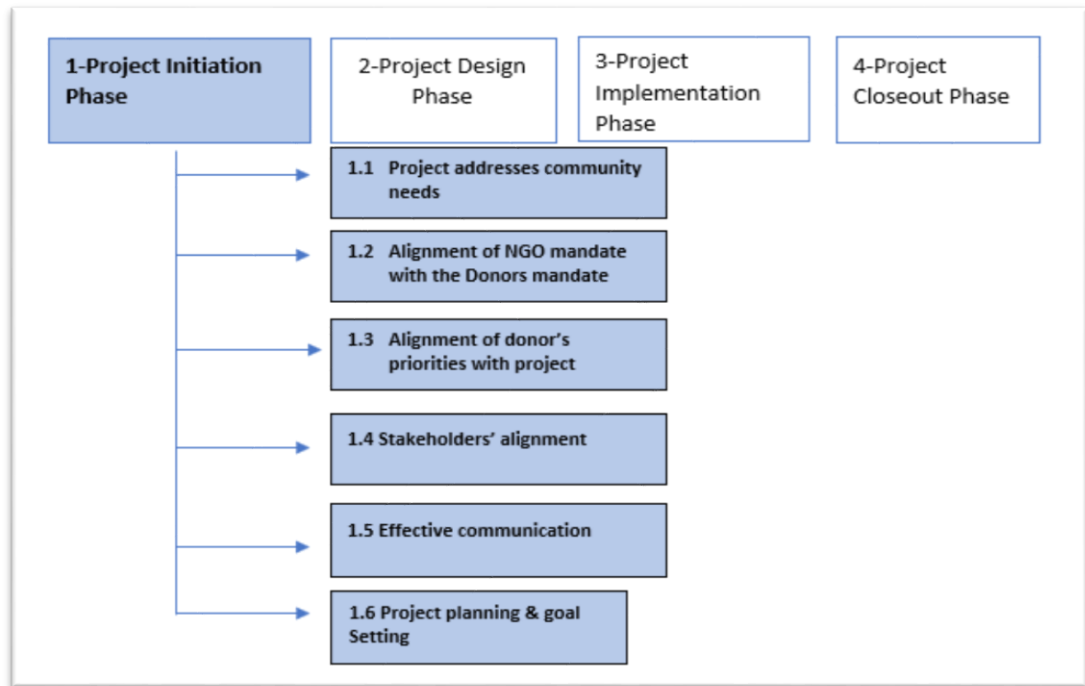
Figure 4-1: Project Initiation Phase (Substages) (Source: Author)

According to the research data, smaller projects are the building blocks of long-term programmes. Short-term projects need to be delivered successfully for the programs to be successful. All the research Participants agreed that the need identification is the first step in any project. The first cohort of the interviews (interviews 1-5) were recorded with the participants working in a variety of NGOs operating at different levels in the organisational hierarchy.

The success or failure of a project is dependent on the proper need identification for the community for which a project is being carried out. According to Participant 1,

'The need identification is the most crucial stage because if the need hasn't been identified properly, then there are few chances for that project to be accepted by the beneficiaries and achieve success' (Participant 1, Organisation A).

By beneficiaries, the participant is referring to the target community which the project is aimed at.

The organisation collaborates with concerned government departments, and the donors provide funds to the organisation. The data informs that if any of the departments do not perform efficiently towards implementing a project, then there is little chance for a project to be successful. In other words, the cohesion of all relevant departments is crucial for successful projects.

'The proper need identification and the community buy-in play a drastic role in either project success or failure' (Participant 2, Organisation B)

Whilst recording an interview regarding project management and sustainable practices within an NGO concerning education projects, Participant 2 informed us that like every corporate sector project, the projects conducted by the NGOs follow the same management cycle. The NGO's projects undergo stages such as the initiation phase, the planning phase, the execution phase, and the project closeout phase.

Participant 4 shared his experience of working with different NGOs and told us about how the NGOs conduct their projects. According to the research data, need identification is the first step toward starting any project, according to the data collected during the research. A project is planned according to the needs identified in the community.

'The need determines project planning. Donors must consider community needs. The project must deliver realistic results. In a disaster zone, first provide food and water, then education and other needs. If the project does not meet basic needs, community will not use it'. (Participant 4, Organisation D)

The data collected from one of the government departments informed us that every project is composed of stages such as project initiation, project planning, project execution, and project closeout. During the initiation phase, the most important element is the proper identification of the needs of the community for which a project is being conducted. Poor need identification may lead a project to failure.

'I think most of the projects fail due to reasons such as poor need identification' (Participant 6, Organisation F).

It was, therefore, apparent that projects require a realistic needs assessment before commencing any project. In this regard, the data also identified that most of the time projects fail due to a lack of proper need assessment of the community. If the project is delivered without consulting the actual needs of society, then the chances of its success are meagre.

'There are many factors that contribute towards a project failure, some of which include improper need identification' (Participant 9, Organisation I)

The data collected regarding the stages of a project life cycle revealed that every project, whether a large scale or a short scale, undergoes phases that are similar and common in all projects. Starting with an initiation phase, the project undergoes stages such

as planning, execution, and closeout. All stages are equally important, but within an NGO sector, the project initiation phase is the most essential stage of a project. Since the NGOs are concerned with the humanitarian aspect at every level, resolving humanitarian issues lies at the heart of NGOs' functioning and performance. Therefore, a relevant need identification is a pre-requisite for every project.

> 'We must understand that identifying a community need is a challenge, specifically for targeted groups like children, men, and women of any age, or a specific population group like people with special needs or the poorest. We must specifically examine community issues' (Participant 11, Organisation K)

The data collection regarding the project success factors informed us that project success is firmly linked with the identification of community needs.

> 'The success of the project depends on the correct need identification. If the community's needs are genuine and they are in desperate need of them, then the project is successful' (Participant 12, Organisation L)

Speaking in terms of the causes of project failure, the data identified that sometimes the project is prolonged due to the indecisiveness of the donors regarding the release of funds for the projects. Since projects are time-bound, therefore, the exceeded time frame collapses the project plan, thereby leading to project failure.

> 'Sometimes the donors take more than the specified time to decide upon the funds' release, the delay of which causes the project to be irrelevant or outdated' (Participant 12, Organisation L)

Therefore, it can be inferred that donors must prioritise the project's need to release funds. Project success and sustainability are also linked with the community's involvement and engagement. The participant briefed us that the community's participation is very important in driving a successful or failed project.

The information regarding project management and the stages involved, the data indicated that the stages involved in the NGOs project management are almost the same compared to the traditional project management. They follow the same route for delivering their projects.

> 'First, a project need is identified, which is used to plan the rest of the project, including finding funds, NOCs, stakeholder perspectives, and community change. A project cannot be fit for purpose without a proper need assessment' (Participant 13, organisation M)

This information was quite comprehensive, and useful, and offered answers to several interview questions.

Many community-based educational initiatives are conceived in the aftermath of a natural disaster or in response to an identified need. Concerning this issue, NGOs recommend communicating with prominent stakeholders such as schoolchildren, community leaders, and families to discuss the importance of education and its implications. At first glance, the definition of a needs assessment, which is: the procedure by which a project or other operation is evaluated to ascertain whether it is necessary, appears simple.

An education assessment process, on a broader scope, may determine the necessity of a project by methodically analysing factors like the demographics of the intended audience, the mandate and authority of the relevant agency, and the significance of environmental circumstances or challenges (Corbett 2017).

The research data indicated that 11 respondents believed that it was crucial that a project must address what is required by communities. whereas 12 respondents believed it to be an important step, while 2 participants were undecided if this step had any significance to the NGO. In terms of percentages, 44% of data affirmed that the correctly identified need was very important for a project to be successful, while 48% of respondents believed it to be important. Only 8% of respondents were undecided in this regard.

Proceeding with the next questions related to project success and failure factors, the data from Participants' sheds light on the importance of stakeholders' involvement in the project.

> 'Teams need to work together to get the desired result, which could be in the form of a target or goal to reach, just like in a game or competition. If we want our projects to go well, we need to keep all the teams working together. In this case, our teams are the people we do projects for, the government, the people who give us money, and the organisation itself' (Participant 13, Organisation M).

Speaking in terms of how NGOs manage their projects and measure their performance against set goals and targets, the data shows us that out of all stages of a project life cycle, the stage which encompasses the needs of the community is the most important stage.

'If we have properly identified the need of the community, then the project is likely to be successful' (Participant 15, Organisation A)

The data collection with regards to the most significant stage in measuring the performance of a project indicated that every stage is important, however, the need identification in the initiation phase of a project is most important because the proper need identification is the main factor upon which the whole project depends. If the need has not been identified properly, there is little chance for a project to succeed.

'The first stage, which is need identification is the most crucial stage because if the need hasn't been identified properly, then there are few chances for that project to be accepted by the beneficiaries and achieve success' (Participant 20, Organisation A).

By synthesising the findings discussed above, it has been possible to isolate the key factors which the participants identified as being pivotal to the project initiation stage of their delivery of education projects.

According to research, effective communication involves the acquisition of pertinent information, interpretation of its significance, and dissemination to relevant individuals. Effective communication is essential for all stakeholders involved or impacted by an initiative. According to Bowen and Edward, information can be defined as data that has undergone analysis and has been organised in a manner that is easily comprehended (Bowen and Edwards 1996).

'Communication, that even effective communication is of vital importance for all the NGOs. It enables us to communicate our day-to-day tasks with our employees, and other stakeholders. Without a proper mode of communication, it will be extremely difficult for the NGOs to achieve their intended outcomes' (Participant 1, Organisation A).

Communication is so important to the success of a project that more than one project manager has called it the 'lifeblood' of the project. To reach project goals, team members must work together, share information and expertise, put it all together, and use it. Because of this, it is important to know how communication works.

Over the years, there have been a lot of different broad definitions of communication, such as: The Project Management Institute thinks that communication is important for keeping project team members and other stakeholders involved, which is a key part of every project's work. As explained in the Stakeholders Engagement Domain, communication includes not only spoken and written forms, but also less formal ones like e-mail and face-to-face meetings. Meetings, talks, and searching for information in online

databases are all good ways to get information. After the data has been collected, it is shared according to the project's communications strategy (Project Management 2000). The research data also provided us some definitions of communications:

> 'Managing project communications entails a set of procedures designed to improve the likelihood that relevant information will be conveyed, received, and processed by the appropriate individuals' (Participant 2, Organisation A).

> 'The goal of communication is to facilitate open and effective lines of communication among team members working on different aspects of a project. A typical project manager's top priority is maintaining open lines of communication with the other members of the group to guarantee that everyone involved in the project is conscious of their responsibilities, the project's overall objectives, and your personal standards of performance. Together, this makes for a more productive team effort that may even improve output quality' (Participant 4, Organisation D).

It has been found in the literature review that communication is often called the 'social glue' that holds an organisation together (Alvesson, 2011) or the 'nervous system' of any organised group (Richmond et al., 1982; Cacciattolo, 2015). Both metaphors talk about how communication is important for the group to work. Rogers (1987), Cohen and Levesque (1988), and Rogala and Biaows (2016) all say that communication is the most basic thing that an organisation does and is the basis for everything else that it does. They say that this makes communication the most important part of an organisation. If there is not good communication between the different departments or divisions of an organisation, it is impossible for them to work together.

4.3   Section Summary

The project initiation phase represented the initial stage in the project management life cycle, which was embarked upon when commencing a new project. NGOs in Pakistan adhere to the project management principles outlined in the Project Management Body of Knowledge (PMBOK) when implementing their projects. Research findings indicated that in the project initiation phase, a specific community is targeted, and a need is identified by the NGO. During the initiation phase, the identification of a need prompts the establishment of a solution, planning for a project, and assignment of a project team to construct and provide the solution to the end beneficiaries. The sub themes emerged during the data analysis process were:

i.   Community need identification,

ii.   Alignment of NGO and donor's mandate,

iii.   Alignment of donor's and project's priorities,

iv.   Stakeholders' alignment,

v.   Effective communication,

vi.   Project planning and goal setting.

For a successful project, the most crucial stage being identified in the research data was the correct need identification.

4.4   Theme 2- Project Design Phase

A thorough data analysis and research findings revealed that the project design was the second phase in the overall project life cycle of an organisation. During this step, the researcher was informed that a project progresses to the subsequent level only after a project need is identified. This theme generated 4 sub-themes discussed below.

4.4.1   Designing a Log Framework

The research findings informed the researcher that when everyone on the team has reached a consensus on the project aims and objectives, they can move on to writing the rest of the project. The construction of a log framework for a project at this phase is proven to be of great use to project managers. The information that is necessary to carry out the application is displayed in a log framework. The framework is also helpful when reviewing the progress that has been made on the project. in this regard, 18 research participants (which comes out to be 72% of the corresponding data) were of the view that the log framework is an organised depiction of how the project will be carried out in the future. 7 participants reported that illustrates the way in which the outputs and inputs of the project will be related to the project's short, medium, and long-term results (28% response in terms of percentage).

Log frameworks are similar to a blueprint in that they detail the steps that will be followed to finish the project and how those processes will naturally lead to the results that are intended to be achieved (Golini et al. 2018). When using a logic model, the entire project needs to be built 'backward' in order to be successful. When planning teams have determined the ultimate or intended long-term, intermediate, and short-term results, they are in a much better position to determine acceptable project activities, resource requirements, and timelines. This is because acceptable project activities, resource requirements, and timelines are much easier to determine (based on the needs

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assessment). Whilst analysing data, theme 2.4 was identified as developing log framework for NGOs projects. The data also mentioned that NGOs sometimes need to devise a separate plan for the projects which need a prolonged period of time to get completed, whereas the log framework do not discuss long-term projects, or the process of change brought about by the project.

'We have a log framework for our projects. A log framework is a tool for better project planning, execution, management, monitoring, and assessment. The log framework is a method of organising a project's primary pieces and emphasising the logical connections between them. So, if we see that there is any problem due to which a project is derailed, then we come to know that the project is not being successful, and that, we need to take necessary measures to rectify the errors and problems' (Participant 4, Organisation D)

Discussing some of the issues with the log framework within the organisations, Aune (2000) addresses some questions related to the design flaw of the log framework. She believes that the Log framework approach seems to over-specify goals by putting too much emphasis on control and not enough on flexibility when trying to figure out what to do when there are many different stakeholders and a lot of change and uncertainty. The research participants confirmed that the most effective log framework approach can now frequently be of assistance in both explanation and negotiation, and there are examples of its application on a broad scale.

'Log frameworks have a special place in NGOs' project management. The log framework analysis enables the organisation to design its activities and provide relevance in terms of budget, resources, activities, risk mitigation, and the mode through which a project will complete its cycle' (Participant 13, Organisation M)

Nevertheless, there has been widespread abuse of this approach, and as a result it is necessary for the latest version of the model that can cope with management that is complicated, adaptive, and well-motivated. In fact, numerous organisations have loathed and mistrusted the log framework, while others who are enthusiastic about it have misinterpreted and exploited it. The research data depicts that a great amount of skill is required for both filling and using a standard matrix to ensure that it is used in an appropriate and meaningful way.

'Unfortunately, we do not have a standardised framework to consult, although we do have our own log framework which we take as a guide. The problem with the log framework is

that while imperfect, the LFA appears to offer a medium ground in that it is both a component of results-based management and allows for extensive stakeholder input, at least during the planning stage' (Participant 11, Organisation K)

4.4.2   Community Engagement

Community engagement has been found to be a main factor in delivering successful education projects. Out of 25 participants responses, 21 responses (84%) focused heavily on the importance of community involvement, while 4 responses (16%) focused slightly on the role of community involvement in delivering successful projects. The involvement and participation of the community in any project can, as indicated by the findings of the study, contribute to the success of that project.

According to the findings of the research, one of the key success factors for a project's success is to involve the relevant stakeholders in the formulation of its project design. The research data indicated that without the participation of relevant stakeholders, a project will either become derailed, serve no purpose, or fail. It is of the utmost importance for the success of a project to have the participation of all the stakeholders, whether they be the government, donors, or the community. Whilst developing a plan for a project, it is crucial to ensure that all essential stakeholders have an opportunity to participate.

'The lack of community involvement and the non-cooperation of government departments can all be the factors contributing to project failure' (Participant 5, Organisation E)

4.4.3   Issuing the No Objection Certificate (NOC)

The process of obtaining a NOC was the theme that came up most frequently in all the interviews. 17 research participants (68%) agreed that obtaining NOC was an important step for every NGO, while 8 respondents (32%) believe that obtaining the NOC is indispensable for all NGOs. The NOC is a document that is approved and issued by the government (in this case, the Government of Pakistan) to establish that a programme or initiative has been authorised and supported by the government (Provincial Disaster Management Authority 2018).

Before any kind of operation or project can get underway, a NOC is necessary by law. While project execution, the NOC certificate can be used as 'proof of authorisation' to provide to various government municipalities. According to the information provided by the

participants to the researcher, the Programme NOC or the project NOC is a credential that enables humanitarian organisations to work in a certain location and sector that is defined by the NOC.

It was learned during the data collection that a programme or project NOC is required for all humanitarian organisations operating in Khyber Pakhtunkhwa, the Federally Administered Tribal Areas (FATA), Balochistan, and the province of Punjab (the cities in Pakistan). In the provinces of Khyber Pakhtunkhwa, Balochistan, and Punjab, the National Operations Center is a service that will be provided by the Provincial Disaster Management Authority (PDMA). On the other hand, the responsibility of supplying the NOC in FATA falls on the FDMA, which is the FATA Disaster Management Authority.

NOC approval takes six weeks in Khyber Pakhtunkhwa, three weeks in Balochistan, two weeks in Punjab, and six weeks in FATA. Currently, there are no project NOC requirements for Sindh. Throughout the course of his interview, Participant 4 noted that the delays in providing a NOC by the government make it difficult to initiate a project, which in turn impacts the performance of the project.

'The project is hampered by government laws like the NOCs, which takes months to approve. By then, the project's timeline indicates that time is either up, or we are running out of time' (Participant 4, Organisation D)

International assistance workers, which include international NGOs, UN agencies, ambassadors, and non-diplomats, are required to obtain a no objection certificate (NOC) for travel from the Ministry of Foreign Affairs (MFA) of the Pakistani government before making any trips to sub-national offices or project regions. It was also found that certain factors which if not tackled properly turn potentially a successful project into a failed project. According to the respondent 9,

'Lack of funding, government regulations, lengthy NOC approval processes, lack of community involvement, poor planning, lack of skilled staff, lack of technical and communication skills, and improper project expectations also contribute to project failure' (Participant 9, Organisation I)

4.4.4 Funds Release by the Donors

Funds play an important role in an NGO's smooth functioning. Without funds, a project cannot be expected to deliver what the intended outputs, outcomes, and benefits. Delayed funds, or lack of funds by the donors may lead to a project failing. Also, the unrealistic expectations of donors, or other relevant stakeholders can also aid a project to derail and therefore, fail.

'The donors bear a huge responsibility for making a project either successful or a failure. Releasing funds in a timely manner or otherwise can significantly impact the progress of a project' (Participant 13, Organisation M)

When asked about the role of resource allocation towards project success, 7 respondents (28%) affirmed that it was very important for NGOs to consider proper resource allocation by the donors, whilst 15 respondents also spoke in favour of resource allocation by donors as a means to successful projects (60%). While the data trend also saw that 3 respondents were undecided in this regard (12%).

4.4.5 Resource Allocation

Resource allocation has been an important theme that consistently emerged during the data analysis phase. 14 respondents (56%) believed that the proper resource allocation, whether it be in the form of human resources and/or financial resources was crucial for a successful project. 9 participants (36%) believed, and stressed, that resource allocation is one of the main success factors for sustainable projects. Data analysis also showed that one of the hardest problems that the NGOs are still figuring out is how to best use the resources that are available.

Many organisations have trouble giving enough money or getting enough resources, so often project managers are forced to use the resources they already have (Scott and Jefferson 1995). Because of this, members of the project team, consultants, agencies, and suppliers may be given tasks for which they do not have the skills or experience to do a good job. The respondents believed that in order to solve this problem, each part of a project's responsibility needs to be matched with the job or skills of the right professional. Before the project is commenced, the project managers are in charge of making a full list of all the deliverables, figuring out what skills are needed to complete each one, and looking at all the available resources to see if there are any skills gaps (Schwindt 2006).

The results from data analysis show that resource allocation is directly linked to project performance and therefore contributes significantly to project success.

'Another factor contributing to the project's performance is the release of funds. Sometimes the donors are reluctant to release funds, which becomes an issue. we may face failure if we don't have sufficient funds in the NGO's account, i.e., if there is less money or if the donors are releasing funds in an untimely manner, then, we may see issues in a project' (Participant 4, Organisation D) Project design is usually the second phase in an NGOs project management cycle, preceded by the need identification in the first phase. A project's primary features, structure, success criteria, and significant deliverables are planned out during the project design phase. The purpose is to create one or many solutions that can be utilised to accomplish the project's objectives (Figure 2)

The sub-themes identified in the project design phase are listed below in (Figure 4-2):

i. Community engagement,
ii. Funds released by donors,
iii. NOC approval,
iv. Resource allocation,
v. Conceptual/log framework design,
vi. Selecting project tools and activities,
vii. Selecting the best project solution.
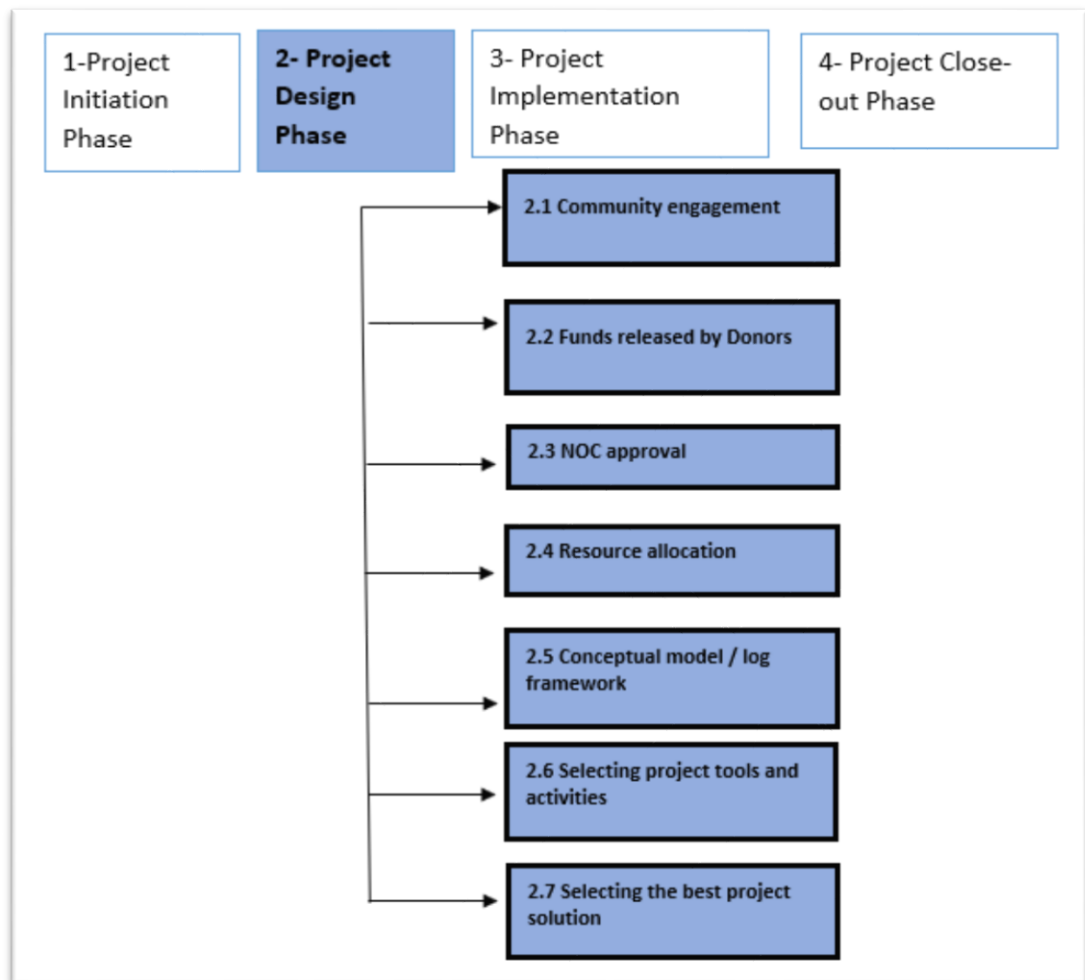
Figure 4-2: Project Design Phases (Sub-themes) (Source: Author)

The project design was recognised as the second phase in the NGOs project life cycle. The interviewer was advised that a project is advanced to the next level during this stage. The target community is informed, donors release funds, the government releases No Objection Certificates (NOCs), the project team is recruited, and responsibilities are assigned according to the log framework management. Several alternatives for implementing the project were also suggested and examined throughout the interviews. Project activities are planned, and then the best solution for completing the project is chosen.

According to research data, community engagement and participation in any project can help a project be successful. The data informs us that the success of any project is dependent upon teamwork. The right team, the best project management practices, and community participation are detrimental to project success.

'I also believe that successful projects require teamwork, appropriate project management, community research, and motivated and trustworthy staff' (Participant 1, Organisation A)

In this regard, it is worth mentioning here that the success of sustainable projects such as Quality Education projects, cannot be ensured. Neither is it the job of any single department to look into the project processes and be held responsible for any sort of issue arising therefrom. Instead, the success of sustainable projects is linked to aligning all relevant departments, such as the government, the NGO, the direct stakeholders, and other beneficiaries, in a way that not only meets their requirements but also considers preserving the element of why a project was initiated in the first place.

'My experience says that alignment ensures sustainability. No other method ensures project sustainability. Donor-funded projects must follow government policy to remain sustainable' (Participant 1, Organisation A)

The research data identified that stakeholder engagement within the project design theme is the core requirement for any project. Without stakeholders' involvement, a project is derailed, serves no purpose, or fails. The stakeholders' participation (whether they be a government, donors, or community), is of prime importance for a project's success. It is, therefore, important to include the participation of relevant stakeholders while designing a project.

'Managing activities and interventions require a carefully designed project plan devised with the donors' (Participant 2, Organisation B).

Realistic expectations of donors have also been identified as a crucial element for successful and sustainable projects. According to the research data, unrealistic expectations may lead to a failed project, that even in a design phase

'If the donors are expecting a project to be implemented which in the practical world is difficult to achieve, or not required, or unrealistic, then we can say that this project may fail' (Participant 4, Organisation D)

The theme that emerged most in all the interviews was obtaining a NOC. A no-objection certificate is a certified document provided by the government (in this case, the Government of Pakistan) to demonstrate that a programme or initiative has been authorised and backed up by the government (Provincial Diaster Management Authority 2018). A NOC is required by law before any work or project may begin. The NOC certificate serves as a 'proof of permission' that may be presented to government municipalities throughout project execution. The participants informed the researcher that the

Programme NOC or the project NOC is a credential that allows humanitarian organisations to engage in a specific region and sector as defined by the NOC.

All humanitarian organisations in Khyber Pakhtunkhwa, the Federally Administered Tribal Areas (FATA), Balochistan, and Punjab require a programme/project NOC. The PDMA (Provincial Disaster Management Authority) is committed to providing the NOC in Khyber Pakhtunkhwa, Balochistan, and Punjab. In contrast, the FDMA (FATA Disaster Management Authority) is accountable for supplying the NOC in FATA. NOC approval takes six weeks in Kyber Pakhtunkhwa, three weeks in Balochistan, two weeks in Punjab, and six weeks in FATA. Sindh currently has no project NOC requirements. Participant 4 stated during his interview that the delays in issuing a NOC by the government hinder initiating a project, which affects the project's performance.

For all trips to sub-national offices and project regions, international assistance workers, comprising International NGOs, UN agencies, ambassadors, and non-diplomats, must get a travel NOC from the Ministry of Foreign Affairs (MFA) of the Pakistani government.

> 'The project is hampered by government laws like the NOC, which takes months to approve. By then, the project's timeline indicates that time is up, or we are running out of time' (Participant 4, Organisation D)

The research findings show that the donor agencies demand a log framework from the NGOs. Log frameworks can also be called Log framework Approach, LFA, Log Framework Matrix, or Project Framework. This framework is a table-based overview of the project. USAID supposedly created the log framework in the 1970s to organise logistics, and it is currently required in many big donor applications (Richard L. Ramey 1976). Typically, a log framework is a project management tool for designing a project's optimum planning and execution. A log framework is devised for constructing clear, simple, and methodical project information. It is usually in a table or a matrix that illustrates the project's objectives and goals and their relationships with the project's activities. Research Participants believed that log frameworks are used as a strategy for displaying progress from objectives to actions to results clearly and concisely.

> 'Log frameworks improve project planning, execution, management, monitoring, and assessment. Log frameworks organise a project's main deliverables and highlight their rationale. If a project gets derailed, we know it is failing and need to take steps to fix it' (Participant 4, Organisation D)

Data analysis of the interviews showed a sub-theme under the main theme of project implementation. This theme was coded as community engagement. According to the research considering Participants and their relevant experiences, a project may encounter challenges at some point, and if the challenges are not mitigated properly, then there is a great chance that the project might fail. In this regard, Participant 5 discussed the variables or reasons that might lead to a project's derailment and final collapse. According to the respondents ' answers, a lack of community interaction was the most obvious cause for project failure.

The research Participant referred to the United Nations Brisbane Declaration on Community's definition, which states that the term community encompasses all relevant stakeholders, residents, corporations, and other members of society. The term community is used to characterise groupings of individuals based on interest or location. He goes on to say that community engagement encompasses both inclusion and responsibility - the sense of being a member of important communal and political activities and being able to contribute meaningfully. The initiatives carried out by NGOs vary from those carried out by the corporate sector. They aim to improve the community for which they are working, as evidenced by the literature and the participants in our interview process. As a result, it is important to note that the major beneficiaries of NGOs' operations are the residents of the communities with whom they are involved.

> 'The lack of community involvement and the non-cooperation of government departments can all be the factors contributing to project failure' (Participant 5, Organisation E)

In an interview with a government official from the education department, the data findings showed the importance of teamwork if the projects are required to succeed. The findings also demonstrated that the most important part of enhancing education in Pakistan is an amalgamation of multi-level collaborative effort of stakeholders including the public and private sectors, and multiple educational bodies. The data collected revealed that an emphasis must be laid on the significance of raising funding from the Ministry of Finance to improve Pakistan's education programmes.

> 'On a national level, there must be an acknowledgment that enhancing education is a long-term commitment and that the path forward will need a significant amount of expenditure before seeing benefits' (Participant 7, Organisation G)

Another piece of information from the National Education Foundation, a government education institution, was collected during data collection which shows the reasons why

projects fail. Government policies, a lack of appropriate funding, and a failure to meet the

NOC on time are all factors that lead to project failure, according to Participant 9.

> 'Lack of funding, government regulations, lengthy NOC approval processes, lack of community involvement, poor planning, lack of skilled staff, lack of technical and communication skills, and improper project expectations also contribute to project failure' (Participant 9, Organisation I).

The data received from one of Pakistan's national operational organisations indicated

that all NGOs confront problems at various project stages, but the challenges fade as the

project develops. However, delays in NOC permissions or delayed donor payments make it

exceedingly difficult for an NGO to meet its goals on time. Because all projects are time-

bound, even little delays in any of their processes or cycles can cause major project

completion and target attainment issues.

> 'We, as an NGO, face several challenges on a daily basis which are resolved by the team members. However, certain challenges such as delay in funds issuance, or trouble in sorting the NOCs at the government level, increase the challenge for the NGO' (Participant 11, Organisation K)

The data analysis shows that one of the most significant difficulties is the lack of a

defined framework for NGOs to consult. Every NGO creates its own log framework;

however, there is a lack of a standardised framework that all NGOs working in Pakistan may

or should adopt.

> 'We don't have a standard log framework, but devise use our own log framework. Log frameworks are imperfect, but they appear to offer a middle ground by combining results-based management with extensive stakeholder input, at least during planning phase' (Participant 11, Organisation K)

According to the data, the work contains the blueprint of the project plan and helps

the organisation to compare the activities performed in the field versus the activities

planned in the framework.

> 'We do refer to the log framework analysis which includes all the parameters through which a project is being measured. This is a mandatory part of the proposal; we call it the backbone of the proposal' (Participant 12, Organisation L)

Elaborating project success factors in detail, the research data underpinned the role

and responsibilities of the donors who are funding the project.

> 'The donors bear a huge responsibility for making a project either successful or a failure. Releasing funds in a timely manner or otherwise can significantly impact the progress of a project' (Participant 13, Organisation M)

The research observed a discussion on log framework as an important component for NGOs project management during an interview with Participant 13. According to the findings, a Log framework is another term for a log framework, which is a management tool that consists of a matrix that depicts a project's goal, activities, and expected outcomes. It offers a structure for describing project components and activities as well as connecting them.

> 'Log frameworks have a special place in NGOs' project management. The log framework analysis enables the organisation to design its activities and provide relevance in terms of budget, resources, activities, risk mitigation, and the mode through which a project will complete its cycle' (Participant 13, Organisation M)

In an interview with one of the programme managers of international NGOs of Pakistan, the participant exchanged his ideas on the importance of community involvement in a project to make it successful and sustainable.

> 'So, whenever you are designing a sustainable programme, you have to design it in a way that includes social mobilization and community participation programme. Once you teach them how to fish rather than giving them a fish, they will definitely reap the benefits of the project' (Participant 14, Organisation N)

Data collected from one of the local NGOs of Pakistan discussed the government policies and how they affect the performance of their projects in the following quotation:

> 'We are accountable to the donors for the amount that we have received. But our government policies are so complicated that it takes at least 6 months in acquiring the NOC. By the time we obtain the NOC, the project is either outdated or the Donors get frustrated and stop the future grants' (Participant 16, Organisation K)

According to the research data, community participation has been one of the most frequently mentioned sub-themes. Another research respondent, who works for an international NGO in Pakistan, brought up this topic. He stated that community involvement is just as vital as donor involvement.

> 'Donor and community engagement are equal. An example is a shop that sells goods but has no customers. If there are donors but no community involvement, the funds will be wasted, and vice versa' (Participant 18, Organisation M).

Project sustainability was indicated to be ensured when community mobilisation and sensitization was considered.

> 'A sustainable programme must include social mobilisation and community participation. They will benefit from the project if you teach them to fish instead of giving them one' (Participant 19, Organisation N)

Successful projects need a constant supply of resources, both human and financial resources. In terms of sustainable projects such as Quality Education projects, the government must provide sufficient resources to the institutions (such as schools) and assist all the private and semi-private organisations conducting such projects. Because the government of Pakistan has acknowledged the 17 UNSDGs as its national agenda, the country's budget must allocate a considerable amount to the education projects.

'The government needs to allocate more resources to uplift education projects across the country' (Participant 20, Organisation A)

Community involvement is also a very important factor in project success as identified during the data collection. If the community is not interested and involved in a project that any organisation is delivering, then the expected results are extremely low in terms of making it a successful project.

'We can establish good relationships with the community that is the primary beneficiary of the projects. delivering successful projects is teamwork, if we incorporate the right project management practices along with the proper community research if we have dedicated and trustworthy staff, then we can at least expect our projects to be effective' (Participant 20, Organisation A)

The research data on project performance informed the researcher that the design of log framework serves as an important element that most NGOs follow while they write a project proposal. The document is required by the donors so that they may see the potential, capabilities, and determination of the organisations in delivering a successful project.

'We do have key performance indicators; we align ourselves with the results and log framework. We devise milestones throughout the project life cycle and study the results matched against the frameworks, for example, we have achieved 50% of the target. Some results can be quantified in numerical amounts, but others can't be quantified. So, this is how we come to know that our projects have been successful' (Participant 20, Organisation A)

Regarding project life cycle phases, the data indicates that the project design or planning phase is the second phase of an NGO's project. NGOs, unlike corporate sectors concerned with crunching figures and designing profit-maximizing plans for their shareholders, are involved with the community's needs and requirements. The involvement of the community/stakeholders is critical for a project's long-term viability and success.

'We are often asked the question that how will sustainability be measured? So, we respond to this question by mentioning the community involvement in the project,

and their financial contribution to the project which is a very low amount that can be easily pooled in by the community members, which gives them the right to own the project when it is finished' (Participant 21, Organisation O)

Whilst considering the challenges that the NGOs encounter while delivering education projects, the research data found out that the acquisition of no-objection certifications from the government also occurs during the design or planning phase. Unsurprisingly, the NGOs worldwide travel to places where security is a concern, whether due to conflict or other natural disasters such as floods, earthquakes, or landslide difficulties. NGOs work hard to get to those locations and save the people who live there. For that, they will need a clear report from the government stating that the location is safe to visit, i.e., either the disaster has passed, or the NGO's team members are not in danger.

> 'One of the biggest challenges that an NGO faces is that it can't approve the NOC from the government. The Economic Affairs Division has to sign the MoU which is a recent compulsion for the NGOs to overcome. The biggest challenge to getting approval from the economic affairs is that by the time their investigations are complete, which takes approximately 2, 3 years, the project need is finished, or the project is no longer required' (Participant 21, Organisation O)

The data on the importance of the log framework shows that the log framework are written plans for the project prepared by the NGOs to document every activity taking place during a project. Log frameworks are also devised during the second stage, i.e., the project design phase.

> 'The log framework contains a specific matrix and means of verification, for example, if we were to change the behaviour or mindset of the community, what will be the means of verification to do that' (Participant 21, Organisation O)

The data collected from the community mobilizers stressed the importance of community engagement as a vital feature of effective education efforts. A community mobiliser is often in charge of all project operations in the field. The community mobiliser's overall role is to ensure that, within the project's scope, activities related to the community and their participation in any project undertaken are conducted under the supervision of the project manager. Community mobilisers are proficient in the native language of a specific community, allowing them to successfully explain a project's aims and deliverables to the target audience. As the name implies, community mobilisers mobilise and sensitise the community to engage in and work with the NGO in completing the project and achieving the desired goals. Because mobilisers typically work at the bottom of the organisational hierarchy, they may be unaware of the organisation's rules, project management processes, and strategies.

'Community participation is our biggest challenge that we need to overcome. Most of the time, it is very difficult to gather people in a commonplace and convince them about the need for and importance of a project. The community is many times unwilling to participate in the projects especially within the education projects because of their orthodox approaches to girls getting educated. Some other challenges include war and unstable condition of the area where a project is being conducted' (Participant 22, Organisation L)

Being specialised in communicating with the members of the community, Participant 23 spoke about the importance of community engagement as follows:

'Without involving the community in any project is just like a teacher talking to the walls in a school' (Participant 23, Organisation M)

Resource allocation has been found to be another theme that emerged during the data analysis process. It was found that several projects fail due to improper resource allocation. Prioritising resource allocation is a crucial requirement for the NGOs to function properly. Resource allocation requires certain managerial and accounting tools to ascertain which department needs how many resources.

'NGOs function well by prioritising and allocating resources. Practical and financial constraints limit any interventions to help an organisation achieve its aims. Most NGOs don't have the tools to handle this challenge. The NGOs often employ heuristic or intuitive approaches to simplify things, but this can miss critical information' (Participant 11, Organisation K).

Regarding the resource allocation, the research data indicated that appropriate resource allocation enables the employees to work efficiently. This resultantly generates employees' motivation towards the job assigned as well as increases the organisation's efficiency.

'In order to avoid burnout among employees, it is important to allocate resources effectively so that work is spread out among all available resources. Good resource allocation should provide teams more flexibility by ensuring that resources have the expertise, experience, and skills required to successfully execute the work that has been assigned to them' (Participant 12, Organisation L).

4.5   Section Summary

The chapter highlighted the second stage within the project management cycle of NGOs, which is preceded by the identification of needs during the initial phase. This phase was categorized as a project design phase. It was studied that during the project design phase, the main characteristics, framework, benchmarks for success, and significant outputs of a project are strategically mapped out. The community of interest is duly

apprised, funds are disbursed by donors, No Objection Certificates are issued by the government, the project team is assembled, and duties are allocated in accordance with log framework management. The project activities are systematically organised and subsequently, the optimal approach for accomplishing the project is selected. Research data suggests that the engagement and active participation of the community can significantly contribute to the success of a project. According to the data, the achievement of a project is contingent upon collaborative efforts. The presence of a competent team, effective project management methodologies, and active community engagement are crucial factors in achieving successful project outcomes. The sub-themes identified in the project design phase are:

i.   Community engagement,

ii. Funds released by donors,

iii. NOC approval,

iv. Resource allocation,

v.   Conceptual/log framework design,

vi. Selecting project tools and activities,

vii. Selecting the best project solution.

4.6   Theme 3- Project Implementation Phase

According to research data, as well as in the literature being reviewed, it was found that project implementation is the third stage in NGOs project management. It was noted during the research that in the course of project execution, a considerable amount of time and energy is devoted to the process of monitoring and analysing the outputs and outcomes of the project. The research informs us that the outcomes of a project relate to activities such as improvements in education standards or increases in the learning capabilities of teaching faculty. Project outcomes are the ones that most effectively represent the project's contribution to the nation's overall development goals, whereas the outputs of a project are the physical products that result from it (such as a building for a school or training the teaching staff). In order to monitor the project's progress and keep an eye on the project's goals and outcomes, it is necessary to devise a specialised team of individuals who monitor the progress of a project at every single stage.

The research findings show that monitoring the outcomes of current projects and then evaluating those outcomes in relation to a recorded baseline (that was established at the

outset) is a necessary step to take in order to make certain that a development effort will be fruitful. During the project implementation phase (as learned during the data analysis), project activities must be done in a manner so that outputs can be made, and progress can be tracked against the project plan. In this regard, monitoring is the overall control of a project's activities, from the beginning of the project to its end, so that the project stays on track and meets its goals. Usually, a project manager oversees monitoring the project on a regular basis, while donor organisations actively monitor the project from the outside to make sure it works.

According to the research, project implementation is the process of putting a project plan into action to create deliverables, which are products or services for customers or stakeholders. Implementation requires coordinating resources and keeping track of performance to keep the project on track and under budget. After the planning phase, the project is put into action. During the planning phase, a team figures out the project's main goals, time frame, and budget. For the project to be completed on time and on budget, resources need to be organised and performance needs to be tracked. It also means dealing with any problems that come up that weren't planned for and maintaining momentum to keep the project moving forward. Monitoring and evaluating (M&E) activities are one of the most important parts of how NGOs run projects. In this context, M&E is the process of collecting and analysing data and figuring out if a programme or intervention has met its goals (evaluation).

The research findings disclosed that the vast majority of the work associated with the project is finished during this (project execution) phase, therefore, the management of the project will be at its most labour-intensive during this stage. The research participants are informed that there are meetings, referred to as the 'kick-off meetings', right at the beginning of this stage of the process during which a project team and any other relevant stakeholders may get briefings on their duties and the timetable for the project during this meeting.

The data analysis for the project implementation theme generated the three following sub-themes.

4.6.1 Project Monitoring

The project monitoring is further divided into categories such as internal monitoring which is conducted by NGO staff whereas the second category is external monitoring which is conducted by the donors to ensure the authenticity and viability of the project.

4.6.2 Community Feedback

The feedback received from the members of the community (where the project has been delivered) is collected and analysed by the project team to ensure that the project has been successful. In case of complaints and other issues, the relevant team takes notes and reports to the concerned department to resolve the issues.

4.6.3 Reporting the Feedback

After the feedback has been received and noted, it is reported to the project/programme officer who analyses the report for accuracy, issues, challenges, and resolutions to the issues.

'The monitoring and evaluation team performs the mid-term evaluation to ensure feasibility, performance, and target achievement. We monitor budget allocation, programme activities, work plan evaluation, and staff meetings. So, the estimate of planned activities vs. the actual result obtained through various activities mentioned above lets us calculate the overall performance of our projects' (Participant 2, Organisation B)

Considering the project implementation stage, the information gathered showed that all NGOs agree to use a set of monitoring and management tools to keep track of how the project is being run and how the money is being spent and to report on these things. The criteria are operational decisions, for example relating to expenditure, log framework, implementation and review reports, and financial audits of the project's account.

'Monitoring and evaluation contribute to project success. Because they believe the project must be monitored until completion, NGOs monitor it. Monitoring ensures that every project activity follows the project plan and log framework' (Participant 4, Organisation D)

The data also notified us that the M&E team reports directly to the Board of Directors (BoD) and the Managing Director (MD) to help management make the best decisions about programme changes that they can. M&E systems were looked at by the donor agency DFID

and reviewed by independent experts, who gave them a score of 95% or more for having good monitoring and evaluation processes.

'The M&E operates independently to maintain a careful check on all programme implementation and is a reliable source of essential information for management on programme performance' (Participant 8, Organisation H).

Implementing a project entails carrying out the tasks outlined in the project application form (also known as the project proposal) to meet project goals and produce results on time (Figure 4-3). Several internal and external elements influence a project's success. A well-organised project team and excellent communication with the stakeholders are two of the most critical elements required for the successful execution of a project. In terms of education projects, elements such as internal and external monitoring, community feedback, and monitoring the feedback (received from the community) play a vital role in making it a successful project. the sub-themes identified in data analysis are listed below:

i. Project monitoring (internal and external),
ii. Community feedback,
iii. Feedback report,
iv. Project risks,
v. Project scope.
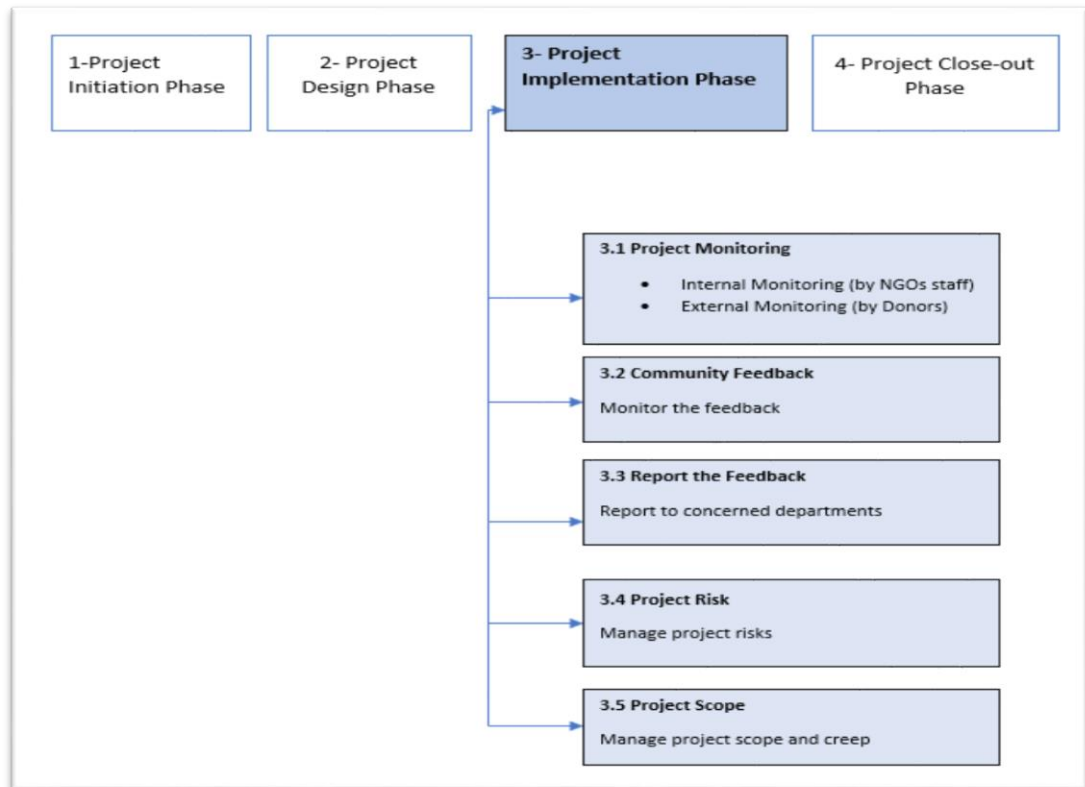
Figure 4-3: Project Implementation Phases (Sub-themes) (Source: Author)

According to the views of the participating individuals in the interview process, the NGOs projects undergo stage 3, known as the Project Implementation Stage.

Implementing a project entail performing project activities to provide outputs and track progress against the project plan. Monitoring in this regard is described as the overall regulation of the project's activities, starting from project initiation to project completion to preserve a project's track and meet the desired goals. Usually, a project manager is in charge of frequent project monitoring activities, while the donor organisations engage actively in external monitoring to ensure project success.

According to the research data, project implementation is the process of putting a project plan into action to create deliverables, also known as products or services, for customers or stakeholders. To keep the project on pace and under budget, implementation requires coordinating resources and tracking performance. The project is implemented after the planning phase, during which a team determines the project's key objectives, timescale, and budget. To keep the project on pace and under budget, implementation requires organising resources and tracking performance. It also requires dealing with any unanticipated obstacles while keeping the project on pace. Monitoring and evaluation

(M&E) activities are one of the most important aspects of project execution in the NGO sector. Monitoring and evaluation (M&E) is the process of gathering and analysing data as well as assessing if a programme or intervention has met its objectives (evaluation).

> 'The monitoring and evaluation team performs the mid-term evaluation to ensure feasibility, performance, and target achievement. We monitor budget allocation, programme activities, work plan evaluation, and staff meetings. So, the estimate of planned activities vs. the actual result obtained through various activities mentioned above lets us calculate the overall performance of our projects' (Participant 2, Organisation B)

Constant monitoring and assessment operations guarantee that the project stays within its budgeted parameters. In this case, a log framework is highly useful for comparing planned activities with actual actions in the field and determining the performance of a project.

> 'Monitoring the project is again a crucial aspect of every project. Monitoring and evaluation are separate practices dedicated to the assessment of your NGO's overall performance' (Participant 2, Organisation B).

Regarding the process of monitoring and evaluation, the data informed us about the types of monitoring carried out by the NGOs. There are a variety of methods for measuring and evaluating (M&E). The NGO is responsible for some activities, while sponsors or donors are responsible for others. External donors are normally responsible for monitoring beneficiaries; however, the NGO can also do so. Beneficiary monitoring is the process of keeping tabs on how individuals are responding to a project. It contains feedback on the project and its Participants and sentiments of satisfaction or dissatisfaction with these individuals and their contributions.

> 'There is external monitoring which is carried out by the donors which evaluate the performance of the project' (Participant 2, Organisation B)

In response to a question on the phases of project management, the data highlighted the need to make a distinction between the requirements of the corporate sector and those of the not-for-profit sector. The data showed that the purpose of the not-for-profit sector is solely to meet the community's requirements, and that the project must be developed so that it can fulfil those prerequisites. The question pertaining to evaluating a project's performance yielded responses which demonstrate that monitoring and evaluation activities could be used to guarantee the performance of the project because they enable the organisation to monitor any deviations between the activities outlined in the project plan and those carried out in the field.

'Constant monitoring activities play a crucial role. Through the activities performed by the monitoring team, we come to know if there is even the slightest deviation from the activity planned vs the activity actually performed' (Participant 3, Organisation C)

Regarding the project implementation stage, the data collected showed that all NGOs agree to employ a set of monitoring and management tools to oversee and report on the project's execution and financial usage. The criteria are operational decisions, expenditures, log framework, implementation and review reports, and fiscal inspections of the project's account.

'Monitoring and evaluation contribute to project success. Because they believe the project must be monitored until completion, NGOs monitor it. Monitoring ensures that every project activity follows the project plan and log framework' (Participant 4, Organisation D)

When it came to determining how well a project was completed, the data trend shows that NGOs maintain a system of checks and balances to keep track of the activities carried out on the ground compared to the activities detailed in the log structure. The NGOs refer to this check and balance system as monitoring and evaluation.

'Monitoring is done via a team of specialised individuals who conduct the internal monitoring and review the performance of the activities and report any issue concerned with the project' (Participant 5, Organisation E)

The research data gathered for the purpose of project monitoring and evaluation has demonstrated the significance of monitoring the educational department's performance. Based on the available data, it can be inferred that educational programmes play a crucial role in shaping a country's outlook and facilitating its advancement in the long term. One of the crucial stages in the advancement of education is the process of making informed decisions regarding one's educational goals that are deemed appropriate. The Monitoring and Evaluation department plays a crucial role in overseeing progress and supporting decision-making processes, therefore.

'The Punjab Education Foundation has a Monitoring and Evaluation (M&E) section whose primary responsibility is to gather and evaluate data from various initiatives using several sources. M&E informs top management on past experiences in order to enhance present operations and plan for the future' (Participant 8, Organisation H)

The data also informed us that the M&E team reports directly to the Board of Directors (BoD) and to the Managing Director (MD) to help management make the best programme modifications decisions feasible. M&E systems were examined by DFID (donor

agency) and reviewed by independent experts, who gave them a 95% or above score for the availability of suitable processes for monitoring and evaluation.

> 'The M&E operates independently to maintain a careful check on all programme implementation and is a reliable source of essential information for management on programme performance' (Participant 8, Organisation H).

Whilst explaining the project performance measurement, the research data informed us that the National Education Foundation evaluates project performance using a Result Based Monitoring approach. Results-based monitoring is the continuous process of acquiring and analysing data to determine how well a project, programme, or policy is being implemented in comparison to its goals.

> 'One of the tools that we use for the evaluation is the RBM, which is called Result Based Monitoring. It is the tool through which we measure the process impact and post-project impact through various monitoring tools, through various stakeholders' satisfaction surveys, which are called beneficiaries satisfaction surveys' (Participant 9, Organisation I)

It is just as crucial to put a strategy into action as it is to formulate it. In order to guarantee that the operations of the project are in accordance with the log structure, the NGO assigns a group of experts with specialised knowledge to gather pertinent information from members of the community in order to determine whether or not the project was successful. In this regard, the data provides us with information on the significance of monitoring and analysing activities inside a project.

> 'In terms of importance, monitoring and evaluation activities are closest to the need identification phase. The monitoring and evaluation activities guarantee that the project stays on track and that any concerns that need to be addressed are reported' (Participant 11, Organisation K)

For organisations, the ability to gauge how well their project efforts compares to the log framework's key success indicators is a huge benefit of setting up dedicated teams dedicated to tracking and analysing project activities on a regular basis. Participant 12 talked about how donors receive feedback from the community about how satisfied they are with the project's overall performance in order to decide whether or not the initiative is a success.

> 'Internal monitoring is done by measuring our performance against the milestones achieved. External monitoring of the project is conducted by the donors themselves. They pay a visit to the community and communicate with the members of the community and ask if they are satisfied with the performance of the NGO' (Participant 12, Organisation L)

In a discussion concerning measuring the performance of a project, the data trend showed that successful projects need to be checked and evaluated on a continuous basis for any unanticipated change or peculiarity.

> 'For a project to be successful, it needs a continuous monitoring mechanism. For this purpose, every NGO has dedicated team members who have their monitoring agenda and manage the monitoring process from the inception phase to project completion' (Participant 13, Organisation M)

Participant 14 has worked for one of the United Nations' organisations for the last 20 years, and they addressed the factors that are important for the success of a project in terms of performance. The incorporation of monitoring and evaluation procedures into a project is an essential component in ensuring that it will continue to operate within an acceptable risk profile. The participant shared his thoughts on project management, one of which was that it is possible to achieve desired results by allocating sufficient resources to the appropriate project tasks. The operations of the monitoring and evaluation department are extremely important in determining whether or not a project will be successful.

> 'Setting up a group of people to watch and monitor the project for every activity taking place and assigning sufficient resources to that project and managing the project right from the beginning till the end is the project management' (Participant 14, Organisation N)

Using rigorous and well-developed monitoring and evaluation methodologies, the success of sustainable projects may be evaluated. Participant 15 was of the opinion that sustainability must be tested against predetermined monitoring systems that enable us to read any change occurring in the project and respond accordingly. The NGOs consult their pertinent log framework in order to quantify the degree of project-related change.

> 'Sustainability can be monitored using our monitoring and evaluation department which has a set of codes and conduct against which they measure the activities performed in the field vs the activities scheduled and defined in the log framework' (Participant 15, Organisation A)

Whilst collecting data on the stages of a successful project, the results focused on the significance of stringent and ongoing monitoring and assessment of the project's progress. The researcher found evidence that the NGO participates in a variety of activities in order to generate a successful project. These activities are aimed at establishing the degree to which the project objectives have been met as well as the inconsistencies that have been encountered along the way.

'Planning and designing with triple constraint in mind improves project execution. Monitoring and evaluation help the organisation stay on track by monitoring the planning process. Monitoring and evaluation let us compare actual results to perceived results. If project redesign is needed, the project manager can change project requirements quickly' (Participant 16, Organisation K)

The monitoring and evaluation mechanism is the most important stage (after need identification) in the management of projects carried out by NGOs. This mechanism is essentially not a part of any particular stage, but rather a continuous monitoring mechanism that is carried out both when the project begins and when it is closed out. Post-project monitoring is something that NGOs may do in order to learn about the effects, advantages, mistakes, and lessons learned during and after a project.

'Monitoring and Evaluation is an integral part of the NGOs for evaluating project activities on daily basis, and we continue performing our monitoring and evaluating activities till a project is complete and even after it is completed to learn the effects of project, both good and bad. This helps us in learning for our future projects' (Participant 18, Organisation M)

In order to create the outcomes that are expected, appropriate resources, together with rigorous monitoring and assessment methodologies, must be assigned to the project activities, according to research data.

'Setting up a group of people to watch and monitor the project for every activity taking place and assigning sufficient resources to that project and managing the project right from the beginning till the end is the project management' (Participant 19, Organisation N)

The data showed that the need of monitoring and evaluation in a project cannot be ignored due to the fact that the method gives the organisations the ability to monitor the success of their projects and identify any aspect that might potentially derail the activities of the project. Once the cause has been identified, the project managers will be able to quickly and in a timely way handle any difficulties that have arisen as a result.

'The process of monitoring and evaluation which ensures the sustainable development of the project and keeps an eye on the activities and any deviation from the project plan informs us that the project has either derailed or there is some issue with the project that needs to be fixed as soon as possible' (Participant 20, Organisation A)

Interviewee 21 is the Chief Executive Officer of a locally operating NGO and has extensive experience managing NGOs over the course of the past 33 years. He believes that the third phase of the project life cycle is where project implementation or project execution takes place. Continuous monitoring and evaluation of the project are one of the

aspects of the implementation of the project that is considered to be among the most important. The monitoring begins at the point in time when the project is being initiated and continues until the point in time when the project is completed. Internal monitoring and external monitoring are the two primary forms of monitoring that are utilised in NGO initiatives. The purpose of carrying out internal monitoring is to check up on the overall performance of the project as well as the internal policies, plans, and activities. On the other hand, Donors conduct external monitoring with the same goal in mind, namely, to make certain that their contributions have been allocated to the appropriate organisation.

> 'We monitor internally and externally. Donors usually perform external monitoring, using a document with details of the activities to compare how they were done, how they were supposed to be done, and where the project fell short. The monitoring officer records everything in the field and reports to the organisation on performance, shortcomings, and effects' (Participant 21, Organisation O)

NGOs organise specialised teams with the responsibility of monitoring the progress of the project at predetermined intervals so that project performance may be evaluated. The data collection from the community mobilisers informed the researcher about the significance of community involvement as well as the function of monitoring and evaluation procedures in the field that was the focus of the discussion. The data shows that NGOs have dedicated teams that monitor the development of projects at regular intervals in order to measure the performance of the projects.

> 'Our fellow colleagues from the M&E department visit the target communities and take their feedback on how the project was delivered to them and if they had any complaints with regards to the behaviour of feed staff' (Participant 23, Organisation M)

As per the APM glossary, the concept of scope creep refers to the gradual expansion of the project's boundaries beyond its original parameters. Numerous supplementary interpretations exist, including the incorporation of supplementary characteristics, prerequisites, or unsanctioned tasks; the inclusion of deliverables subsequent to the initiation of a project; unregulated and ongoing expansion of the scope; and the client's unilateral addition of requirements or outcomes beyond the previously established scope, without undergoing review or control (Heine 2022).

> 'Scope creep is when a new product, requirement, or piece of work gets extra features or functions that were not planned i.e., they go outside the agreed-upon scope' (Participant 19, Organisation N).

Project scope creep, according to the data, initiates a challenge for the NGO if left unchecked. This may lead to a delayed project, or extreme challenges that an NGO may face while delivering sustainable projects.

> 'Miscommunication and conflicts among members of the project team are often the root causes of scope creep, but changes in the demands of important project stakeholders may also play a role' (Participant 20, Organisation A).

It was discovered via the examination of the data that the NGOs develop their own risk assessment framework in order to adequately manage the risks that they face. In this sense, organisational risk management frameworks make an effort to consolidate all of the most significant hazards onto a single platform for the sake of planning and thinking. It was discovered that the not-for-profit organisations have just lately begun using the risk assessment technique, which is sometimes referred to as 'enterprise risk management' or 'ERM' in certain instances.

> 'A risk register may be used to provide a thorough overview of the most significant risks that an organisation is or might be experiencing. It is created from the bottom up, with an exercise being conducted by each headquarters and functional department of the organisation (such as programme, legal, and communications department) to identify and rate the threats they face across all categories. At the central level, these are used to update the risk registry at least once a year' (Participant 15, Organisation A).

Project risks are found to be accompanying NGOs' projects as well. The NGOs mitigate the risks by first identifying them and then resolving them by the best possible solution.

> 'The fundamental objective of risk management is to anticipate threats. in the case of unfavourable risks, it seeks to avoid those risks from materialising altogether or, if they do materialise, to lessen the damage they cause. When possibilities arise as a result of positive risks, the strategy attempts to make the most of them as quickly as possible (Participant 4, Organisation D).

4.7   Section Summary

This section has shed light on the process of executing a project which involves the completion of tasks specified in the project application form, commonly referred to as the project proposal. The primary objective in this phase is to achieve project deliverables within the stipulated timeline. The success of a project is influenced by various internal and external factors. The successful execution of a project necessitates two crucial elements: an organised project team and effective communication with stakeholders. Regarding educational initiatives, factors such as internal and external monitoring, feedback from the community,

and evaluation of stated input constitute essential components for achieving project success. The sub-themes identified in project implementation phase were:

i.   Project monitoring (internal and external),

ii.   Community feedback,

iii.   Feedback report,

iv.   Project risks,

v.   Project Scope.

4.8   Theme 4- Project Evaluation Phase

The research data portrays that project evaluation is the last phase in NGOs project management cycle. The sub-themes generated for project evaluation are detailed below.

4.8.1   Determine Achievement of Project Deliverables

It was noted during the data collection process that for a successful project, it was crucial to determine if the project had been successful in delivering its objectives or not. In this regard, 23 participants affirmed the importance of determining project deliverables, whilst 2 participants focused that it was very important for the NGO to determine whether the NGO had been successful in delivering its goals and objectives.

'During the project evaluation phase, we measure and compare if the project has been able to deliver the outcome for which it was carried. This phase also enables an organisation to measure and evaluate whether the project activities were successful in terms of delivering sustainable projects' (Participant 21, Organisation O)

The data analysis indicated that out of 25 participants, 2 participants (8%) said that it was very important for the NGO to understand that the project's success/failure is dependent upon comparing the final project outcome with the pre-defined deliverables. 23 respondents (92%) agreed that this step was important and that without comparing the actual outcome with the anticipated result, it is not possible for the NGOs to learn whether the project was successful or not. In this regard, none of the participants were doubtful or confused about this step. The gap between what was intended vs what was actually achieved informs the NGO about the actual progress of a project. The advantages of performing project evaluation techniques can be accessed in appendix F.

4.8.2 Compare Targets Against Benchmarks

The NGOs have their own mechanism for ensuring that they have successfully delivered their projects. They do this by comparing their targets (achieved) against the pre-defined benchmarks. By doing so, they get to know how far they have been successful in accomplishing their desired goals. None of the respondents reported that this theme was not important for the NGOs.

'We have our success factors, we have risks factors, and we have a mitigation plan. So, we review our framework and match the activities against the stipulated points mentioned in the framework. So, if there is anything that does not match or that is not according to the plan, then we come to know that the project is not according to the way we planned it' (Participant 14, Organisation N)

When the research data was analysed, it was found that this theme had responses according to which 15 respondents (60%) focused on the extreme importance of comparing project targets against the baseline indicators which have been designed in the project planning phase. We also observed that out of 25 respondents, only 10 respondents (40%) believed this step to be important. This difference could be due to the fact that the field staff (community mobilisers) are not aware of the project design/deliverables set in the log framework. It is author's own experience of working in NGOs that all the planning is done by the senior management, therefore, lower hierarchical staff is most of the times unaware of the project desirables which could be one explanation for the above-mentioned difference in statistical answers provided by the participants.

This data could be used for future research to ensure that the organisation's corporate goals and objectives are communicated to every member of the project team.

4.8.3 Determine Donor Satisfaction

Donor satisfaction is found to be an important theme whilst analysing data. If the donors are content with the performance of an NGO with regards to responsible expenditure of the funds, and if the resultant project produces a successful outcome, then the likelihood of the NGO securing future projects becomes twofold.

'An NGO has to ensure that not only beneficiaries get benefitted, but also, the donors get satisfied too. For this purpose, post-project surveys and interviews prove to be very helpful in seeking the community's reaction toward a project' (Participant 11, Organisation K)

This sub-theme generated responses according to which 4 respondents believed donor satisfaction to be very important while 14 respondents narrated the concept to be important for successful projects.

Donor satisfaction was observed to be very important throughout the data analysis. According to the analysed results, it was seen that donor satisfaction achieved 14 responses (56%) that spoke in favour of considering donor satisfaction throughout the project, whereas 4 responses (16%) focused too much on the importance of donor satisfaction. The data also saw that 7 respondents (28%) were unsure of this step, partly because of being unaware of how projects are designed at the initial phase.

4.8.4   Determine Community Satisfaction

Community satisfaction was found to be the theme to which none of the participants had negative feedback or comments. The data trend showed us that 25/25 participants (100%) spoke in favour of the importance of community satisfaction.

'The NGOs also conduct post-project surveys to learn if the target community is satisfied with the project delivered or not. The level of satisfaction from 0-to 10 enables us to understand if our project has been successful in delivering what it was intended to' (Participant 17, Organisation L)

It was noted that the overall performance of sustainable projects, such as education projects, is marked greatly by the level of community satisfaction. The percentage obtained through data analysis also confirms that community satisfaction plays a major role in sustainable education projects.

'We also meet our stakeholders and get their feedback on the project which also allows us to measure our performance. Satisfied stakeholders mean the project attained its target and vice versa' (Participant 3, Organisation C)

4.8.5 Capture Relevant Lessons Learnt

During the project close-out phase, it is very important for the organisation to learn from mistakes and capture lessons. This step enables the organisation not to repeat the same mistake twice, which could help the project fall into a disaster.

This theme generated responses according to which 15 respondents (60%) emphasised the importance of capturing relevant lessons learned, whereas 10 respondents (40%) spoke in favour of learning from mistakes and not repeating them in the next project. None of the participants had any confusion/doubt regarding this theme.

4.8.6 Transfer Project Ownership to Community

The final step that all the NGOs believe in conducting is transferring the project ownership to the community. This process ensures sustainability and commitment to the project. The data analysis demonstrated that all the research respondents (100%) spoke in favour of transferring project ownership to the community.

4.8.7 Measure Project Sustainability Against the CSFs

Critical Success Factors are the backbone of every sustainable project. According to the research data, 21 research respondents (84%) believed the project sustainability can be measured by comparing it to the level to which it has adhered to/achieved the CSFs. 4 respondents (16%) believed that it was important for the organisation to devise its CSFs and then compare the project outcome with the designed CSFs to measure the level of sustainability a project has been able to achieve. Evaluating a project is an approach that may be used to assess whether a project, programme, or policy was successful and what influence it had on the community (in case we are viewing it from an NGO's angle). To conduct an analysis of the process and results of a particular project, the evaluator must acquire relevant information. Evaluation of a project may lead to adjustments being made to the internal workflow, the identification of patterns among the project's intended audience, the formulation of plans for future initiatives, or the reporting of the usefulness of projects to diverse stakeholders. NGOs are able to provide an account of the allocation of donor funding, analyse the efficacy of project implementation, and demonstrate the impact of their activities through the process of project evaluation. Evaluation is, therefore, a useful tool for both learning and management objectives since it entails analysing past occurrences or actions with the intention of improving future performance. This makes

evaluation a viable instrument for both of these purposes. By measuring, assessing, and interpreting change, NGOs are able to establish the amount to which goals have been reached. During project implementation phase, the NGOs can also discover whether the initial assumptions on what would occur (project outcome) were accurate. Project evaluation helps to evaluate the efficacy, efficiency, impact, and sustainability of the work that is being done. in this regard, project evaluation is not only conducted to oversee the funds spent on a project, but to keep a track of NGOs staff and their performance. During this phase of the project life cycle, management and supervision of both paid staff and unpaid volunteers is ensured, thereby increasing the productiveness of the project.

Interviews with the 25 Participants interviewed in this study revealed that project evaluation is the fourth step of all stages in education projects delivered by NGOs in Pakistan. In this phase, it is determined whether a project was successful in accomplishing its objectives. This phase also examines if the desired objectives have been attained and compares them to the log framework benchmark. The evaluation of a project is a crucial step in assessing the satisfaction of donors. If donors are satisfied with the progress of the project, the likelihood of future donations substantially increases. Clearly defining and communicating the critical success factors for sustainable projects, such as Quality Education projects, enables an organisation to measure them throughout the project evaluation phase. Once a project is complete in terms of achieving the desired outcomes, community members are given ownership of the project. The transfer of project ownership to the beneficiaries instils in them a sense of responsibility that motivates them to continue the project in the future. Lessons learned are also an important aspect of NGO projects. It helps them to take the appropriate precautions in the future when executing similar projects and to deal with any unexpected or unforeseen risk. The sub-themes within project evaluation phase are listed below: (Figure 4-4)

i.   Determine project deliverables,
ii. Compare targets against benchmarks,
iii. Determine donor satisfaction,
iv. Determine community satisfaction,
v.   Measure sustainability against CSFs,
vi. Transfer project ownership to community,
vii. Capture lessons learnt.
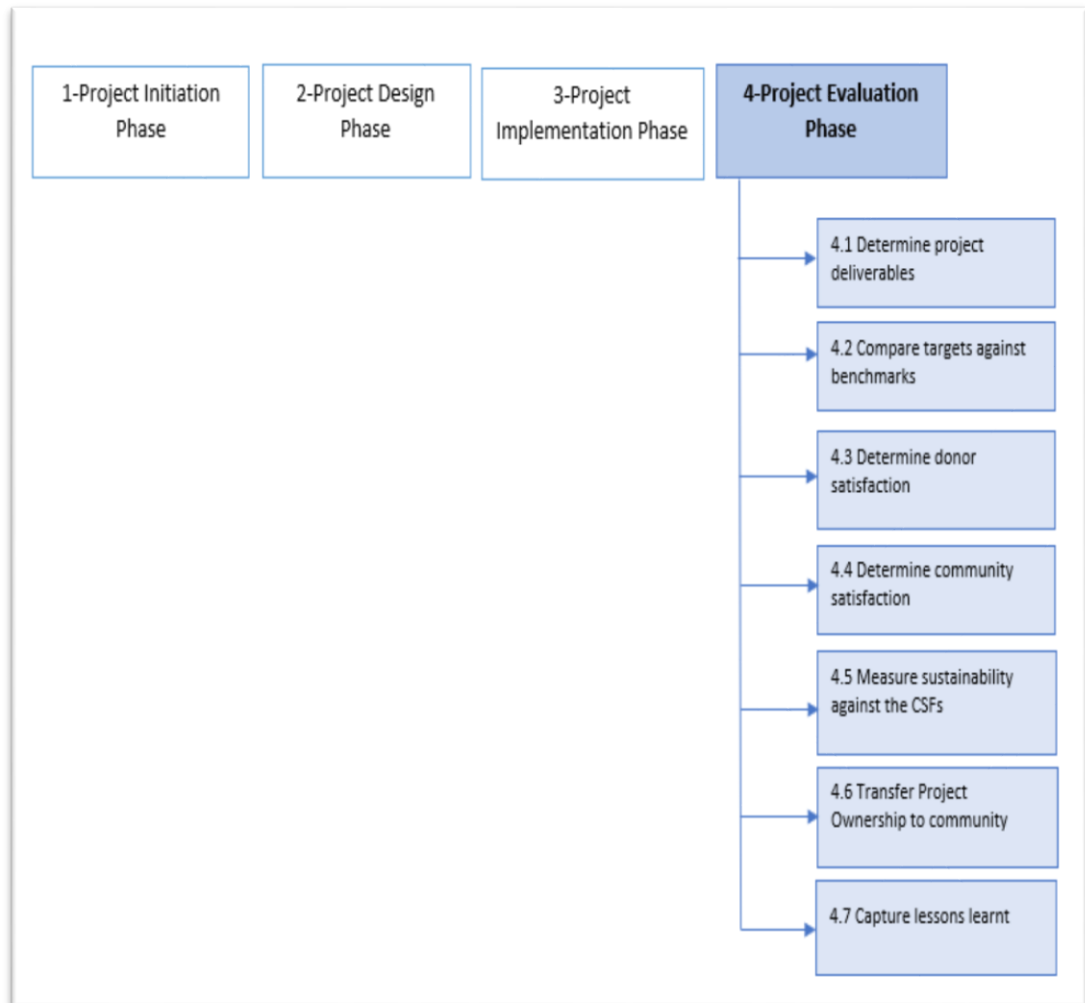
Project evaluation was found to be an effective and methodical way in which the NGOs evaluate their project's activities and outcome in a systematic way.

> 'Project Evaluation is a thorough and objective look at how a project is being done and what the results are whether the project is still going on or has ended. Project evaluation checks to see if goals are still important and if they were met, as well as if they were efficient, effective, had a big impact, and will last' (Participant 2, organisation A)

It was noted during the data analysis that specific monitoring and evaluation mechanisms are devised by the NGOs that ascertain the impact of projects/programmes. It had been observed that the project evaluation phase involves the methodical and consistent gathering and examination of relevant data in order to monitor the advancement of the project implementation phase. Research data indicated that a well-designed and effectively executed monitoring and evaluation (M&E) system can effectively maintain project progress and furnish valuable data for the re-evaluation of priorities. To achieve this

objective, it is imperative to comprehend monitoring and evaluation as a continuous process that ultimately verifies and elucidates the extent and character of transformation that a specific development intervention has brought about in its population.

The process of project evaluation, according to research data, involves the appraisal of the degree to which a project is effectively attaining or has attained its intended outcome objectives. Evaluations are formulated to measure the degree to which an initiative brings about tangible modifications in circumstances towards the overarching objective of the project, such as enhancements in the education standard of a given community.

'The main purpose of a project evaluation is to figure out how well a project is meeting or has met its set goals' (Participant 3, Organisation C).

The data regarding measuring project performance turned out that corporate sector organisations have their own set of matrices and indicators to score project performance, whereas, in the humanitarian and not-for-profit sectors, it is difficult to put the performance on a scale and measure it against certain weights and matrices. NGOs have benchmarks by which they assess their performance for this reason. One of these is the log framework which allows them to compare the anticipated activities of a project to the actual activities executed on the ground. Then, the NGOs have robust monitoring and evaluation framework. The NGOs also carry out post-project surveys in order to determine whether or not the community that was intended to benefit from the initiative is satisfied with the performance. The NGOs are therefore able to assess whether or not their project has been effective in delivering what it was supposed to accomplish based on the degree of satisfaction that ranges from 0 to 10 that examines the organisation's performance against the established goals and indicators regularly.

'The NGOs also conduct post-project surveys to learn if the target community is satisfied with the project delivered or not. The level of satisfaction from 0-to 10 enables us to understand if our project has been successful in delivering what it was intended to' (Participant 17, Organisation L)

A key performance indicator (KPI) in NGOs project management is an instrumental metric that reflects how well an organisation is reaching major organisational objectives. KPIs are used by the NGOs to measure how successfully they are meeting their goals. Low-level KPIs may focus on procedures that are shared by several internal departments, such as

logistics, procurement, human resources, and support department, but high-level KPIs may be more concerned with the overall success of the organisation.

According to research data, the (NGOs) do have key performance indicators with which they align themselves with the results and log framework. The NGOs devise milestones throughout the project life cycle and study the results matched against the frameworks, for example, the NGO may have achieved 50% of the target with regards to educating a target community of children in subjects such as mathematics and English having ages between 5-10 years in learning basic skills. Considering this target, some results can be quantified in numerical amounts, such as the number of students being enrolled in a school, but others cannot be so easily quantified, for example, the students' competency and their level of learning.

> 'We do have key performance indicators; we align ourselves with the results and framework. We devise milestones throughout the project life cycle and study the results matched against the frameworks, for example, we have achieved 50% of the target. Some results can be quantified in numerical amounts, but others can't be quantified. So, this is how we come to know that our projects have been successful' (Participant 20, Organisation A)

There are many ways in which projects can be evaluated during the course of their implementation, including looking at whether community members are being recruited (in project activities), retained, and educated, whether training materials are being used in accordance with established standards of accuracy and clarity and how well a project is coordinating with other ongoing activities. It is possible to employ assessment during project implementation stage to make mid-project evaluations or to shed light on the implementation process.

Formative and process assessment of community-engaged projects can look at how relationships are formed and maintained, as well as how well they work in the end. Participant 21 expresses his views on the project implementation stage with regards to community engagement as follows:

> 'During the project evaluation phase, we measure and compare if the project has been able to deliver the outcome for which it was carried. This phase also enables an organisation to measure and evaluate whether the project activities were successful in terms of delivering sustainable projects' (Participant 21, Organisation O)

A program's long-term influence can be examined in successive project evaluations once its success has been proven. For example, if the goal of a project is to raise the literacy

rate in an underprivileged community, the project's success cannot be measured in terms of the number of students who attend classes, but rather in terms of the percentage of students who attend classes, pass exams, and are promoted to the next grade level while maintaining their school attendance in subsequent years. According to the data, the long-term advantages of education projects may be demonstrated by a decrease in school dropouts and a shift in society's overall beliefs.

> 'During a project evaluation phase, the NGO normally studies the effect of a project on the target community. For example, in sustainable education projects, if a community witnesses a decrease in school dropouts and increased passing percentage, with a sustained attendance in the subsequent classes, then we can say that we have achieved the goal of sustainable projects' (Participant 22, Organisation L)

4.9   Themes Summary

This section focused on the importance of project evaluation. It was seen that project evaluation is a method utilised to appraise the effectiveness of a project, programme, or policy and its impact on the community, particularly when viewed from the perspective of an NGO. In order to undertake an evaluation of a specific project's process and outcomes, it is imperative for the evaluator to obtain relevant data. Assessment of a project has seen to have a potential resulting in modifications to the internal operational procedures, the recognition of trends among the project's target demographic, the development of strategies for forthcoming projects, or the communication of the efficacy of projects to various stakeholders.

The results of the research indicated that NGOs in Pakistan follow a four-step process in education project delivery, with project evaluation being the fourth and final stage. This conclusion was drawn based on interviews conducted with all 25 participants involved in the study. During this stage, the evaluation was observed to be conducted to ascertain whether the project has effectively achieved its intended goals. This phase involves an evaluation of whether the intended objectives have been achieved and a comparison of the results with the log framework benchmark. The assessment of a project holds significant importance in gauging the contentment of benefactors. The probability of future donations is significantly enhanced when donors' express contentment with the advancement of the project. The precise articulation and effective dissemination of the essential elements that determine the success of enduring initiatives, such as those pertaining to education of high standards, empowers an entity to assess them consistently during the appraisal stage of the project. Upon the attainment of the intended objectives, the community members are conferred with

the ownership of the project. The act of transferring project ownership to the beneficiaries fosters a sense of accountability within them, which serves as a driving force for their sustained engagement with the project in the long run. The acquisition of knowledge and skills through experience is a crucial component of NGOs projects. The act of taking appropriate precautions in the future when executing similar projects and dealing with any unexpected or unforeseen risk is facilitated by this. The project evaluation phase encompasses various sub-themes.

4.10 Chapter Summary

This chapter has discussed the findings from interviews undertaken with 25 participants representing key stakeholder group involved in the delivery of education projects by NGOs in Pakistan. The data was analysed using Recursive Abstraction, revealing patterns and themes. Of specific consideration were the aspects of each project that are require careful consideration to enhance project sustainability in relation to UN SDG-4 (Quality Education). The four themes identified are:

1. Project Initiation. This initial phase of a project typically follows PMBOK principles, focusing on community need identification, aligning NGO and donor mandates, stakeholder alignment, effective communication, and project planning. From a sustainability perspective, the most critical step in this theme is to correctly identify the community need being addressed.

2. Project Design. This phase of a project involves mapping out the project's main characteristics, success benchmarks, and outputs. In terms of sustainability, community engagement, fund disbursement, government approvals, resource allocation, and selecting project tools and activities are all crucial. Furthermore, successful projects require active community participation and collaboration.

3. Project Implementation. This phase of a project aims to achieve project deliverables within the timeline. Beyond just project success, sustainability success depends on an organised team and effective communication. Key components include internal and external monitoring, community feedback, and evaluating project scope and risks.

4. Project Evaluation. This final phase of a project assesses the project's effectiveness and impact on the community. Evaluation needs to include not just involves comparing outcomes with benchmarks, but for the project to be sustainable, gauging donor satisfaction, and ensuring community ownership of the project for continued engagement are essential. This

phase is also vital for learning and improving future projects and project delivery. The more we can learn about increasing the sustainability of the projects that we deliver now, the more we can enhance the sustainability of future projects based upon lessons learnt and experiences gained.

Chapter 5: Conclusion

5.1   Introduction

This chapter reflects back upon the first chapter of this study in which a framework for understanding the significance of sustainability within the context of project management was presented. Chapter one discussed the importance of log framework for NGOs in Pakistan, and it explored the role of log framework in enhancing the effectiveness and efficiency of NGO projects and programmes. Chapter one also provided an analysis of the research rationale, research goal, objectives, and research questions for this study.

Chapter two concentrated on the theoretical underpinnings that are relevant to both project management and sustainability. The chapter has been organised into three distinct sections. Section one of literature review considered the historical background, prerequisites, classifications, and structural framework of NGOs in Pakistan. Section two of the literature review furnished a contextual background for various concepts, including, but not limited to, project success factors, success criteria, project success dimensions, challenges, and drivers for successful education projects in Pakistan. Section three pertained to an analysis of sustainability, with particular emphasis on the United Nations' Sustainable Development Goals. This section also provided an elaboration on the importance of United Nations Sustainable Development Goal 4 (UNSDG 4) in Pakistan and emphasised the necessity of establishing a solid foundation of requirements to ensure the success of related initiatives.

Chapter three considered the research design for this study. This chapter investigated the research philosophy, research approach, research strategy, data collection, and sampling techniques as integral components of the research design.

Chapter four of this research focused upon the data analysis undertaken and provided a detailed account of the data analysis process, utilising appropriate methodologies for analysing qualitative data.

Chapter five of this research discussed and debated the comprehensive data and relevant results obtained through data analysis to identify how and why they are significant.

The overall conclusion of the study is now presented in this conclusion chapter which discusses the level of success in addressing the research's questions, objectives, and overall aim. This chapter has been divided up into four sections to explain each of these components. The first section focuses on how well the research goal has been addressed. In light of the literature review and the qualitative data analysis, the second section evaluates the degree to which each research question has been successfully answered. The last section of the chapter discusses the contribution to knowledge and how the research findings have advanced our understanding of NGO project management in terms of creating an instrument to close the gap between the use of existing log framework and the implementation of sustainable projects. The final section in this chapter provides suggestions for upcoming scholars and NGO project managers working on Pakistani education-related projects.

5.2   Achievement of Research Aim

In order to discuss the achievement of research aim, the research questions and research objectives are summarised again in Table 5-1

Table 5-1: Research Questions and Research Objectives

RQ1: What are the key project management phases for NGOs delivering education projects in Pakistan?	•RO1: Identify and review the key project management phases for NGOs delivering quality education projects in Pakistan.
RQ2: What key metrics should be considered by NGOs to ensure the successful delivery of quality education projects in Pakistan?	•RO2: Appraise the key drivers and major challenges faced by NGOs delivering quality education projects in Pakistan.
RQ3: With regards to existing log frameworks, whatadditional project management instrument could be developed for use by NGOs delivering UNSDG4 projects in Pakistan to enable them to better evaluate and encapsulating project success?	•RO3: Develop an instrument for use by NGO practitioners to support the delivery of quality education projects in Pakistan and so enhance sustainability.

The aim of this research was to understand how NGOs delivering education projects in Pakistan can increase the sustainability of the projects that they deliver. This new understanding informed the research about the development of a new instrument. The instrument is not a replacement to the log frameworkwork; however, it is an additional tool that could be used by the project managers prior to devise their log framework, which will ultimately enable them to cross check the key elements indispensable for the successful delivery of sustainable projects at every project phase. The tool (or instrument) is an additional form of support that could be used by the project managers prior to devising their log framework, and which will ultimately enable them to cross check the key elements essential for the successful delivery of sustainable projects at every project phase. Instead of evaluating project success at the end of the project, the instrument offers the

mechanism by which the project managers should be able to evaluate success and sustainability at every phase of the project. This approach will help them foresee if the projects are on time, budget, and meet stakeholders' requirements.

To achieve the research aim, and resolve the research questions, participants from different NGOs, government sector, and donor agencies were invited to take part in this qualitative study.

5.3   Achievement of Research Questions

The results of data analysis identified certain themes which have been discussed in the above chapter. The themes were generated using research data obtained from primary and secondary data resources. Since research participants were NGO practitioners, therefore, their responses were based on standards specified for NGOs operations in Pakistan (Organisation for Security and Co-operation in Europe 2003). The discussion below considers the level to which the research questions were answered:

5.3.1   RQ1: What are the key project management phases for NGOs delivering education projects in Pakistan?

The inquiry in question held significant importance in terms of eliciting responses from the participants. In the event that the NGO projects deviated from the guidelines established by the project management body of knowledge, the author would have duly noted such divergence and subsequently analysed the research findings in accordance with the same. Nonetheless, it was determined that all participants provided a comprehensive response to this inquiry, revealing that the projects undertaken by NGOs bare similar characteristics to those of profit-driven corporations.

NGO initiatives adhere to the project management life cycle, with phases that are largely analogous. The sole phase that exhibited dissimilarity between the two sectors pertained to project monitoring and evaluation. This particular phase is overseen by both NGOs and donor organisations to ensure effective project management. The observation was made that every phase of the project is subdivided into distinct sub-phases, each of which plays a pivotal role in the overarching phase from which it originated. The phases and sub-phases identified in this research study were found to be as follows:

1. Project Initiation Phase:
   a) Correctly defined community need,
   b) Alignment of NGO and Donor Mandate,
   c) Effective communication,
   d) Realistic expectations of NGO, donor, and government departments.
2. Project Design Phase:
   a) Community engagement and sensitisation,
   b) Resource allocation,
   c) NOC approval,
   d) Project planning,
   e) Log framework design.
3. Project Implementation Phase:
   a) Project monitoring (internal and external),
   b) Community feedback,
   c) Manage risks,
   d) Control project scope.
4. Project Evaluation Phase:
   a) Determine achievement of deliverables,
   b) Compare targets against benchmark indicators,
   c) Determine community satisfaction,
   d) Evaluate sustainability against CSFs,
   e) Capture lessons learnt.

The research revealed that the inquiry was readily addressed by all the study participants. The comprehensive responses provided by the participants facilitated the researcher's comprehension of the various stages experienced by NGO's projects. The preliminary design of an instrument was initially formulated as a response to research question 1.

In summary, this research found that NGO projects resemble those of profit-driven corporations in terms of project management phases, except for monitoring and evaluation. Participants provided comprehensive responses, aiding the researcher's understanding of NGO project stages, and informing the development of important understand that can be used in the development of the instrument.

This question was answered completely. This question explored key drivers and major challenges faced by the NGOs in Pakistan whilst delivering education projects. It was found during the data analysis that even though there were numerous challenges that were faced by the NGOs, some important ones highlighted were: communication, resource allocation, NOC approval, unrealistic expectations, project scope creep, risks, and uncertainties. It was also observed during the research that if the NGO does not overcome the challenges, then this can affect a project's performance, and may lead to a project being failed or derailed. It was found that if the organisation manages its challenges effectively, then the same challenges can enhance project performance and therefore, ad can be considered as key drivers for success in education projects. In order to devise the key metrics, research question 2 was designed in a way in which it could encompass the respondents' views regarding the factors which could help the project to succeed, the factors which could derail the project, and its overall performance.

5.3.3   Devising Success Factors

The questions related to project success examined elements such as:

- How did they know that the project that they are working on is successful?
- How could the NGO enhance the performance of its projects?

These questions enabled the researcher to categorise project success factors which could be added to the instrument. It was also important to note which success factors belonged to which project phase. This categorisation helped the researcher to devise a separate column in the instrument, with the name 'success factors', that would be relevant for each project phase.

5.3.4   Devising Challenges/Project Failure Factors

To answer this part, the interview questions discussed questions such as:

- While delivering education projects in Pakistan, what key challenges does the NGO have to face?
- What are the drivers for conducting education projects in Pakistan? (This question detailed the challenges and the need for education in Pakistan)

Overall, it can be stated that this research question answered every element that the author was investigating with regards to devising key metrics for the instrument. The strategy adopted for this research question considered dividing it into relevant, comprehendible, and within the scope of the research study, elements which ultimately resulted in 100% response rate by the research participants. Had the researcher asked a more direct question to participants regarding key metric formation, this could have led to a misunderstanding.

In summary, the key challenges identified were communication, resource allocation, approval processes, unrealistic expectations, project scope creep, risks, and uncertainties. Overcoming these challenges can enhance project performance and contribute to success.

5.3.5 RQ3: With regards to existing log framework, what additional project management instrument could be developed for use by NGOs delivering UNSDG4 projects in Pakistan to enable them to better evaluate and encapsulating project success?

The response to this research question was not straightforward. Due to the absence of a dedicated section on sustainable projects and their assessment within the log framework, the respondents encountered challenges in providing an immediate response to the inquiry. The research question was resolved through a methodical amalgamation of various queries, culminating in the development of an instrument. Through the integration of pertinent feedback pertaining to the crucial phases implicated in the implementation of education projects, alongside the determinants of success for stated stages, and the explication of the precise nature of each stage, it became feasible to establish the prerequisites for the attainment of success in each respective stage. The research analysis revealed that project success is not contingent upon any singular phase, but rather is a collaborative process.

The achievement of a particular stage paves the way for the effective commencement of the subsequent stage. The implementation of specific success factors in each project phase can guarantee project success when duly considered and executed. This study involved a comprehensive examination of a generic log framework. The research indicates that the log framework exhibits a high degree of generalisation and lacks specificity regarding the precise nature and scope of project requirements across various phases. It has been observed that the log framework lacks a pertinent column to incorporate information

pertaining to the assessment of a project's sustainability. Consequently, in order to investigate the aforementioned research inquiry, the study participants were queried on matters pertaining to the assessment of sustainable project accomplishments.

The study observed that participants held the view that the assessment of the sustainability of projects, such as educational undertakings, cannot be immediately determined. Given that learning is an ongoing process and that change typically occurs gradually, it is not feasible for a project with a fixed timeline to immediately assess its own sustainability. This phenomenon is especially prevalent in education projects, wherein the majority of the effects may manifest subsequent to the project's closure for a significant duration. Alternatively, the combination of specific targets, indicators, and factors in a methodical and structured manner may serve as a reliable predictor of project success. The author has introduced an instrument that includes sustainability factors which could correspond to success factors, that can aid project managers in assessing whether their projects satisfy specific sustainability standards.

Despite the researcher's limited ability to fully address the research question, diligent efforts were undertaken to gather as much pertinent information as feasible. The senior and middle management personnel engaged in a discussion regarding their limited ability to assess the efficacy of sustainable initiatives. This limitation was attributed to their dependence on log framework for project planning, which does not provide sufficient data on sustainable projects. The inquiry posed to the personnel occupying lower echelons of NGOs proved to be a challenging one, owing in part to the fact that their job descriptions do not encompass the task of guaranteeing the sustainability of education projects.

In summary, respondents faced challenges in addressing the research question due to the absence of a dedicated section on sustainable projects in log framework. However, project success was found to be a collaborative process, with each stage paving the way for the next. Log frameworks lack specificity in addressing project requirements and sustainability assessment. Participants noted that sustainability assessment is not immediate in ongoing projects like education, but that specific targets and indicators can serve as predictors of future success.

5.4   Contribution to Knowledge:

5.4.1   From Problem Identification to Problem Resolution:

This research was carried out to investigate how can NGOs in Pakistan deliver successful education projects. Considering the extreme importance of education due to increasing population statistics, and the crucial role that it can play in supporting the economy, and enabling individuals and families to become financially self-sufficient, it was observed that sustainable education projects are essential for Pakistan's growth and economic development. The percentage share of government of Pakistan's investment towards education projects is estimated to be 44% as compared to the percentage share of NGOs which is 56% according to estimates calculated by the Finance Division of Pakistan.

According to a 2017 Quality Assurance Test report, 57% of the total schools in Punjab (a city in Pakistan) failed the official quality test. These projects were conducted by the NGOs for government-run schools in Pakistan. NGOs, being the key player in education projects, are expected to deliver efficient and successful education projects. Failing to do so will affect the economic, social, and environmental progress brought about by sustainable projects, such as education projects.

This research, and the author's personal experience of working with the NGO sector, had revealed that there had been certain factors that are contributing towards insignificant progress of education projects, however, the exact cause of the problem remained unknown at that time. In order to identify the problem relating to how NGOs can deliver efficient and successful education projects, this research was conducted. The research was anticipated to identify and address the challenges (problem identification) and then look into key drivers that ensure project success (problem resolution).

The NGOs projects undergo a project management life cycle; therefore, it was decided to study and investigate each phase of project management cycle and collect useful data from primary and secondary sources to achieve the desired outcome.

The literature review, and qualitative data collection, undertaken informed the research regarding the use of the log framework devised by the NGOs during their project planning phase. However, it was not discussed by the previous researchers regarding how to incorporate elements of sustainability in the log framework. The research findings revealed that the log frameworks have not been updated since 2011, whereas the UNSDGs were

introduced in 2015, therefore, there was no specific column in the log framework model to evaluate the success of sustainable projects. It is argued by the researcher that the lack of a relevant column within the log framework misses out several elements crucial to consider for sustainable projects. This in itself is an important contribution to our understanding regarding how sustainable projects can be planned, managed, and evaluated. The insight is of great value to NGOs, as it enables them to recognise and appreciate the absence of a crucial dimension in their evaluative frameworks pertaining to sustainable project outcomes. Upon recognition, NGOs may explore potential remedies to address this matter, which is suggested by the researcher in the form of the proposed instrument which acts like a checklist tool.

The original contribution to knowledge in this aspect of the research lies in identifying and addressing the challenges faced by NGOs in delivering efficient and successful education projects in Pakistan. The proposed instrument addresses a gap and offers a potential remedy for NGOs to enhance their evaluative frameworks. This insight adds value to our understanding of how sustainable projects can be planned, managed, and assessed in the context of NGOs in Pakistan.

5.4.2   Contribution to Log Framework

Having identified the problem with the log framework the researcher conducted qualitative interviews with experienced NGOs staff and identified certain success factors critical for education projects. These success factors were cross-checked against the responses from other research participants for each phase. It was also found that project success and sustainability must be evaluated at every phase of the project, and not at the end of the project. Adopting this strategy will enable the NGOs to ensure that they have taken every possible step (from project initiation until project close) that ensures project success. Furthermore, the NGOs can implement any necessary measures should any success/sustainability factor be identified as being missing from any project phase. The existing log framework, therefore, and its extreme generalisability does not offer detailed information on how the success of sustainable projects can be ensured. This generalisability can be minimised using the project management instrument proposed by the author, which forms an additional contribution to knowledge yet to be discussed.

The original contribution to knowledge in this aspect of the research is twofold. Firstly, the study identifies and validates specific success factors critical for education projects, and

secondly, the research identifies a limitation in the existing log framework used by NGOs, which lack detailed information on ensuring the success of sustainable projects.

5.4.3 Contribution to NGOs Project Management

The analysis of qualitative data showed that certain international NGOs' use of evaluation and monitoring tools is one of the crucial success factors for education projects. However, in comparison, local and national NGOs might not have access to these tools because of financial restrictions, or they might not be aware of the specific monitoring and evaluation mechanisms used by international NGOs. International NGOs employ specialised technical staff that are well-versed in using monitoring tools. They also adhere to international standards for project activity monitoring. International NGOs are given guidelines to follow in order to evaluate their effectiveness through the mechanism outlined in the NGOs handbook. However, the local and national NGOs are poorly informed about the significance of incorporating sophisticated monitoring mechanisms for their projects. The research instrument will help therefore help these organisations to recognise and follow the best practices for project activity monitoring. NGOs that carry out external monitoring for other smaller NGOs, like UNICEF and UNESCO, might provide assistance to local and national NGOs.

Based on the project life cycle, the proposed instrument details the specific information for each phase, which otherwise is not being addressed in the log framework. The instrument, therefore, intends to support the NGO managerial staff, who are responsible for populating log framework, to help them to devise more effective project plans that take sustainability into account. The instrument has been synthesised from knowledge and understanding gathered from the expert advice sought from NGO staff during the interview process. It, therefore, enables the NGOs to match their requirements against the requirement of a successful education project. In case the NGOs believe that they have missed out on any key element in their project plan, they can take necessary action to mitigate the issue accordingly. For instance, if an NGO learns that the project it intends to initiate (based upon what they think is community need), does not qualify their identified need on the criterion of 'genuine community need' (i.e., what actually is needed), then the NGO can redesign its project to meet the criterion and initiate a project that is based on genuine need before commencing activity.

The research findings will provide NGOs with insights into the success factors that have been identified, agreed upon, and validated by expert NGO personnel, and which are supported by the findings of a literature review. The research findings provide an additional advantage to NGOs in that the study was conducted at a time when the NGO staff possessed a comprehensive understanding of how projects are formulated in accordance with the log framework' stipulations and constraints. Furthermore, the research addresses the issue of sustainability evaluation, which is not explicitly outlined in the log framework. Consequently, the research results were focused upon identifying the deficiencies in the existing framework, and determining the measures required to improve the overall performance of the project. It can be argued that the research tool has effectively consolidated pertinent and crucial determinants of project success and has succinctly presented them in the form of the proposed instrument, thereby enabling NGOs to assess the efficacy of sustainable, high-Quality Education projects and consistently execute successful projects.

The original contribution to knowledge in this aspect of the research lies in several areas. Firstly, it highlights the significance of evaluation and monitoring tools as crucial success factors for education projects, particularly observed in international NGOs. Secondly, the study addresses the limitations of existing log framework used by NGOs by offering an instrument that details specific additional information that needs to be considered for each phase of the project life cycle. And finally, the research findings provide NGOs with insights into validated success factors, and address the issue of sustainability evaluation, which is not explicitly outlined in the log framework.

5.4.4 Contribution to Donor Organisations

Donor organisations dispense funds to NGOs based on the success rate of their projects and the credibility of the NGOs. The data analysis revealed that there are several instances where the mandate of donor organisations is not congruent with the mandate of NGOs. Unfavourable results can be gained from a project because of the unrealistic expectations of donor organisations. For instance, if a school lacks access to electricity, installing multimedia equipment there will be ineffective. It is likely that replacing a multimedia installation project with a solar panel installation project, to generate a sustainable source of energy, will yield more effective results. Therefore, it is crucial for donor organisations to work closely with the NGOs in order to ensure the successful completion of all projects. The findings of the study will help donor organisations distinguish between what the

community needs (the NGO's mandate) and what the donor organisations are seeking to achieve from the project (donor's mandate).

The original contribution to knowledge in this aspect of the research lies in shedding light on the misalignment between the mandates of donor organisations and NGOs, and the implications of this misalignment on project success. The research emphasizes that unrealistic expectations set by donor organisations can lead to unfavorable project outcomes. Furthermore, the research emphasises the need for closer collaboration between donor organisations and NGOs to ensure the successful completion of projects.

5.4.5 Contribution to Government Departments

The analysis of research data indicates that government departments responsible for overseeing NGOs play a significant role in improving educational standards within a country. In addition to the allocation of resources to the education sector, governmental departments collaborate with private, semi-private, and NGOs to establish a collective network of entities and individuals that support the execution of education projects. NGOs must adhere to established guidelines and protocols in order to effectively carry out their social welfare projects.

During the analysis of the data, it was observed that obtaining a no objection certificate from the government presents a significant challenge for NGOs operating in this context. The issue of a NOC is deemed necessary for areas that are characterised by inaccessibility, safety and security issues, or other associated risk factors. The delayed issue of NOCs results in project delays, leading to a shortage of time. Projects that are constrained by time limitations are unable to accommodate unforeseen delays caused by the government. Given the paramount significance of education projects in Pakistan, the research conclusions propose that governmental entities should prioritise the timely issue of NOCs to enable NGOs to execute their activities promptly and contribute towards the attainment of sustainable objectives. The findings of this study have highlighted the importance of this issue. This information is particularly important to NGOs as well as the timely issuance of NOC will save them time and effort.

The original contribution to knowledge in this aspect of the research is the recognition of the significant role played by government departments in improving educational standards and supporting education projects through collaborations with NGOs and other organisations. The research findings highlight the importance of timely issuance of NOCs by

governmental entities to enable NGOs to execute their activities promptly and contribute effectively to sustainable objectives in education.

5.4.6   Contribution to Community's Knowledge of Sustainability

The research findings revolve around the importance of community participation, community feedback, community satisfaction, and community ownership of projects. These findings indicate that communities are the main reasons for which welfare projects are conducted. It was, however, found during the data analysis that the communities are not always aware of their responsibilities towards a project. A lack of community participation indicates that the project has fewer chances of acceptance by the communities thereby leading to a low success rate. The element of sustainability of education projects relies heavily on community sensitisation and participation. Only self-motivated and self-driven communities can understand the relevance, importance, and implications of education projects within a country. According to the research data collected as part of this study, sustainability can only be ensured if communities are well informed of what they are expected to react towards a project and subsequently own a project.

The research findings anticipate creating awareness within the communities by addressing their responsibilities towards making a project successful. The information serves purpose to NGOs in keeping with communities and prioritising their needs since communities have to take control of project ownership therefore, NGOs need to pay close attention to community needs and community participation.

The original contribution to knowledge in this aspect of the research is the emphasis on the importance of community participation, feedback, satisfaction, and ownership in the success and sustainability of education projects. The findings highlight that communities are the primary beneficiaries and recipients of welfare projects, and their active involvement is crucial for the projects to be accepted and successful. This information is valuable to NGOs as it highlights the significance of engaging with communities, understanding their needs, and prioritising their involvement.

5.4.7   Research Findings and UNSDG 4 in Pakistan

Pakistan's development strategy incorporates the United Nations Sustainable Development Goals aimed at mitigating poverty and enhancing the socioeconomic well-being of individuals throughout the country. The government of Pakistan has prioritised SDG 4, which pertains to the provision of high-Quality Education to both genders, as per the current context. The advancement towards achieving Sustainable Development Goal 4 has yet to attain a critical mass that would yield noticeable benefits to the people at the grassroots level.

As per the 2021 SDG status report, the national literacy rate remained constant at 60% between 2015 and 2020, indicating a lack of substantial advancement towards the achievement of SDG 4. The development of a successful plan is, therefore, imperative to ensure the provision of high-Quality Education to all individuals residing in Pakistan.

NGOs have been playing a crucial role in delivering education projects across the country. However, due to certain factors, their projects are not always efficiently delivered. This research underpins the key drivers and major challenges that the NGOs face when delivering education projects. Based upon the research findings of this study, a project management instrument has been developed which evaluates success of sustainable projects at every stage. The instrument is designed to be consulted alongside the log frameworkwork to ensure that organisations have considered every single element crucial for their project success. This study recommends that the performance of Quality Education projects can be enhanced, and the education statistics can be improved significantly, if NGOs consider if their projects are designed and implemented systematically and ensure sustainability.

The original contribution to knowledge in this aspect of the research is the recognition of the importance of aligning Pakistan's development strategy with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 focused on providing high-Quality Education to all individuals in the country. The research highlights the need for a successful plan to ensure the provision of Quality Education and addresses the lack of substantial progress towards achieving SDG 4.

5.5   Summary of Contribution to Knowledge

The research identifies certain factors contributing to the lack of progress in education projects and aims to address these challenges. The study examines the project management life cycle of NGOs and the use of log framework in project planning. It reveals that the existing frameworks lack elements necessary for evaluating the success of sustainable projects. To fill this gap, the research proposes a new instrument that can be employed to enhance the evaluative frameworks of NGOs.

The study also identifies success factors critical for education projects and emphasises the need to evaluate project success and sustainability at every phase. It suggests closer collaboration between donor organisations and NGOs to align their mandates and improve project outcomes. Additionally, the research highlights the role of government departments in supporting education projects and the importance of timely issuance of no objection certificates (NOCs) for NGOs.

The findings emphasise community participation, feedback, satisfaction, and ownership as key factors for the success and sustainability of education projects. Lastly, the research aligns Pakistan's development strategy with the United Nations Sustainable Development Goal 4 (SDG 4) on Quality Education and proposes the use of the new project management instrument to enhance project performance and contribute to achieving UN SDG 4, (Figure 5-1):
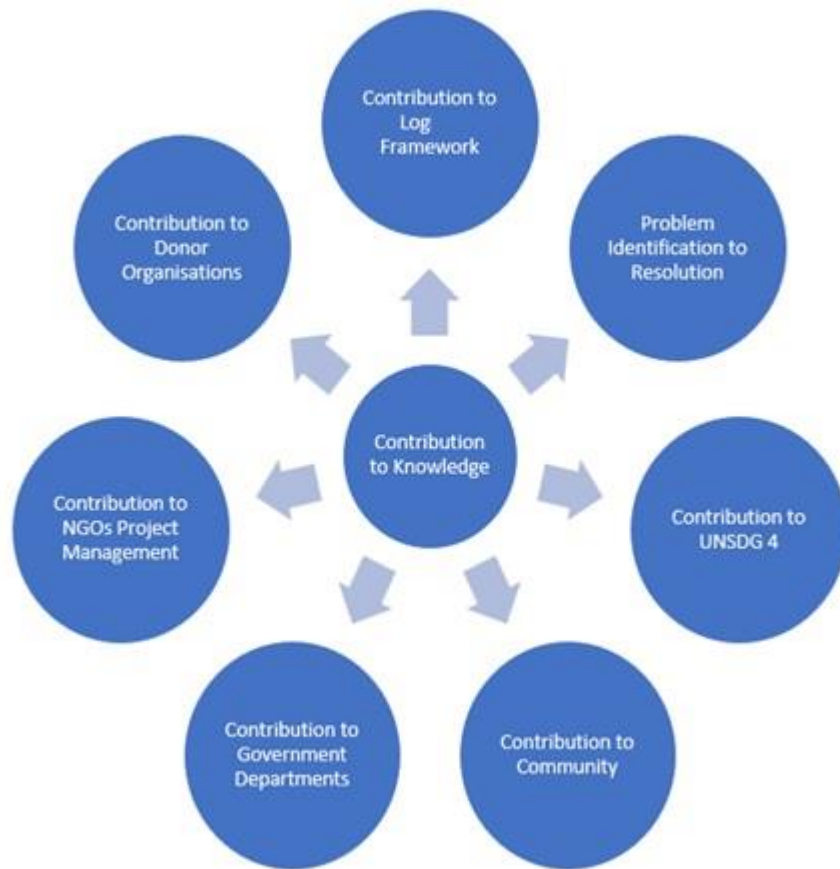
Figure 5-1: Contribution to Knowledge (Source: Author)

5.6   Limitations of the Research

The limitations of the research are, at their most fundamental level, defined as the flaws of the study. These limitations are based on circumstances that are, in many cases, outside the control of the researcher. A few examples of these considerations are time, access to finance, equipment, data, or participants. For this study, the research data was obtained during the time of COVID-19, when there were restrictions placed on travel throughout the countries. Because the research participants were recruited from Pakistan, the researcher was unable to conduct face to face or in-person interviews with them as a consequence. As a result, the interviews were carried out online. During the Covid-19 period, it was challenging to recruit participants since many NGOs ceased or significantly reduced their

operations as a result of the security and standard operating procedures enforced by the government of Pakistan. This problem was overcome by contacting participants through their social media accounts, such as LinkedIn, Twitter, and Instagram, so that they could provide the necessary information.

The research undertaken gathered data from a wide range of key stakeholders. Had more interviewees been included in the study, it is theoretically possible that additional outcomes would have emerged from the data analysis. However, based upon the interviews included in the study, data saturation had been achieved, and no new dimensions to the problem were being encountered. This gives the researcher confidence that the number of interviews undertaken, and the range of stakeholders considered, was appropriate.

The disparity in time zones between the countries was another element that made data collection more difficult. In this research, selecting pertinent NGOs working on education projects in Pakistan was regarded to be a major constraint. Only those NGOs that could provide verifiable contact information were considered for inclusion in the study and used as samples.

Another problem that hampered the research was the implementation of GDPR policies. The General Data Protection Regulation (GDPR) is applicable to a wide range of entities, including organisations and public bodies, that engage in the collection and processing of personal data pertaining to individuals who belong to such organisations. Additionally, charities and NGOs are also required to adhere to the privacy regulations set forth by the regulatory department of these organisations. Given that NGOs and charitable organisations handle a significant amount of confidential information, and that information is confided by those who were interviewed. This problem was overcome by developing the interview questionnaire in such a way that it considered all of the confidential components of the information that was gathered from the people who participated in the research. For instance, the study did not request any personal information pertaining to the genetic, biometric, or health data of participants, nor did it inquire about their ethnic or racial backgrounds, opinions regarding politics, religious or ideological beliefs, or membership in any trade unions.

5.7   Further Research

This research was based on a single case study centred on Pakistani NGOs delivering education projects. There is potential for further investigation to consider other types of organisations delivering sustainable projects, and/or education projects being delivered by NGOs in other countries. The findings of this study demonstrated that every project follows the stages of the project management life cycle; thus, it is possible to investigate how NGOs can evaluate the success of sustainable projects, which will be an exact replication of the theoretical findings of this study. The applicability of the research findings to countries besides Pakistan can also be investigated. What additional success/sustainability factors could be added to the instrument developed could also be investigated.

By emphasising the significance of evaluating the success of sustainable projects in government-run projects, for example, the applicability of research findings to other organisations, such as in the public and private sectors, can be evaluated. Using the research instrument proposed and applying the success and sustainability factors to real-world projects, the existing research could be further refined for other similar and dissimilar applications which would further expand our understanding of this importance and timely issue.

5.8   My Reflections:

I wanted to undertake this research because after working within NGOs in Pakistan myself, I could see that the sustainability aspect of their great work could be strengthen if they only had better guidance and understanding. This was the personal foundation upon which I decided to undertake this PhD study.

When it came to identifying participants, I found myself in the unusual position of having access to people from a wide range of NGOs (some small/local and others international household names) through my own network of personal contacts. I may not have known the actual people I needed to interview, but I knew a person who did, and this enable me to collect data from such an amazing group of experienced people whom I would never have been able to access otherwise.

Undertaking this research has not been an easy journey for me. There have been several challenges and unplanned events that were not anticipated, not least the restrictions of the

COVID-19 global pandemic that hindered my data collection progress and restricted my life in general. Though, I knew that it is going to be a roller coaster ride, I did not imagine the level of resilience it would require from me, and those people living around me, and especially the impact that it would have upon my own family.

As the research progressed, it became apparent that whatever knowledge I had acquired from working with the NGOs was merely a dot in a vast ocean of possibilities. Yes, I did have a good grasp regarding NGOs, how they work, and what they do, but there was so much to more to their work that I had to explore, understand, and synthesise with my existing knowledge. Equally, I am now convinced, more than ever, that they will find the results of my research to be helpful and easily implementable. I wanted to make a difference, and to support sustainability, and am confident that I have.

Believing what you think is true is totally different from what people are actually saying. I am not talking about bias, but about listening and understanding, and having a context/ framework to absorb that understanding. This research has been a blessing, a journey, and a lifelong experience that cannot be unlearnt, and I wouldn't ever want to.

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List of Abbreviations

ADB	African Development Bank
ALG	Accelerated Learning for Girls
APM	Association for Project Management
BoD	Board of Directors
CBO	Community Based Organisation
CPM	Critical Path Method
CSFs	Critical Success Factors
ECCED	Early Childhood Care and Education
ECD	Early Childhood Development
ESD	Education for Sustainable Development
EU	European Union

FATA	Federally Administered Tribal Areas
FCDO	Foreign, Commonwealth and Development Office
G8	Group of 8 Industrialised Countries
HDI	Human Development Index
ICS	Information and Communication System
IGO	Inter-Governmental Organisation
INGO	International Non-Governmental Organisation
IT	Information Technology
KPI	Key Performance Indicators
Log	Logical
LF	Log Framework
MD	Managing Director
M&E	Monitoring and Evaluation
MFET	Ministry of Federal Education and Professional Training
MDGs	Millennium Development Goals
MoP&SI	Ministry of Planning, Development and Special Initiatives of Pakistan
NATO	North Atlantic Treaty Organisation
NGO	Non- Governmental Organisation
NPO	Not-for-Profit Organisation
NOC	No Objection Certificate
PDMA	Provincial Disaster Management Authority
PDR	Post Disaster Recovery
PERT	Project Evaluation and Review Technique
PM	Project Management
PMBOK	Project Management Body of Knowledge
PMI	Project Management Institute
PTC	Parents Teachers Committee
RAA	Recursive Abstraction Approach
ROs	Research Objectives
RQs	Research Questions
SMART	Specific Measurable Achievable Realistic Time bound
SMC	School Management Committee
SIDA	Swedish International Development Cooperation Agency

TTP	Teachers' Training Programme	
UIA	Union of International Organisations	
UN	United Nations	
UNDP	United Nations Development Programme	
UNESCO	United Nations Education, Scientific, and Cultural Organisation	
UNICEF	United Nations International Children Emergency Fund	
UNSDGs	United Nations Sustainability Development Goals	
USAID	United States Agency for International Development	
USD	United States Dollar	
WBS	Work Breakdown Structure	
WHO	World Health Organisation	
WTO	World Trade Organisation	

Appendices

Appendix A: NGOs and Education Departments Profile

Organisations	Number of NGOs/Departments Chosen	Synopsis
Local NGOs	1	**Foundation For Rural Development (FRD)** This local organisation is operating in the Northwest Frontier Province (NWFP) of Pakistan. It is a non-profit, non-political, and non-discriminatory organisation founded in April 2006 and registered under the Voluntary Social Welfare Act of 1961, dated 5th June 2008, with the mission of bringing marginalised and underprivileged communities into the mainstream of development. The organisation's core aim is founded on the values of mutual respect, gender sensitivity, and a rights-based approach. The NGO's primary focus is on the long-term development of the areas covered by its geographical coverage, although it is constantly engaged in humanitarian relief when the need arises. The phrase development, as used in the context of this locally operating NGO, is a broad phrase that covers, but is not limited to, education, health, economic development (livelihoods), community infrastructure, human protection, equity, and social inclusion. Social mobilisation, gender mainstreaming, and capacity building are constant cross-cutting elements in all of this NGO's operations. The organisation reacts to the humanitarian situation from the first emergency phase to early recovery, rehabilitation, and reconstruction.

National NGOs	1	**Friends Development Organisation**
		This nationally operating organisation was founded in 2007, pulls together human, financial, and technological resources to solve the difficulties confronting Pakistan's poorest and most marginalised population. Special focus is put on developing human potential, extending opportunities, and enhancing the overall quality of life. Agriculture and Food Security; Economic Inclusion; Education; Early Childhood; Health and Nutrition; and Civil Society are the primary sectors in which this NGO works, with gender equality and inclusion woven throughout all programmes.
Government Departments	4	**Department 1: Federal Level**
		Federal Department for Education (Islamabad)
		The Ministry of Federal Education and Professional Training is the central department for education in Pakistan. Based in Islamabad, the department performs its functions in the fields of Adult Literacy, Education Policy Design, and conducting relevant research in the adult education area. This department executes functions about Digital Innovation and plays a significant role in religious education across Pakistan.
		Department 2: Provincial Level
		The Elementary and Secondary Education (Khyber Pukhtoonkhwa)
		The Department of Khyber Pakhtunkhwa is the provincial education department in Peshawar, Pakistan. The department holds its regulatory and authoritative position after being second next to the federal education department.

Department 3: District Level

The District Education Authority (Punjab)

The district-level education authorities are based in every city of Pakistan. However, for this research, only one city was chosen to collect data from.

The district education authority in Punjab (one of the biggest cities of Pakistan), looks after legislation, policy creation, and planning commission of the school education department. The department maintains standards of education which include the formulation of curricula and syllabi of standards up to higher secondary school, i.e., class 12. The department monitors and evaluates the education system in terms of distributing free textbooks, developing schemes, staff performance, and appraisal, up-gradation of online access of information. Punjab's educational evaluation system executes the 4th UN SDG, i.e., Quality Education by performing the following activities:

- Conducting student assessments and terminal examinations in Grades V through VIII in primary school.
- Distribution of scholarships
- Production and distribution of educational and scientific films

Department 4: Regional Level

School Regulation and Literacy department (Sindh)

The regional government of Sindh devised the department of Education (DoE) and formed the Reform Support Unit (RSU) to carry out the Sindh Education Reform Program (SERP). The regional government of Sindh's institutional structure is

		divided into three wings: one for policy, another for monitoring and evaluation, and a third for Sindh Education Management Information System.
		The School Rehabilitation Program, School Management Committees, School consolidation, School-specific budgeting, Teacher recruiting and training, and student achievement tests are only a few of the RSU's subprograms. This department organises, manages, and plans a proper system for collecting, processing, and retrieving data regarding the three key components: school profile, student enrolment, and staff data. It also contains all statistics information, reports, and inquiries.
International NGOs (INGOs)	3	**INGO 1: Save the Children** **Karachi Office (Sindh)** In 1979, the NGO began working in Pakistan as part of an Afghan refugee response initiative. Today, this NGO is Pakistan's foremost non-profit organisation for children, focusing on child rights, development, and humanitarian relief. In addition to gender equality, the NGO's focuses include child health and nutrition, education, protection, and disaster response and preparedness. The NGO collaborates with the Pakistani government, civil society, and local groups. The non-profit promotes children's rights. The NGO trained service providers and health facility administrators to deliver reproductive health services as part of a new humanitarian health response in conjunction with the National Health Emergency Preparedness and Response Network. During the persistent monsoon floods of 2010, when nearly one-fifth of Pakistan was submerged, the organisation assisted children and families with long-

term rehabilitation, rebuilding, and rejuvenation. In terms of the UNSDGs, the NGO has demonstrated a 30% improvement in reading comprehension among Pakistan's most vulnerable children, including girls and children from low-income families, utilising its Literacy Boost strategy.

A 25% boost in core math skills has been witnessed because of Numeracy Boost, having the largest impact on students belonging to the rural areas of Pakistan.

INGO 2: UNICEF

Lahore Office (Punjab)

This organisation works in Pakistan to promote and safeguard children's and women's rights and well-being. Since 1948, the NGO has been providing fundamental services to people who are most in need, such as education, health, nutrition, protection, water, sanitation, and hygiene, while addressing injustices in each of these areas. During times of crisis, the NGO provides humanitarian assistance.

The NGO is on the front lines of the fight to eradicate polio in Pakistan. The collaborative efforts of this NGO are led by the Government of Pakistan. In Pakistan, the NGO works with the province and municipal governments, community-based organisations, civil society, NGOs, UN agencies, and other international organisations. The NGO along with other partner groups, work together to equip and empower children and their communities so that the country's potential and resources can be realised.

INGO 3: UNESCO

Islamabad Office (Capital City)

The United Nations Educational, Scientific, and Cultural Organisation (UNESCO) is an international organisation that promotes education, science, and culture. It aims to promote worldwide cooperation in education, research, and culture to promote peace. UNESCO's programmes help to meet the Sustainable Development Goals outlined in the 2030 Agenda for Sustainable Development, which was adopted by the United Nations General Assembly in 2015.

Governmental political and economic frameworks are insufficient to ensure the people's long-term and true support. Peace must be built on mutual understanding and communication. Humanity's intellectual and moral solidarity must be the foundation for peace. UNESCO develops educational resources to assist people in living as global citizens free of hatred and intolerance in this spirit. UNESCO aims to ensure that every child and citizen has the opportunity to receive a high-Quality Education. UNESCO strengthens national relationships by fostering cultural heritage and the equal dignity of all cultures. UNESCO promotes scientific programmes and policies as development and cooperation platforms. The NGO defends freedom of expression as a basic human right and a prerequisite for democracy and progress. As a think tank, the NGO assists countries in adopting international standards and runs programmes that promote the free exchange of ideas and knowledge. The original vision of UNESCO arose in response to racist and anti-Semitic atrocities during World War 11. The NGO's mandate is more vital than ever after seventy years

	and various liberation movements. New forms of intolerance, denial of scientific facts, and dangers to freedom of expression are under attack, posing a threat to peace and human rights. As a result, UNESCO's purpose of reaffirming the humanist missions of education, research, and culture continues.
Donor 5 Organisations UNESCO	**World Heritage Fund** Most of the United Nations Education, scientific, and Cultural Organisation's (UNESCO) funding comes from World Heritage Fund. The Global Heritage Fund is an international non-governmental organisation. It was established in the year 2002 in the state of California, and its goal is to 'change local communities through 'investing in global heritage.' Till this day, it has collaborated with over 100+ governmental and non - governmental groups at 28 sites located in 19 different countries, spending over $30 million and receiving $25 million in sponsoring to undertake historical conservation and social economic development programmes. It was formed in 1977, under Article 15 of the World Heritage Convention, to protect the world's cultural and natural treasures of outstanding universal value, which the UNESCO has undertaken to follow by donating funds to several NGOs across the globe.
Solidarities International	**Solidarities International** This is a French based NGO operating globally since 1980. Being a donor and a humanitarian NGO, the organisation has 55,420 active donors reported according to their financial report, 2020. The donations are received from 52 partner companies

	that support different programmes. With the collaboration of 29 institutional partners, financial support has been acquired by the NGO which is further dispensed on different humanitarian assistance programmes. The organisation has spent 118 million Euros on projects such as WASH projects, Health Care projects, Livelihood, and education projects.
DFID	**Department of Foreign and International Development (DFID).** 1997 marked the beginning of operations for the Department of Foreign and International Development (DFID). The department has over 3,600 employees working throughout the globe in locations such as London, East Kilbride, and others. Many of the nations in which DFID operates in Africa, Asia, and the Middle East which are either vulnerable or are threatened by fragile neighbours. The department has created regional initiatives in Africa, Asia, and the Caribbean. aside from working directly with nations, DFID also provides UK aid though global multi-country initiatives and key commitments to multilaterals. DFID supports several organisations striving to eradicate poverty along with supporting other SDGs as well.
CDRS	**Comprehensive Disaster Response Services (CDRS)** This is a charity organisation that is registered in both the United States and Pakistan to provide disaster assistance and work on initiatives such as human cultural development. According to the 2020 audit records of the organisation, it has funded over $700,000 over humanitarian assistance projects. The

	organisation has been receiving funds from overseas Pakistanis, donations from the UK medical aid, and some other donations made by private trusts and local communities. The organisation donates funds to several organisations and programmes such as poverty elimination projects, food and water provision projects, animals' protection projects, orphanage support, education projects, construction projects, medical programmes including health and sanitation projects.
UNDP	**The United Nations Development Programme (UNDP)** This organisation operates in over 170 countries throughout the world, aiding eliminate poverty, lessen inequities and discrimination, and develop resilience so that nations may continue to make progress. UNDP is one of the most important organisations in terms of assisting nations in achieving the Sustainable Development Goals. The UNDP seeks donation from countries such as Germany, Denmark, Sweden, Netherlands, Switzerland, Luxembourg, Norway, UK, Spain, and Slovak Republic. According to their annual report, the sum of donations granted by the countries was estimated to be around $0.3 billion for the year 2020 spent on projects such as poverty eradication, sustainable environment, health, education, and WASH projects.

Table A-1: NGOs and Education Departments Profile

Appendix A.2 - Log Framework

Project Description	Indicators	Source of Verification	Assumptions
Overall Objective: The overall benefit that a project contributes to at a national or sub-divisional level. **Example:** Promote girls' education through establishment of primary level school.	Measure a project's progress. Explain a goal and inform others about a project's success or development. vital for project monitoring and assessment. Must be simple to measure. **Indicator 1** Proportion of children and adolescents (a) in grades 2/3, (b) at the end of primary, and (c) at the end of middle secondary reaching a minimal level of competency in (i)reading English and (ii) mathematics by the end of year.	Information sources and techniques used to gather and report it, including who, when, where, and why. The evaluation and monitoring of the indicators enables us to manage and assess the project. Community sensitization through project activities, Such as training, counselling, and motivational rewards.	Factors beyond the control of project management that may impact project's progress. Community's lack of response and/or negative response.
Purpose: The desired benefits to the target population/community. **Example:** Enabling female population reading and writing basic English, and Mathematics.	Allows us answer question such as how we know if the purpose is achieved. Includes details such as quality and quantity of time spent on the project. 10% female population of age 5-10 years able to read and write basic English and Mathematics by the end of year.	Information sources and techniques used to gather and report it, including who, when, where, and why. Increased exam passing out rate as compared to previous year demonstrating that students from grades 1-5 have been showing significantly improved results.	Factors beyond the control of project management that may impact project's progress Desired indicator not achieved. Community not responding.
Outcome/Results: The tangible results (in the form of delivery of goods, services)	Allows us answer question such as how we know if the results have been achieved? Includes relevant details on	Information sources and techniques used to gather and report it,	Factors beyond the control of project management that may

controlled by the project management. **Example:** Project objective/objectives achieved.	the quantity and quality of time, cost incurred, e.g., infrastructure and other pre-requites met, project indicators achieved.	including who, when, where, and why. Monitoring and evaluation activities gathering data and feedback. Stakeholder satisfaction reported.	impact project's progress. Project discontinuation due to change in government policies, natural catastrophe, risks, and uncertainties.
Activities: Relevant activities designed to conduct project to achieve results**.** **Example:** All activities related to project stages such as Project design, project implementation, project delivery, and project close out.	Activities performed in target community. Need identification, project design and log framework, policy design, board meetings, stakeholders' meetings, project implementation activities	Daily progress report, documentary evidence in the form photographs, signatures, biometric evidence. Minutes of meetings, progress report, field operations.	Factors beyond the control of project management that may impact project's progress. Change in government / policies, natural disasters, community unresponsive to change.

Table A-2: Log Framework

Appendix B: Example Data Analysis Using the Recursive Abstraction Process

Data was collected from 25 participants. Each participant represents the case study of a stakeholder of the process, either an NGO (either local NGO or international NGO), a Donor (funder) or a government department.

Data was analysed using the Recursive Abstraction process. To illustrate the Recursive Abstraction process, the analysis of one example interview is provided in this appendix (Tables B.1 to B.6). This analysis collapses the data from the text extracted from the interview transcript through to the development of initial themes and codes.

B.1 - Step 1 of the Recursive Abstraction Process: Extracting Relevant Data from Interview Transcripts

Q1. What does your organisation do?
- Working in the sector since 2008
- NGOs of Pakistan
- Affected due to the scenario that is built up including the catastrophes and the disasters that we have faced
- Natural disasters than the humans' induced disasters
- Worked in the humanitarian sector
- Working in the development sector with long-term projects
- Working with the European Union that is underway
- We were working with the SEC, and other bilateral donors and some UN agencies are working like the NDP
- The mandate is basically to reach out to the most marginalized and underprivileged community of Pakistan and to help them in the system
- We have the mandate of working in different sectors and we had been working in different sectors that include words such as sanitation, hygiene, shelter, and livelihood
- Livelihood is a broad term, [includes] Community engagement and community participation and empowerment
- We are also working with the World Bank now

Q2. What is your role in this organisation?
- Working as manager programs
- The head of the programs section of the organisation
- My role is to develop a program session
- I have to respond to these calls proposals from start to an end, writing the proposals
- Collaboration with our other departments
- I design the requirement in the need identification
- So, I design the projects proposals
- We submit the proposal to the donors I'm also the focal person for the donors

- My responsibility is coordination, as well as program implementation, starting right from the need identification to designing project proposals, reaching to the donors, executing the project, and then following up the project
- I'm also responsible for all the activities that are being carried out in organisation
- I'm responsible for the project development or the program development
- Donor coordination and donor liaison are also part of my job
- Involved in another humanitarian sector
- Also worked for the food security lead department
- Cluster system has also been part of my job
- Introduced by the United Nations which mostly works for emergency relief, and I have been a member of the clusters committee task force

Q3. How long have your worked in this organisation?
- My total experience is about 16 years. I've been working in this organisation since October, you can put it like 11 years.

Q4. What is your highest educational qualification?
- I have a master's degree in development studies, which is a very relevant and suggested degree for this sector. I also have an additional degree in Urdu literature

Q5. The term project means different things to different people. In your own words, please explain what a project is?
- A set of activities that need to be completed within a specified and stipulated time with some specific resources

Q6. Is project management important to ensure that projects are delivered on time and achieve their intended objectives, and if so, why?
- Yes, project management follows a certain set of activities that are being carried out sequentially.
- It starts right from the need identification that is the basic thing
- Take care of various aspects of the project
- Organising the activities
- Approaches to consider such as community participation
- The design of the intervention is the very important, especially context-specific design
- The execution phase, where you have to be very careful about the project execution as planned
- Project evaluation is another important aspect to consider, in which you have to monitor the project activities regularly and then evaluate the performance
- The project completion phase, you need to have a certain specific strategy
- We devise strategies to equip them with skill and expertise so that they may earn their livelihood on their own which is also sustainable

Q7. How do you know if a project that you are working on has been successful?
- The success of the project depends on the correct need identification
- If the community's needs are genuine and they are in desperate need of them, then the project is successful
- If the needs are being addressed properly
- If the needs are met as soon as possible
- The mistake [is that] the organisations take so long to address the needs of the community
- We cannot blame the organisations solely
- Sometimes the donors take more than the specified time to decide upon the funds' release, the delay of which causes the project to be irrelevant or outdated

- Project steers itself with the requirements of the community
- The sooner the needs are met, the successful the project is and vice versa
- We run the mid-term project evaluation to determine the impact of the project
- Impact of the project is seen through the satisfaction/dissatisfaction through feedback and conversations with the members of the community
- The performance of a project is more of a qualitative thing rather than quantifying the progress using statistical or mathematical tools or benchmarks
- Referring to Quality Education projects, we do have a baseline of indicators, such as 40% of the students should be able to read and write basic English by the end of 12 months period
- Combining the two effects, i.e., the percentage of the students(quantity) and their ability to read and write (quality) gives us an estimate of whether we have achieved our target or not
- Missing any of the elements of quantitative and qualitative aspects, the project cannot be called successful
- Need to assess the level of benefits that the community has achieved
- Lack of infrastructure, teaching facility, electronic equipment, or any other such factor is contributing towards the attainment of the project, then we focus on that specific factor to address to make project successful
- A school accommodating 100 students, and after renovating or extending the school building in terms of capacity, the school accommodates 200 students, which again is a quantitative figure
- The literacy of the students through speaking, reading, and writing can be assessed via examination as well as their level of satisfaction. Using the proxy indicators, we can also assess the performance of our projects
- The proxy indicators, we can also assess the performance of our projects.
- Built a health centre in a community and running health and hygiene sessions, we can measure the success/failure of a project by referring to the community's hospital-reported cases
- If fewer people have visited the hospital for a certain reason (e.g., water-borne diseases), then we come to know that our project has been a success, otherwise, the increasing number of patients in the aforesaid reason, is an indicator that more emphasis needs to be put on the project to be successful
- Hospital reports inform us that before the hygiene and sanitation session, approximately 50 people used to visit the hospital, but the number has reduced to 20, 30 patients
- Statistics inform us that the project has been successful
- We do refer to the log framework analysis which includes all the parameters through which a project is being measured
- This is a mandatory part of the proposal; we call it the backbone of the proposal
- Some people call it RBM (Result Based Monitoring), which is more of output-based monitoring than also has resource monitoring
- Have log framework monitoring, which is used most commonly. Based on these monitoring techniques, we identify what we have done

Q8. How would you describe the stages involved in delivering a successful project?
- Project initiation, planning, executing, monitoring, and controlling are the generic statements.
- Project initiation stage, then I will refer to the need for identification
- Then we measure the level of feasibility with the community's needs and our scope.

- Then we reach out to the donors.
- These are referred to as Solicited or Unsolicited proposals.
- In solicited proposals, an advertisement or expression of interest is being submitted
- Unsolicited proposals are those in which the NGO reaches the donors directly.
- The donors ask about the NGO's mandate and if the project is approved, then the donors assist in the project.
- This phase also includes resource allocation for the mobilization of resources
- After that comes the designing phase, we calculate the budget
- We reach the execution phase. we devise the strategy for the human resource allocation, the capital resources, the materials required for the project, infrastructure, tools, and equipment, conveyance facilities, internet, and mobile data for communication, office supplies, printing, and photocopying facilities, etc.
- We pay attention to the deployment of staff
- The execution of the activities in the form of a formal plan
- The implementation phase, we practically implement the project,
- Project activities start in the implementation phase.
- The monitoring of the activities starts during the implementation phase.
- The monitoring team makes sure that there is no discrepancy in the project activities and report any unusual activity that is being noted.
- The project comes to an end, and we measure the overall success of the project.
- We make sure that the project is sustainable as possible, in humanitarian aspect, meeting the exact targets is sometimes difficult. We put in our efforts to empower the community through our projects.
- We ensure that the people should be capable enough to go back to their own house and earn a livelihood on their own.

Q9. Which stage of the project is considered most important in terms of measuring the performance of the project?
- Every stage is equally important in terms of measuring the success of the project
- Starting from need identification to community involvement to stakeholders' perception and then the implementation stage
- Monitoring stage and the performance resource allocation activities.

Q10. In your opinion, what are the key factors that contribute most to project failure?
- If the interventions are not according to the needs of the community, the project cannot be or will not be successful
- There are external factors as well that contribute towards project failure.
- But community ownership is very important in this regard
- If the needs are not genuine, and the NGO has conducted the project, the project is very unlikely to be successful.
- The 2005 earthquake in Pakistan, the affected people were provided canned fish which they did know how to use.
- They would throw the food away, and there was no need for such kind of food there. Instead, they insisted on the provision of food which they could eat.
- Field staff is not allowed to work independently due to either security concerns
- Donors refuse to provide the budget for certain needs of the community.

Q11. What is your understanding of the United Nations Sustainable Development Goals?
- SDGs are the continuation of the MDG
- Which relate to the sustainable development of the community through the 17 SDGs.

- The main aim is that the society prospers in such a way that only its motives are met, but also, the community is preserved through acquiring sustainable practices.
- The 17 SDGs are designed to fulfil the basic needs of the human population.
- The UNSDGs is the urgent call for action by all the countries to preserve the deteriorating environment.

Q12. Do you think that the United Nations Sustainable Development Goals are important, and if so, why?
- They are very important because they address basic human rights
- The society is deprived of basic needs such as food and shelter, basic sanitary conditions, gender rights, poverty, lack of schooling.
- The UNSDGs are contributing towards the overall well-being of the populations on a global level.

Q13. Did you know that United Nations Sustainable Development Goal 4 is concerned with Quality Education?
- Yes, I do know about Quality Education is one of the goals of the United Nations program.

Q14. What are the main reasons and drivers for undertaking education projects in Pakistan?
- Education is very important for every country,
- The school drop-out rate in Pakistan is quite high.
- After the implementation of UNSDGs, the NGOs are playing their part to support the government of Pakistan in achieving the SDGs through various projects and education projects
- We have built schools in XXXXX, which were devastated after the 2005 earthquake,
- We have provided infrastructure to the disaster-stricken communities to regain what they had lost.
- Our NGO provided career counselling to the 9th and 10th-grade students
- We worked on building the teachers' capacity which could in turn help students in choosing their field of interest.
- Pakistani education system has been divided into two sectors, the public sector, and the private sector. The public sector has always been neglected by the government.
- There is no reward system and no evaluation system.
- There are no incentives for those who are performing well
- No monitoring system for those who are negligent of their duties.
- There is a general perception among the people that they should not send their children to government-run public schools.
- People are willing to pay more in private schools due to their strict educational policies
- Which apply equally to the teachers and the students.
- The students going to the private schools get good grades and therefore, even the teachers working at government schools are unwilling to send their children to the government schools.
- They prefer the private education system over the public education system
- The NGOs have been playing their roles to uplift the educational standards of the public schools by facilitating them with new infrastructure, career counselling system, teachers training programs

Q15. When delivering education projects in Pakistan, what are the key challenges that you need to overcome?

- [The biggest challenge is the] level of expectation of the community.
- Another challenge is from the government. Even the government expects us to be perfect and provide every facility that is required which is unrealistic.
- [Other challenges include] the reluctance of the government officials to cooperate and the bureaucratic style.
- The need of society cannot be delayed, and the working style of a government is based upon delaying everything. Whenever we approach a government institution to approve NOC, they take at least 5, 6 months for the approval and when we receive the document, it is already delayed for 6 months. Therefore, donors also get frustrated and next time, they are not interested in conducting projects with us.

Q16. Do you think that it is important that projects are sustainable, and if so, why?

- There is a famous that if you give a man a fish, you feed him for a day. If you teach a man to fish, you feed him for a lifetime.
- So this is basically what sustainability is.
- We try building components of sustainability through our projects, for example, our infrastructure scheme in which we empower the community by facilitating them to have a system of their savings and regulate the system of their community, which we call community mobilizing skills.
- The main objective behind our sustainable projects is that nobody should be dependent upon any external assistance, of course, they do need some help in the initial phase, but once they are trained, they can earn their bread. A similar case is associated with education projects. Once the community can read and write and get awareness about the world around them, they can make wise decisions on their own. If we provide them the tools to build a water pump, then they also know through our training sessions that how to repair the pump if it is damaged. Therefore, sustainability is an integral component of every society.

Q17. What do your projects do to ensure that they are sustainable?

- Through community involvement and capacity-building programs, such as women empowerment programs, micro-financing, etc to ensure that the community is self-reliant.
- We devised strategies for the communities to build a central system where the members of a community pool in some money for future contingency.

Q18. How do you monitor project progress to measure sustainability?

- We do this through the monitoring and evaluation process
- We have specialized people to look into the details of the project conducted
- Keep an eye on the project activities and report to the concerned department in case if there is something unusual.
- The team evaluates the progress of the progress regularly.
- Internal monitoring is also done by measuring our performance against the milestones achieved.
- External monitoring of the project is conducted by the donors themselves. They pay a visit to the community and communicate with the members of the community and ask if they are satisfied with the performance of the NGO.
- We do the accent evaluation of the project by referring back to the previous projects of similar kind and focus on the lessons learned to tackle any similar issues.

Q19. How can we improve the performance of a project to make it more successful?

- Community ownership, need identification, appropriate need, acceptance from the community are the main points to consider for a successful and sustainable project.

Q20. If a framework was available which helped you to measure the sustainability of the education projects being delivered by your organisation, would this be helpful to you, and if so how/why?
- If the framework is approved and endorsed by the donors
- It would be of great help, and I would love to have such a framework

Table B-1: Step 1 of the Recursive Abstraction Process: Extracting Relevant Data from Interview Transcripts

B.2 - Step 2 of the Recursive Abstraction Process: Paraphrasing the Extracted Data

Q1. What does your organisation do?

- I have worked in the sector since 2008
- Mine is a local NGOs in Pakistan.
- I feel the need to respond given the catastrophes and the disasters that we have faced.
- I work in the humanitarian sector
- I development sector long-term projects
- NGO mandate is to support the most marginalised and underprivileged communities in Pakistan.
- Our mandate enables us to work in different sectors. [e.g., sanitation, hygiene, shelter, and livelihood]
- Livelihood includes Community engagement and community participation and empowerment
- We work with the World Bank

Q2. What is your role in this organisation?

- I manage programmes.
- I respond to calls for proposals.
- Collaboration with our other departments
- I design the requirement in the need identification
- Write project proposals.
- Submit proposals to Donors
- I am the local co-ordinator for Donor liaison.
- I see the project right through. [design, implementation, implementation, following up]
- I'm responsible for all the organisation's activities.
- involved in another humanitarian sector
- Previously worked in food security.
- Previously member of the clusters committee task force

Q3. How long have your worked in this organisation?

- 16 years of experience

Q4. What is your highest educational qualification?

- Master's in development studies.
- Degree in Urdu literature.

Q5. The term project means different things to different people. In your own words, please explain what a project is?

- Project is a set of activities to be completed with specified time and resource constraints.

Q6. Is project management important to ensure that projects are delivered on time and achieve their intended objectives, and if so, why?

- Project management ensures activities are carried out sequentially.
- Project management starts from the need identification.
- Project management takes care of various aspects of the project.
- Project management is about organising the activities.
- Project management considers community participation.
- Project management ensures any intervention is context specific.
- Project management ensures project execution is as planned.
- Project evaluation requires monitoring the project activities and evaluating performance.
- Project completion requires a specific strategy. [e.g., new skill/expertise so communities can earn a sustainable livelihood]

Q7. How do you know if a project that you are working on has been successful?

- Project success depends on correct need identification.
- Project success depends on genuine community needs.
- Project success depends on correctly addressing community needs.
- Project success depends on timely project delivery.
- Project failure is linked to project delays.
- Project delays are often not the fault of the NGO.
- Project delays can be because Donors take too long to release funding.
- Project delays can make projects irrelevant or outdated.
- Project failure is about not meeting the requirements of the community.
- Project success is about meeting community needs quickly.
- Project evaluation includes mid-project impact assessment.
- Project evaluation includes feedback from the community.
- Project evaluation includes dialog with the community.
- Project success is qualitative [subjective].
- Project success compares to baseline indicators. [e.g., 40% of the students should be able to read and write basic English by the end of 12 months period].
- Project success is about quantity [% of the students] and quality [level of ability to read and write]
- Project failure is when either quantity or quality is missing.
- Project success is when community needs has been achieved.
- Project failure can be due to a lack of infrastructure.
- Project failure can be due to teaching facility.
- Project failure can be due to equipment.
- Project success (quality) can be assessed via examination
- Project success (quality) can be assessed based upon levels of satisfaction.
- Project success can be measured using proxy indicators. [e.g., a reduction in hospital cases due to training in water-borne diseases].
- Project success can be measured by population statistics.
- Project success can be assessed using log framework analysis. [which includes parameters being measured.]
- Project success can be measured by RBM (Result Based Monitoring) which is output-based.
- Project success can be measured using log framework monitoring.

Q8. How would you describe the stages involved in delivering a successful project?

- Project stages are initiation, planning, executing, monitoring, and managing.
- Project initiation - identification of a need.
- Project initiation - considers the community's need
- Project initiation - considers the feasibility of the project.
- Project initiation - considers if there is a suitable Donor.
- Project initiation - Solicited projects are driven by Donors. [have I got this right?]
- Project initiation - Unsolicited proposals need to find a Donor.
- Project initiation - Solicited proposals start with advertisement or expression of interest.
- Project initiation - Unsolicited proposals need the NGO to find a Donor.
- Project initiation - Donors check NGO's mandate is suitable.
- Project initiation – resources are allocated and mobilised.
- Design Phase – budgets are calculated
- Execution Phase – HR allocation strategy devised.
- Execution Phase – capital resources agreed.
- Execution Phase – material requirements agreed.
- Execution Phase – infrastructure requirements agreed.
- Execution Phase – tools and equipment requirements agreed.
- Execution Phase – conveyance facilities agreed.
- Execution Phase – communication requirements agreed.
- Execution Phase – office supplies requirements agreed [inc printing, and photocopying facilities].
- Execution Phase – staff deployment agreed.
- Execution Phase – formal planning.
- Implementation Phase – project starts.
- Implementation Phase – project activities are monitored.
- Implementation Phase – monitoring team reviews project activities.
- Implementation Phase – unusual activities are reported.
- Project End - measure the overall success of the project.
- Projects are designed to be as sustainable as possible.
- Projects should empower the community.
- Communities should be self-sufficient in terms of earning a living.

Q9. Which stage of the project is considered most important in terms of measuring the performance of the project?

- All project stages contribute to project success.
- Project success starts the identification of a genuine community need
- Project success is linked to stakeholder perceptions
- Project success is based upon implementation.
- Project success is based upon resource allocation.

Q10. In your opinion, what are the key factors that contribute most to project failure?

- Project success is linked to community need.
- External factors contribute to project failure.
- Community ownership contributes to project success
- Projects responding to genuine need are more likely to be successful
- To be successful, projects need to be mindful of the local context
- Participants may require training / education for projects to be successful

- Resourcing needs due to security issues may lead to project failure
- Donors may only support certain communities / needs lead to project failure.

Q11. What is your understanding of the United Nations Sustainable Development Goals?

- SDGs are the continuation of the MDG
- The SDGs relate to the sustainable development of the community
- The aim of the SDGs is that the society prospers, but that the community is preserved through sustainable practices.
- SDGs are designed to fulfil basic human needs.
- The UN is using the SDGs as a 'call to action' to preserve the environment.

Q12. Do you think that the United Nations Sustainable Development Goals are important, and if so, why?

- The SDGs are important because they address basic human rights
- The SDGs protect basic human needs (food, shelter, sanitary conditions, gender rights, poverty, lack of schooling).
- The SDGs contribute towards the overall well-being of the populations.
- The SDGs operate at a Global level.

Q13. Did you know that United Nations Sustainable Development Goal 4 is concerned with Quality Education?

- Aware of that UNSDG 4 is about Quality Education.

Q14. What are the main reasons and drivers for undertaking education projects in Pakistan?

- Education is important.
- Education projects reduce school drop-out rate.
- School drop-out rate is high in Pakistan.
- NGOs support government to deliver education projects
- NGO projects respond to natural disasters [e.g., in XXXXXX after the 2005 earthquake].
- NGO projects provide infrastructure [e.g., to the disaster-stricken communities].
- NGO projects provide career counselling (9th and 10th-grade students)
- NGO projects build teacher capacity.
- NGO projects focus on those people neglected by Government [e.g., public education].
- In public education there is no reward system.
- In public education there is no evaluation system.
- In public education there are no incentives for good performance
- In public education there is no monitoring system to identify poor performance.
- People avoid public schools if possible.
- Private schools are expensive.
- Private Schools have strict educational policies.
- Students at private schools get better grades.
- Teachers in public school send their children to private schools.
- NGOs uplift educational standards in public schools.
- NGOs facilitate new infrastructure in public schools.
- NGOs facilitate career counselling in public schools.
- NGOs facilitate teachers training programs in public schools.

Q15. When delivering education projects in Pakistan, what are the key challenges that you need to overcome?

- Community expectation is a key challenge to delivering education projects.
- Government unrealistic expectations are a key challenge to delivering education projects
- Government expect NGOs to deliver every facility required by public education.
- Government officials often do not cooperate when we deliver education projects
- Bureaucratic process hinders our delivery of education projects.
- Government processes delay the delivery of education projects [e.g., 6-month delay for NOC approval]
- Donors become frustrated with delays in educational project approval.
- Frustrated Donors may not work on new education projects.

Q16. Do you think that it is important that projects are sustainable, and if so, why?

- Projects should think about sustainability.
- Community mobilizing is about enabling communities to be independent.
- Sustainable projects should not be dependent upon any external assistance after setting them up.
- An educated community can make wise decisions.
- Education is not just about building, but also about maintaining [e.g., building the water pump and then repairing it].
- Sustainability should be an integral component of every society.

Q17. What do your projects do to ensure that they are sustainable?

- To be sustainable we help to empower women.
- To be sustainable we encourage micro-financing so that communities become self-reliant.
- To be sustainable we help communities to build a central community pool of money for future contingency.

Q18. How do you monitor project progress to measure sustainability?

- We have a process to monitor and evaluate projects
- Specialists review projects to monitor progress
- Project activities raising concerns are reported.
- Project progress is evaluated regularly.
- Project performance is internally measured against milestones achieved.
- Donors undertake external monitoring of the project progress.
- External monitoring of project progress includes Donors visiting communities
- External monitoring of project progress includes community feedback.
- External monitoring of project progress includes community satisfaction.
- External monitoring of project progress includes assessing NGO performance.
- Internal project evaluation includes comparison with previous projects delivered.
- Lessons learnt in previous projects forms an element of evaluating current projects.

Q19. How can we improve the performance of a project to make it more successful?

- Project performance is improved by community ownership
- Project performance is improved if it is responding to an identified need
- Project performance is improved when acceptance by the community.

- Project performance is improved when the project is considered to be sustainable in the longer-term.

Q20. If a framework was available which helped you to measure the sustainability of the education projects being delivered by your organisation, would this be helpful to you, and if so how/why?

- To be successful, a framework must have donor endorsement

Table B-2: Step 2 of the Recursive Abstraction Process: Paraphrasing the Extracted Data

B.3 - Step 3 of the Recursive Abstraction Process: Grouping the Data into Emerging Themes

Theme: About the NGO

- Local NGO in Pakistan.
- Humanitarian sector
- Mandate is to support the most marginalised and underprivileged communities in Pakistan.
- Mandate enables us to work in different sectors. [e.g., sanitation, hygiene, shelter, and livelihood]
- Livelihood includes Community engagement and community participation and empowerment
- We work with the World Bank

Theme: Interviewee Bio

- Worked in the sector since 2008
- 16 years of experience
- I feel the need to respond given the catastrophes and the disasters that we have faced.
- I development sector long-term projects
- I manage programmes.
- I respond to calls for proposals.
- I collaboration with our other departments
- I design the requirement in the need identification
- Write project proposals.
- Submit proposals to Donors
- I am the local co-ordinator for Donor liaison.
- I see the project right through. [design, implementation, implementation, following up]
- I'm responsible for all the organisation's activities.
- Previously worked in food security.
- Previously member of the clusters committee task force
- Master's in development studies.
- Degree in Urdu literature.

Theme: Project Management

- Project is a set of activities to be completed with specified time and resource constraints.
- Project management ensures activities are carried out sequentially.
- Project management starts from the need identification.
- Project management takes care of various aspects of the project.

- Project management is about organising the activities.
- Project management considers community participation.
- Project management ensures any intervention is context specific.
- Project management ensures project execution is as planned.
- Project completion requires a specific strategy. [e.g., new skill/expertise so communities can earn a sustainable livelihood]
- Project stages are initiation, planning, executing, monitoring, and managing.
- Project initiation - identification of a need.
- Project initiation - considers the community's need
- Project initiation - considers the feasibility of the project.
- Project initiation - considers if there is a suitable Donor.
- Project initiation - Solicited projects are driven by Donors. [have I got this right?]
- Project initiation - Unsolicited proposals need to find a Donor.
- Project initiation - Solicited proposals start with advertisement or expression of interest.
- Project initiation - Unsolicited proposals need the NGO to find a Donor.
- Project initiation - Donors check NGO's mandate is suitable.
- Project initiation – resources are allocated and mobilised.
- Design Phase – budgets are calculated
- Execution Phase – HR allocation strategy devised.
- Execution Phase – capital resources agreed.
- Execution Phase – material requirements agreed.
- Execution Phase – infrastructure requirements agreed.
- Execution Phase – tools and equipment requirements agreed.
- Execution Phase – conveyance facilities agreed.
- Execution Phase – communication requirements agreed.
- Execution Phase – office supplies requirements agreed [inc printing, and photocopying facilities].
- Execution Phase – staff deployment agreed.
- Execution Phase – formal planning.
- Implementation Phase – project starts.
- Implementation Phase – project activities are monitored.
- Implementation Phase – monitoring team reviews project activities.
- Implementation Phase – unusual activities are reported.
- Project End - measure the overall success of the project.

Theme: Project Success

- Project success depends on correct need identification.
- Project success depends on genuine community needs.
- Project success depends on correctly addressing community needs.
- Project success depends on timely project delivery.
- Project success is about meeting community needs quickly.
- Project success is qualitative [subjective].
- Project success compares to baseline indicators. [e.g., 40% of the students should be able to read and write basic English by the end of 12 months period].
- Project success is about quantity [% of the students] and quality [level of ability to read and write]
- Project success is when community needs has been achieved.
- Project success (quality) can be assessed via examination
- Project success (quality) can be assessed based upon levels of satisfaction.

- Project success can be measured using proxy indicators. [e.g., a reduction in hospital cases due to training in water-borne diseases].
- Project success can be measured by population statistics.
- Project success can be assessed using log framework analysis. [which includes parameters being measured.]
- Projects are designed to be as sustainable as possible.
- Projects should empower the community.
- Communities should be self-sufficient in terms of earning a living.
- All project stages contribute to project success.
- Project success starts the identification of a genuine community need
- Project success is linked to stakeholder perceptions
- Project success is based upon implementation.
- Project success is based upon resource allocation.
- Project success is linked to community need.
- Community ownership contributes to project success
- Projects responding to genuine need are more likely to be successful
- To be successful, projects need to be mindful of the local context
- Participants may require training / education for projects to be successful
- Project performance is improved by community ownership
- Project performance is improved if it is responding to an identified need
- Project performance is improved when acceptance by the community.
- Project performance is improved when the project is considered to be sustainable in the longer-term.
- To be successful, a framework must have donor endorsement

Theme: Project Issues

- Project delays are often not the fault of the NGO.
- Project delays can be because Donors take too long to release funding.
- Project delays can make projects irrelevant or outdated.
- Project failure is about not meeting the requirements of the community.
- Project failure is when either quantity or quality is missing.
- Project failure can be due to a lack of infrastructure.
- Project failure can be due to teaching facility.
- Project failure can be due to equipment.
- Project failure is linked to project delays.
- External factors contribute to project failure.
- Donors may only support certain communities / needs lead to project failure.
- Resourcing needs due to security issues may lead to project failure
- Community expectation is a key challenge to delivering education projects.
- Government unrealistic expectations are a key challenge to delivering education projects
- Government expect NGOs to deliver every facility required by public education.
- Government officials often do not cooperate when we deliver education projects
- Bureaucratic process hinders our delivery of education projects.
- Government processes delay the delivery of education projects [e.g., 6 month delay for NOC approval]
- Donors become frustrated with delays in educational project approval.
- Frustrated Donors may not work on new education projects.

Theme: Sustainability

- SDGs are the continuation of the MDG
- The SDGs relate to the sustainable development of the community
- The aim of the SDGs is that the society prospers, but that the community is preserved through sustainable practices.
- SDGs are designed to fulfil basic human needs.
- The UN is using the SDGs as a 'call to action' to preserve the environment.
- The SDGs are important because they address basic human rights
- The SDGs protect basic human needs (food, shelter, sanitary conditions, gender rights, poverty, lack of schooling).
- The SDGs contribute towards the overall well-being of the populations.
- The SDGs operate at a Global level.
- UNSDG 4 is about Quality Education.
- Projects should think about sustainability.
- Community mobilizing is about enabling communities to be independent.
- Sustainable projects should not be dependent upon any external assistance after setting them up.
- An educated community can make wise decisions.
- Education is not just about building, but also about maintaining [e.g., building the water pump and then repairing it].
- Sustainability should be an integral component of every society.
- To be sustainable we help to empower women.
- To be sustainable we encourage micro-financing so that communities become self-reliant.
- To be sustainable we help communities to build a central community pool of money for future contingency.

Theme: Education projects

- Education is important.
- Education projects reduce school drop-out rate.
- School drop-out rate is high in Pakistan.
- NGOs support government to deliver education projects
- NGO projects respond to natural disasters [e.g., in Mansehra after the 2005 earthquake].
- NGO projects provide infrastructure [e.g., to the disaster-stricken communities].
- NGO projects provide career counselling (9th and 10th-grade students)
- NGO projects build teacher capacity.
- NGO projects focus on those people neglected by Government [e.g., public education].
- In public education there is no reward system.
- In public education there is no evaluation system.
- In public education there are no incentives for good performance
- In public education there is no monitoring system to identify poor performance.
- People avoid public schools if possible.
- Private schools are expensive.
- Private Schools have strict educational policies.
- Students at private schools get better grades.
- Teachers in public school send their children to private schools.
- NGOs uplift educational standards in public schools.
- NGOs facilitate new infrastructure in public schools.
- NGOs facilitate career counselling in public schools.

- NGOs facilitate teachers training programs in public schools.

Theme: Monitoring Project Progress

- We have a process to monitor and evaluate projects
- Specialists review projects to monitor progress
- Project activities raising concerns are reported.
- Project progress is evaluated regularly.
- Project performance is internally measured against milestones achieved.
- Donors undertake external monitoring of the project progress.
- External monitoring of project progress includes Donors visiting communities
- External monitoring of project progress includes community feedback.
- External monitoring of project progress includes community satisfaction.
- External monitoring of project progress includes assessing NGO performance.
- Internal project evaluation includes comparison with previous projects delivered.
- Lessons learnt in previous projects forms an element of evaluating current projects.
- Project evaluation includes mid-project impact assessment.
- Project evaluation includes feedback from the community.
- Project evaluation includes dialog with the community.
- Project success can be measured by RBM (Result Based Monitoring) which is output-based.
- Project success can be measured using log framework monitoring.
- Project evaluation requires monitoring the project activities and evaluating performance.

Table B-3: Step 3 of the Recursive Abstraction Process: Grouping the Data into Emerging Themes

B.4 - Step 4 of the Recursive Abstraction Process: Identifying Codes within the Data

Theme: About the NGO

This interview is based upon an NGO which is located only in Pakistan and is therefore categorised as being 'local' for the purposes of this study. The NGO operates in the humanitarian sector and has a mandate to support the most marginalised and underprivileged communities in Pakistan. This mandate enables the NGO to be active in variety of sectors, and its projects include ones with a focus upon sanitation, hygiene, shelter, and livelihood. In this context, livelihood includes community engagement, participation, and empowerment. The NGO is now working with the World Bank.

Theme: Interviewee S Biography

Interviewee S has worked in the humanitarian sector 2008 and has 16 years of relevant experience. Previously they worked in food security and over the years have felt moved to become involved as a means of responding to what they have witnessed in the form of catastrophes and disasters which have affect communities. They were previously member of the clusters committee task force and have both degree and master's level qualifications.

Within the NGO, interviewee S manages long-term projects and programmes. They often need to respond to calls for proposals where a need has been identified by another organisation. In such circumstances, Interviewee S will design the project or programme around the identified community needs and will then submit to Donors for their consideration. Once agree, Interviewee S will work on the project from 'cradle to grave' with responsibility for project design, implementation, and closure.

Theme: Project Management

Code: Why do we Need to Manage Projects?

- Project is a set of activities to be completed with specified time and resource constraints.
- Project management ensures activities are carried out sequentially.
- Project management starts from the need identification.
- Project management takes care of various aspects of the project.
- Project management is about organising the activities.
- Project management considers community participation.
- Project management ensures any intervention is context specific.
- Project management ensures project execution is as planned.
- Project stages are initiation, planning, executing, monitoring, and managing.

Code: Starting a Project

- Project initiation - identification of a need.
- Project initiation - considers the community's need
- Project initiation - considers the feasibility of the project.
- Project initiation - considers if there is a suitable Donor.
- Project initiation - Solicited projects are driven by Donors. [have I got this right?]
- Project initiation - Unsolicited proposals need to find a Donor.
- Project initiation - Solicited proposals start with advertisement or expression of interest.
- Project initiation - Unsolicited proposals need the NGO to find a Donor.
- Project initiation - Donors check NGO's mandate is suitable.
- Project initiation – resources are allocated and mobilised.

Code: Delivering a Project

- Design Phase – budgets are calculated
- Execution Phase – HR allocation strategy devised.
- Execution Phase – capital resources agreed.
- Execution Phase – material requirements agreed.
- Execution Phase – infrastructure requirements agreed.
- Execution Phase – tools and equipment requirements agreed.
- Execution Phase – conveyance facilities agreed.
- Execution Phase – communication requirements agreed.
- Execution Phase – office supplies requirements agreed [inc printing, and photocopying facilities].
- Execution Phase – staff deployment agreed.
- Execution Phase – formal planning.
- Implementation Phase – project starts.
- Implementation Phase – project activities are monitored.
- Implementation Phase – monitoring team reviews project activities.
- Implementation Phase – unusual activities are reported.
- Project End - measure the overall success of the project.

Theme: Project Success

Code: Project Planning

- All project stages contribute to project success.
- Project success is linked to stakeholder perceptions
- Project success is based upon implementation.

- Project success is based upon resource allocation.
- To be successful, a framework must have donor endorsement

Code: Links to the Community

- Project success depends on correct need identification.
- Project success depends on genuine community needs.
- Project success depends on correctly addressing community needs.
- Project success depends on timely project delivery.
- Project success is about meeting community needs quickly.
- Project success is when community needs has been achieved.
- Projects should empower the community.
- Communities should be self-sufficient in terms of earning a living.
- Projects responding to genuine need are more likely to be successful
- Community ownership contributes to project success
- Project success starts the identification of a genuine community need
- Project success is linked to community need.
- To be successful, projects need to be mindful of the local context
- Project performance is improved if it is responding to an identified need
- Project performance is improved when acceptance by the community.
- Project performance is improved by community ownership

Code: Measuring Success

- Project success is qualitative [subjective].
- Project success compares to baseline indicators. [e.g., 40% of the students should be able to read and write basic English by the end of 12 months period].
- Project success is about quantity [% of the students] and quality [level of ability to read and write]
- Project success (quality) can be assessed via examination
- Project success (quality) can be assessed based upon levels of satisfaction.
- Project success can be measured using proxy indicators. [e.g., a reduction in hospital cases due to training in water-borne diseases].
- Project success can be measured by population statistics.
- Project success can be assessed using log framework analysis. [which includes parameters being measured.]

Code: Sustainability

- Projects are designed to be as sustainable as possible.
- Participants may require training / education for projects to be successful
- Project performance is improved when the project is considered to be sustainable in the longer-term.
- Project completion requires a specific strategy. [e.g., new skill/expertise so communities can earn a sustainable livelihood]

Theme: Project Issues

Code: Timing

- Project delays are often not the fault of the NGO.
- Project delays can make projects irrelevant or outdated.
- Project failure is linked to project delays.

Code: Resourcing

- Project failure can be due to a lack of infrastructure.
- Project failure can be due to teaching facility.

- Project failure can be due to equipment.
- Resourcing needs due to security issues may lead to project failure

Code: Government

- Government unrealistic expectations are a key challenge to delivering education projects
- Government expect NGOs to deliver every facility required by public education.
- Government officials often do not cooperate when we deliver education projects
- Bureaucratic process hinders our delivery of education projects.
- Government processes delay the delivery of education projects [e.g., 6-month delay for NOC approval]

Code: Donors

- Donors become frustrated with delays in educational project approval.
- Frustrated Donors may not work on new education projects.
- Project delays can be because Donors take too long to release funding.
- Donors may only support certain communities / needs lead to project failure.

Code: Community

- External factors contribute to project failure.
- Community expectation is a key challenge to delivering education projects.
- Project failure is about not meeting the requirements of the community.
- Project failure is when either quantity or quality is missing.

Theme: Sustainability

Code: Why do Projects Need to be Sustainable?

- Projects should think about sustainability.
- Community mobilizing is about enabling communities to be independent.
- Sustainable projects should not be dependent upon any external assistance after setting them up.
- An educated community can make wise decisions.
- Education is not just about building, but also about maintaining [e.g., building the water pump and then repairing it].
- Sustainability should be an integral component of every society.
- To be sustainable we help to empower women.
- To be sustainable we encourage micro-financing so that communities become self-reliant.
- To be sustainable we help communities to build a central community pool of money for future contingency.

Code: Why are the UNSDGs Important?

- SDGs are the continuation of the MDG
- The SDGs relate to the sustainable development of the community
- The aim of the SDGs is that the society prospers, but that the community is preserved through sustainable practices.
- SDGs are designed to fulfil basic human needs.
- The UN is using the SDGs as a 'call to action' to preserve the environment.
- The SDGs are important because they address basic human rights
- The SDGs protect basic human needs (food, shelter, sanitary conditions, gender rights, poverty, lack of schooling).
- The SDGs contribute towards the overall well-being of the populations.
- The SDGs operate at a Global level.

- UNSDG 4 is about Quality Education.

Theme: Education projects

Code: Why are Education projects Required?

- Education is important.
- Education projects reduce school drop-out rate.
- School drop-out rate is high in Pakistan.

Code: Why is the Educational Public Sector a Problem?

- People avoid public schools if possible.
- Private schools are expensive.
- Private Schools have strict educational policies.
- Students at private schools get better grades.
- Teachers in public school send their children to private schools.
- In public education there is no reward system.
- In public education there is no evaluation system.
- In public education there are no incentives for good performance
- In public education there is no monitoring system to identify poor performance.

Code: Why do NGOs Deliver Education projects?

- To uplift educational standards in public schools.
- To facilitate new infrastructure in public schools.
- To facilitate career counselling in public schools.
- To facilitate teachers training programs in public schools.
- To support government to deliver education projects
- To respond to natural disasters [e.g., in Mansehra after the 2005 earthquake].
- To provide infrastructure [e.g., to the disaster-stricken communities].
- To provide career counselling (9th and 10th-grade students)
- To build teacher capacity.
- To focus on those people neglected by Government [e.g., public education].

Theme: Monitoring Project Progress

Code: When Monitor Project Progress?

- Project evaluation includes mid-project impact assessment.
- Project progress is evaluated regularly.

Code: What Activities Monitor Project Progress?

- Project success can be measured by RBM (Result Based Monitoring) which is output-based.
- Project success can be measured using log framework monitoring.
- Project evaluation requires monitoring the project activities and evaluating performance.
- We have a process to monitor and evaluate projects
- Project activities raising concerns are reported.
- External monitoring of project progress includes assessing NGO performance.
- Internal project evaluation includes comparison with previous projects delivered.
- Project performance is internally measured against milestones achieved.

Code: Who Monitors Project Progress?

- Project evaluation includes feedback from the community.
- Project evaluation includes dialog with the community.

- Specialists review projects to monitor progress
- Donors undertake external monitoring of the project progress.
- External monitoring of project progress includes Donors visiting communities
- External monitoring of project progress includes community feedback.
- External monitoring of project progress includes community satisfaction.

Table B-4: Step 4 of the Recursive Abstraction Process: Identifying Codes within the Data

B.5 - Step 5 of the Recursive Abstraction Process: Deleting Duplications

Theme: About the NGO

This interview is based upon an NGO which is located only in Pakistan and is therefore categorised as being 'local' for the purposes of this study. The NGO operates in the humanitarian sector and has a mandate to support the most marginalised and underprivileged communities in Pakistan. This mandate enables the NGO to be active in variety of sectors, and its projects include ones with a focus upon sanitation, hygiene, shelter and livelihood. In this context, livelihood includes community engagement, participation, and empowerment. The NGO is now working with the World Bank.

Theme: Interviewee S Biography

Interviewee A has worked in the humanitarian sector 2008 and has 16 years of relevant experience. Previously they worked in food security and over the years have felt moved to become involved as a means of responding to what they have witnessed in the form of catastrophes and disasters which have affect communities. They were previously member of the clusters committee task force and have both degree and master's level qualifications.

Within the NGO, interviewee S manages long-term projects and programmes. They often need to respond to calls for proposals where a need has been identified by another organisation. In such circumstances, Interviewee S will design the project or programme around the identified community needs and will then submit to Donors for their consideration. Once agree, Interviewee S will work on the project from 'cradle to grave' with responsibility for project design, implementation and closure.

Theme: Project Management

Code: Why do we Need to Manage Projects?

- Project is a set of activities to be completed with specified time and resource constraints.
- Project management ensures activities are carried out sequentially.
- Project management starts from the need identification.
- Project management takes care of various aspects of the project.
- Project management is about organising the activities.
- Project management considers community participation.
- Project management ensures any intervention is context specific.
- Project management ensures project execution is as planned.
- Project stages are initiation, planning, executing, monitoring, and managing.

Code: Starting a Project

- ~~Project initiation - identification of a need.~~
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- Project initiation - considers the feasibility of the project.
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Code: Delivering a Project

- Design Phase – budgets are calculated
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- Implementation Phase – project activities are monitored.
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Theme: Project Success

Code: Project Planning

- All project stages contribute to project success.
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Code: Community

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- UNSDG 4 is about Quality Education.

Theme: Education projects

Code: Why are Education projects Required?

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Code: Why do NGOs Deliver Education projects?

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- ~~To provide infrastructure [e.g., to the disaster-stricken communities].~~
- ~~To provide career counselling (9th and 10th grade students)~~
- To build teacher capacity.
- To focus on those people neglected by Government [e.g., public education].

Theme: Monitoring Project Progress

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- Project progress is evaluated regularly.

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- External monitoring of project progress includes community satisfaction.

Table B-5: Step 5 of the Recursive Abstraction Process: Deleting Duplications

B.6 - Step 6 of the Recursive Abstraction Process: Summarising Themes and Codes in Data

Initial Themes	Initial Codes
• Project Management	• Why do we Need to Manage Projects? • Starting a Project • Delivering a Project
• Project Success	• Project Planning • Links to the Community • Measuring Success • Sustainability
• Project Issues	• Timing • Resourcing • Government • Donors • Community
• Sustainability	• Why do Projects Need to be Sustainable? • Why are the UNSDGs Important?
• Education projects	• Why are Education projects Required? • Why is the Educational Public Sector a Problem? • Why do NGOs Deliver Education projects?
• Monitoring Project Progress	• When Monitor Project Progress? • What Activities Monitor Project Progress? • Who Monitors Project Progress?

Table B-6: Step 6 of the Recursive Abstraction Process: Summarising Themes and Codes in Data

Appendix C: Data Analysis: Themes

C.1 Theme 1: Project Initiation Phase

| Theme 1

Project
Initiation
Phase | Need identification is the most crucial stage because if the need hasn't been identified properly, then there are few chances for that project to be accepted by the beneficiaries and achieve success.
(Participant 1, Organisation A)

The proper need identification and the community buy-in play a drastic role in either project success or failure.
(Participant 2, Organisation B)

We plan the project according to the need identified.
There is also a need for donors to consider the needs of the community. They must not expect unrealistic or unattainable results from the project. In a disaster-stricken area, for example, there is a prime need to provide the affected with food and water first and then look after their education and other well-being needs. If the project is not serving the basic needs of society, then there is less use of that project in society.
(Participant 4, Organisation D)

I think most of the projects fail due to reasons such as poor need identification.
(Participant 6, Organisation F)

There are many factors that contribute towards a project failure, some of which include improper need identification.
(Participant 9, Organisation I)

To analyse needs, we must understand that a need is a challenge that the community faces, specifically, targeted groups such as children, men and women of any age, or a specific population group such as |

persons with special needs or the poorest groups solely. To be explicit, we must examine issues in the targeted community.
(Participant 11, Organisation K)

The success of the project depends on the correct need identification. If the community's needs are genuine and they are in desperate need of them, then the project is successful.
(Participant 12, Organisation L)

The NGO, the government, and the donors must collaborate with each other before initiating a project. It is essential that all departments must be in line in order to deliver successful projects.
(Participant 12, Organisation L)

Sometimes the donors take more than the specified time to decide upon the funds' release, the delay of which causes the project to be irrelevant or outdated.
(Participant 12, Organisation L)

A project need is identified in the first instance which is then considered as a tool to devise the remaining project, i.e., sorting the funds, obtaining the NOCs, seeking the stakeholder's perception regarding a project and the change that it is perceived to bring about in a community. Without a proper need assessment, a project cannot be deemed to be fit for the intended purpose.
(Participant 13, Organisation M)

Just like any game or a competition, teams need to work together to achieve the goal, i.e., attaining the desired result which could be in the form of a target or goal to achieve. If we wish our projects to be successful, we need to carry all the teams together. In this case, our teams are the community for which we deliver our projects, the government, the donors, and the organisation itself.
(Participant 13, Organisation M)

If we have properly identified the need of the community, then the project is likely to be successful.

(Participant 15, Organisation A)

Many projects which are in our minds might not be achievable and project management draws a clear mark on realistic targets and unrealistic targets. There are so many organisations working in Pakistan on different projects but not all of them succeed in what they are intended for, this is partly due to the lack of managerial practices, particularly, project management practices, because the organisations need guidance on how to acquire and allocate funds and the phases of project management cycle to be followed.

Once the project idea has been conceived, then, it is also important for the government, the NGO, the donors, and other relevant stakeholders to adhere to achievable and realistic project targets.

(Participant 15, Organisation A)

The planning phase includes almost every necessary element for the project, starting from need identification to the last activity related to the project delivery.

(Participant 16, Organisation K)

Starting from a project initiation phase, a project undergoes several phases, such as the planning and development phase, execution phase, and project closeout phase.

(Participant 17, Organisation L)

So whenever you are designing a sustainable programme, you have to design it in a way that includes social mobilization and community participation programme. Once you teach them how to fish rather than giving them a fish, they will definitely reap the benefits of the project

(Participant 19, Organisation N)

	The first stage, which is need identification is the most crucial stage because if the need hasn't been identified properly, then there are few chances for that project to be accepted by the beneficiaries and achieve success. (Participant 20, Organisation A) The NGO and the government after the thorough consultation process, devise strategies that are aligned and effective. The alignment according to my experience ensures sustainability. There's no other way of ensuring sustainability in the projects. The donor-funded projects have to be aligned with the government policies in order to remain sustainable. (Participant 20, Organisation A) Your milestones depend heavily on the correct need identification and stakeholder analysis. (Participant 21, Organisation O)

Table C-1: Theme 1: Project Initiation Phase

C.2 Theme 2: Project Design Phase

Table C-2: Theme 2: Project Design Phase

Theme 2 Project Design Phase	I also believe that delivering successful projects is teamwork, if we incorporate the right project management practices along with the proper community research if we have dedicated and trustworthy staff, then we can at least expect our projects to be effective. (Participant 1, Organisation A) The alignment according to my experience ensures sustainability. There's no other way of ensuring sustainability in the projects. The

donor-funded projects have to be aligned with the government policies in order to remain sustainable

(Participant 1, organisation A)

Managing activities and interventions require a carefully designed project plan devised with the donors.

(Participant 2, Organisation B)

In order to deliver successful projects, the NGOs and government must work together.

(Participant 3, Organisation C)

If the donors are expecting a project to be implemented which in the practical world is difficult to achieve, or not required, or unrealistic, then we can say that this project may fail.

(Participant 4, Organisation D)

We come across several government policies which hinder the project, such as obtaining the NOC, which sometimes takes ages to get approved. By that time, the project's timeline informs that either time is up, or we are running very short of time.

(Participant 4, Organisation D)

Another factor contributing to the project's performance is the release of funds. Sometimes the donors are reluctant to release funds which becomes an issue. we may face failure if we don't have sufficient funds in the NGO's account, i.e., if there is less money or if the donors are releasing funds in an untimely manner, then, we may see issues in a project.

(Participant 4, Organisation D)

We have a log framework for our projects. A log framework is a tool for better project planning, execution, management, monitoring, and assessment. The log framework is a method of organising a project's

primary pieces and emphasising the logical connections between them. So, if we see that there is any problem due to which a project is derailed, then we come to know that the project is not being successful, and that, we need to take necessary measures to rectify the errors and problems.

(Participant 4, Organisation D)

The lack of community involvement and the non-cooperation of government departments can all be the factors contributing to project failure

(Participant 5, Organisation E)

Donors asking us to deliver the education projects using online resources, satellite-based resources, high-tech resources to the areas where it is unrealistic to achieve these targets.

(Participant 6, Organisation F)

In our education projects, we ensure sustainability by measuring the level of community involvement and engagement

(Participant 6, Organisation F)

On a national level, there must be an acknowledgement that enhancing education is a long-term commitment, and that the path forward will need a significant amount of expenditure before seeing benefits.

(Participant 7, Organisation G)

lack of funds, government policies, slower systems in terms of approving NOCs, lack of community involvement, poor planning, lack of trained staff, lack of technical and communication skills of the staff, inappropriate expectations from the project also contribute heavily towards project failure.

(Participant 9, Organisation I)

In Pakistan, educational sector is being supported by government as well as help acquired from the NGOs who have been working to create educational policies since Pakistan's founding.
(Participant 10, Organisation J)

We, as an NGO, face several challenges on daily basis which are resolved by the team members. However, certain challenges such as delay in funds issuance, or trouble in sorting the NOCs at the government level, increases the challenge for the NGO
(Participant 11, Organisation K)

Unfortunately, we do not have a standardised framework to consult, although we do have our own log framework which we take as a guide. The problem with the log framework is that while imperfect, the log framework analysis appears to offer a medium ground in that it is both a component of results-based management and also allows for extensive stakeholder input, at least during the planning stage.
(Participant 11, Organisation K)

We do refer to the log framework analysis which includes all the parameters through which a project is being measured. This is a mandatory part of the proposal; we call it the backbone of the proposal.
(Participant 12, Organisation L)

The donors bear a huge responsibility for making a project either successful or a failure. Releasing funds in a timely manner or otherwise can significantly impact the progress of a project.
(Participant 13, Organisation M)

Log frameworks have a special place in NGOs' project management. The log framework analysis enables the organisation to design its activities and provide relevance in terms of budget, resources,

activities, risk mitigation, and the mode through which a project will complete its cycle.

(Participant 13, Organisation M)

So whenever you are designing a sustainable programme, you have to design it in a way that includes social mobilization and community participation programme. Once you teach them how to fish rather than giving them a fish, they will definitely reap the benefits of the project.

(Participant 14, Organisation N)

In the NGOs sector, we do the pre-project homework, identify the needs of the community, correspond with the elders of the community, study their culture, and social norms to deliver any project.

(Participant 15, Organisation A)

Due to a lack of funds and qualified human resources such as trainers and administrators, these institutes are either under-resourced or poorly administered.

(Participant 15, Organisation A)

The time when the Donors grant us funds, we are accountable to them for the amount that we have received. But our government policies are so complicated that it takes at least 6 months in acquiring the NOC. By the time we obtain the NOC, the project is either outdated or the Donors get frustrated and stop the future grants.

(Participant 16, Organisation K)

Successful projects depend upon the execution of activities as described in the log framework.

(Participant 16, Organisation K)

The community engagement is equally important as donor engagement. It could be explained by giving an example of a shop where the shopkeeper sells goods but does not have buyers to consume the stock. Similarly, if there are donors ready to fund the project, but there is no community involvement in the project, the funds will go waste, and vice versa!
(Participant 18, Organisation M)

Community partnership and ownership of the project is very important for a project to be sustainable.
(Participant 19, Organisation N)

So whenever you are designing a sustainable programme, you have to design it in a way that includes social mobilization and community participation programme. Once you teach them how to fish rather than giving them a fish, they will definitely reap the benefits of the project.
(Participant 19, Organisation N)

The government needs to allocate more resources to uplift education projects across the country.
(Participant 20, Organisation A)

We can establish good relationships with the community that is the primary beneficiary of the projects. I also believe that delivering successful projects is teamwork, if we incorporate the right project management practices along with the proper community research if we have dedicated and trustworthy staff, then we can at least expect our projects to be effective.
(Participant 20, Organisation A)

We do have key performance indicators; we align ourselves with the results and log framework. We devise milestones throughout the project life cycle and study the results matched against the

frameworks, for example, we have achieved 50% of the target. Some results can be quantified in numerical amounts, but others can't be quantified. So, this is how we come to know that our projects have been successful.

(Participant 20, Organisation A)

We are often asked the question that how will sustainability be measured? So, we respond to this question by mentioning the community involvement in the project, their financial contribution to the project which is a very low amount that can be easily pooled in by the community members, which gives them the right to own the project when it is finished.

(Participant 21, Organisation O)

'One of the biggest challenges that an NGO faces is that it can't approve the NOC from the government. The Economic Affairs Division has to sign the MoU which is a recent compulsion for the NGOs to overcome. The biggest challenge to getting approval from the economic affairs is that by the time their investigations are complete, which takes approximately 2, 3 years, the project need is finished, or the project is no longer required'.

(Participant 21, Organisation O)

The log framework contains a specific matrix and means of verification, for example, if we were to change the behaviour or mindset of the community, what will be the means of verification to do that.

(Participant 21, Organisation O)

Community participation is our biggest challenge that we need to overcome. Most of the times, it is very difficult to gather people at a common place and convince them about the need for and importance of a project.

(Participant 22, Organisation L)

	The community is many times unwilling to participate in the projects especially within the education projects because of their orthodox approaches about girls getting educated (Participant 22, Organisation L) Without involving the community in any project is just like a teacher talking to the walls. (Participant 23, Organisation M)

C.3 Theme 3: Project Implementation Phase

Theme 3 Project Implementation Phase	We conduct the mid-term evaluation to ensure the feasibility, performance, and overall target achievement by assigning duties to the monitoring and evaluation team. Also, we regularly monitor our activities such as budget allocation, program activities, work plan evaluation, regular meetups with the staff. So, the estimate of activities planned vs the actual result obtained through conducting various activities mentioned above let us calculate the overall performance of our projects (Participant 2, Organisation B) There is external monitoring which is carried out by the donors which evaluate the performance of the project Monitoring the project is again a crucial aspect of every project. Monitoring and evaluation are separate practices dedicated to the assessment of your NGO's overall performance'. (Participant 2, Organisation B) constant monitoring activities play a crucial role. Through the activities performed by the monitoring team, we come to know if there is even the slightest deviation from the activity planned vs the activity actually performed

(Participant 3, Organisation C)

Project success is also linked with monitoring and evaluation activities. The NGOs conduct monitoring throughout the project because they think that the project must undergo a constant check and balance till it completes.

monitoring is done throughout the process which ensures that every step and every activity of the project is conducted according to the procedures defined in the project plan and log framework

(Participant 4, Organisation D)

Monitoring is done via a team of specialised individuals who conduct the internal monitoring and review the performance of the activities and report any issue concerned with the project

(Participant 5, Organisation E)

The Punjab Education Foundation has a Monitoring and Evaluation (M&E) section whose primary responsibility is to gather and evaluate data from various initiatives using several sources. M&E informs top management on past experiences in order to enhance present operations and plan for the future.

(Participant 8, Organisation H)

the M&E operates independently to maintain a careful check on all programme implementation and is a reliable source of essential information for management on programme performance.

(Participant 8, Organisation H)

One of the tools that we use for the evaluation is the RBM, which is called Result Based Monitoring. It is the tool through which we measure the process impact and post-project impact through various monitoring tools, through various stakeholders satisfaction surveys, which are called beneficiaries satisfaction surveys

(Participant 9, Organisation I)

The monitoring and evaluation activities are next to the need identification phase in terms of its importance. The M&E activities ensure that the project is on track and reports any issues that need to be resolved

(Participant 11, Organisation K)

Internal monitoring is done by measuring our performance against the milestones achieved. External monitoring of the project is conducted by the donors themselves. They pay a visit to the community and communicate with the members of the community and ask if they are satisfied with the performance of the NGO.

(Participant 12, Organisation L)

For a project be successful, it needs a continuous monitoring mechanism. For this purpose, every NGO has dedicated team members who have their monitoring agenda and manage the monitoring process from the inception phase to project completion.

(Participant 13, Organisation M)

Setting up a group of people to watch and monitor the project for every activity taking place and assigning sufficient resources to that project and managing the project right from the beginning till the end is the project management.

(Participant 14, Organisation N)

Sustainability can be monitored using our monitoring and evaluation department which has a set of codes and conduct against which they measure the activities performed in the field vs the activities scheduled and defined in the log framework.

(Participant 15, Organisation A)

A project is better executed if it is planned and designed properly, keeping in view triple constraint in mind. Monitoring and evaluation in this regard play a very important role in terms of keeping an eye on the planning process so that the organisation does not get derailed from its objectives. Monitoring and evaluation let us compare the difference in actual results vs the perceived results. So, in case, if there is any need for project redesign, then the project manager is able to change the project requirements in time.

(Participant 16, Organisation K)

Monitoring and Evaluation is an integral part of the NGOs for evaluating project activities on daily basis, and we continue performing our monitoring and evaluating activities till a project is complete and even after it is completed to learn the effects of project, both good and bad. This helps us in learning for our future projects.

(Participant 18, Organisation M)

Setting up a group of people to watch and monitor the project for every activity taking place and assigning sufficient resources to that project and managing the project right from the beginning till the end is the project management

(Participant 19, Organisation N)

The process of monitoring and evaluation which ensures the sustainable development of the project and keeps an eye on the activities and any deviation from the project plan informs us that the project has either derailed or there is some issue with the project that needs to be fixed as soon as possible.

(Participant 20, Organisation A)

We have monitoring activities conducted both internally and externally. The external monitoring is usually performed by the

	donors themselves and they have a document containing the details of the activities and then they match against their criteria that how the activities were performed, how they were supposed to be performed, and where did the project lack crucial elements while delivering activities. The monitoring officer makes a note of everything in the field and shares the report with the organisation and informs the organisation about the performance, shortcomings, and effects of the activities. (Participant 21, Organisation O) Our fellow colleagues from the M&E department visit the target communities and take their feedback on how the project was delivered to them and if they had any complaints with regards to the behaviour of feed staff. (Participant 23, organisation M)

Table C-3: Theme 3: Project Implementation Phase

C.4 Theme 4: Project Evaluation Phase

THEME 4 PROJECT EVALUATION	We conduct the mid-term evaluation to ensure the feasibility, performance, and overall target achievement by assigning duties to the monitoring and evaluation team. Also, we regularly monitor our activities such as budget allocation, program activities, work plan evaluation, regular meetups with the staff. So, the estimate of activities planned vs the actual result obtained through conducting various activities mentioned above let us calculate the overall performance of our projects. (Participant 2, Organisation B) Project Evaluation is a thorough and objective look at how a project is being done and what the results are whether the project is still going on or has ended. Evaluation checks to see if goals are still

important and if they were met, as well as if they were efficient, effective, had a big impact, and will last.

(Participant 2, Organisation A)

We also meet our stakeholders and get their feedback on the project which also allows us to measure our performance. Satisfied stakeholders mean the project attained its target and vice versa.

(Participant 3, Organisation C)

The main purpose of a project evaluation is to figure out how well a project is meeting or has met its set goals.

(Participant 3, Organisation C).

An NGO has to ensure that not only beneficiaries get benefitted, but also, the donors get satisfied too. For this purpose, post project surveys and interviews prove to be very helpful in seeking the community's reaction toward a project.

(Participant 11, Organisation K)

The formulation of baseline indicators enables us to measure the extent to which we have achieved our goals.

(Participant 13, Organisation M)

We have our success factors, we have risks factors, and we have a mitigation plan. So we review our framework and match the activities against the stipulated points mentioned in the framework. So if there is anything that does not match or that is not according to the plan, then we come to know that the project is not according to the way we planned it.

(Participant 14, Organisation N)

It is essential that the top management and other relevant stakeholders understand the importance of project goals and

objectives. Teams and management may not provide their 100% output if they do not understand what they actually are doing! (Participant 17, Organisation L)

The NGOs also conduct post-project surveys to learn if the target community is satisfied with the project delivered or not. The level of satisfaction from 0-to 10 enables us to understand if our project has been successful in delivering what it was intended to.
(Participant 17, Organiation L)

A lot of the time, monitoring and assessment are viewed as one and the same activity. Monitoring, on the other hand, may be described as the collecting of data in real time that enables the taking of prompt action. On the other end of the scale, assessment is a one-time event.
(Participant 15, Organisation A)

we do have key performance indicators; we align ourselves with the results and log framework. We devise milestones throughout the project life cycle and study the results matched against the frameworks, for example, we have achieved 50% of the target. Some results can be quantified in numerical amounts, but others can't be quantified. So, this is how we come to know that our projects have been successful.
(Participant 20, Organisation A)

During the project evaluation phase, we measure and compare if the project has been able to deliver the outcome for which it was carried. This phase also enables an organisation to measure and evaluate whether the project activities were successful in terms of delivering sustainable projects.
(Participant 21, Organisation O)

	During a project evaluation phase, the Ngo normally studies the effect of a project on the target community. For example, in a sustainable education project, if a community witnesses a decrease in school dropouts and increased passing percentage, with a sustained attendance in the subsequent classes, then we can say that we have achieved the goal of sustainable projects. (Participant 22, Organisation L)
	The NGOs have their success factors devised in the log framework. These success factors are then compared with the actual results derived from performing the actual project activities. The project evaluation is usually the last stage of an NGO's project which is conducted after the monitoring and evaluation teams have collected their required data. The data is in the form of feedback collected from the beneficiaries and this data tells us if the NGO has been successful or not in delivering its intended outcomes. (Participant 12, Organisation L)

Table C-4:Theme 4: Project Evaluation Phase

Appendix D: Case Studies

D.1 CASE STUDY PARTICIPANT 1- ORGANISATION A

About the organisation

This case study is based upon the qualitative data collected from a participant from UNESCO. The abbreviation for UNESCO is United Nations Educational, Scientific, and Cultural Organisation. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) is an international organisation that promotes education, science, and culture. It aims to promote worldwide collaboration in education, research, and culture to promote peace. UNESCO's programmes help to meet the Sustainable Development Goals outlined in the 2030 Agenda for Sustainable Development, which was approved by the United Nations General Assembly in 2015. The NGO provides policy support to the government. The NGO provides best practices acquired from the field by piloting initiatives and advising the government on how to improve best practices to conduct projects with public and private partnerships so that the government can replicate those pilot projects to mainstream their education system.

We provide policy support to the government, and we also provide some best practices acquired from the field by piloting initiatives and giving examples to the government on how to improve best practices to conduct projects with public and private partnerships so that the government can replicate those pilot projects to mainstream their education system.

The NGO promotes that Education is a human right that should be available to all people at all times of their lives, access must be matched by quality. The Organisation is the only UN institution tasked with overseeing all elements of education. Through Sustainable Development Goal 4, it has been entrusted with leading the Global Education 2030 Agenda. The Education 2030 Framework for Action is the road map for getting there (FFA). UNESCO is a global and regional leader in education, strengthening education systems around the world and responding to modern global challenges via education, with gender equality as a core premise. Its work includes educational growth from pre-school through higher education, as well as research and development.

Interviewee's Biodata

The interviewee is the training, monitoring, and evaluation officer for the educational department for UNESCO. The interviewee has 16 years of experience. The interviewee holds a master's degree in Developmental Studies. The interviewee performs tasks such as supporting the establishment of the project's process monitoring systems while investigating concrete tracking solutions for the project's various operations. He also assists in aligning project activities with outcomes frameworks and carefully monitoring objectives and indicator milestones based on baseline and end-line data. The participant informed us that he consolidates quantitative process monitoring data with narrative monitoring reports from partners and escalates major concerns to management on a regular basis, as well as through monthly, quarterly, and yearly reporting. He also engages in preparing a variety of reports and data analyses to identify trends and issues and ensures that deliverables meet agreed-upon objectives on a regular basis. It is also the responsibility of the participant to ensure that the aims of the implementing partners' plans are reached and that they are in accordance with the agreed-upon project plans while including gender views in all areas of work.

While discussing the project life cycle and stages through which a project undergoes, the participant informed us that one of the main causes of project failure is the wrong identification of the needs of the community. He also believes that the proper need identification is the most crucial stage of a project. If the need is identified properly, then the project is most likely to be successful.

'Need identification is the most crucial stage because if the need hasn't been identified properly, then there are few chances for that project to be accepted by the beneficiaries and achieve success'

According to the views of the participant, community engagement and participation in any project can help a project be successful. He believes that the success of any project is dependent upon teamwork. The right team, the best project management practices, along with community participation is detrimental to project success.

'I also believe that delivering successful projects is teamwork, if we incorporate the right project management practices along with the proper community research if we have dedicated and trustworthy staff, then we can at least expect our projects to be effective'

Project failure is also associated with the unrealistic expectations of donors and other stakeholders. Therefore, it is highly advised that the donors and other relevant stakeholders must share the same project goal in order for the project to be successful.

'The donors have some conceptions in mind that cannot be implemented practically in some other place'

In this regard, it is worth mentioning here that the success of sustainable projects such as Quality Education projects, cannot be ensured. Neither is it the job of any single department to look into the project processes and be held responsible for any sort of issue arising therefrom. Instead, the success of sustainable projects is linked with aligning all relevant departments, such as the government, the NGO, the direct stakeholders, and other beneficiaries in a way that not only meets their requirement but also considers preserving the element of why a project was initiated in the first place.

'The alignment according to my experience ensures sustainability. There's no other way of ensuring sustainability in the projects. The donor-funded projects have to be aligned with the government policies in order to remain sustainable'

Designing sustainable projects has been a core mission for the NGOs. In this regard, the participant believes in proper project planning to reap maximum benefits.

'Well, a successful and sustainable project starts with a well-built project plan. All our goals and objectives are set and laid out in a project plan, so, I think we cannot survive without a proper project plan'

Project performance can be measured using monitoring and evaluation activities performed throughout the project. The participant informed us that the process of monitoring enables us to measure the sustainability of education projects

With regards to challenges faced by the NGOs, the participant said that effective communication can be very important for the NGOs and if communication is not effective, then the NGO might not be able to properly deliver its deliverables.

'Communication, that even effective communication is of vital importance for all the NGOs. It enables us to communicate our day-to-day tasks with our employees, and other stakeholders. Without a proper mode of communication, it will be extremely difficult for the NGOs to achieve their intended outcomes'

D.2 CASE STUDY PARTICIPANT 2 - ORGANISATION B

About the organisation

This case study is based upon Solidarities International. This is a French-based organisation having its headquarter in Paris. The organisation was formed in 1980 and has been operating in almost 21 countries and has 2457 international and local staff members. Due to its vast scope of work and responsibilities spread across 21 countries, the organisation is termed as an international NGO for the purpose of this research. So far, the organisation has helped 5100,000 people suffering from different calamities, both natural and human induced. Solidarities International has over 40 years of humanitarian expertise and has been able to understand, adapt, and increase the speed with which it responds as well as the quality of its solutions. The organisation's staff always prioritise the most appropriate solution, working with people affected; key stakeholders in delivering effective support, depending on the type of crisis, its suddenness, intensity, and duration throughout time. The organisation responds to disasters by giving immediate help in person while also creating long-term solutions that enable affected populations to reclaim sustainable access to water, sanitation, hygiene, a diverse range of livelihoods, and safe housing. The ultimate goals of Solidarities international include protection, dignity, and autonomy of the most marginalised and vulnerable people it works for. Conflicts and violence, epidemics, environmental or climate-related calamities, and economic collapse are all issues that the NGO works to alleviate. The NGO's humanitarian teams are dedicated to assisting people whose lives, health, and safety are in jeopardy by fulfilling their most basic requirements, such as food, water, shelter, and cleanliness. Natural catastrophe, population evacuation, or a war, a shortage of drinking water, and poor sanitary conditions – sometimes exacerbated by overcrowding can pose serious health and survival hazards to individuals who are injured. The NGO aims to battle water-related diseases that kill over 2.6 million people every year by working among those most vulnerable to diseases caused by unsafe drinking water and an unsanitary environment. There are still 815 million people that are suffering from hunger. That's one out of every ten people on the planet. Conflicts, natural disasters, and rising global food prices are just a few examples of possible causes. The organisation works with those who are food insecure to ensure that they have access to high-quality food in sufficient quantities. The organisation assists local communities in situations where natural disasters, epidemics, and wars are high at risk, by strengthening their ability to

withstand such events: in other words, their ability to bounce back after a crisis, return to normal living conditions and adapt to new constraints and obstacles.

About the Interviewee

The interviewee has been working in this organisation for 2 years. Previously, he had been on the position of MEAL Coordinator (Monitoring, Evaluation, Accountability, Learning). Presently, he performs the duties of Deputy Country Director in Nigeria. He holds a master's degree in Sociology. He is also a PRINCE 2 certified practitioner. In accordance with the organisation's operational framework, the interviewee produces the MEAL action plans. The interviewee ensures that his team members understand and carry out each plan.

 While recording an interview regarding project management and sustainable practices within an NGO with regard to education projects, the participant informed us that like every corporate sector project, the projects conducted by the NGOs follow the same management cycle. The NGOs projects undergo stages such as the initiation phase, the planning phase, the execution phase, and the project closeout phase.

> 'I was working as a meal coordinator so I was looking after all the monitoring and evaluation related activities and from last six months and working as a head of programmes so I'm the deputy country director for Nigeria for this organisation and I'm being overall looking at the program's design monitoring and evaluation coordination with the donors and coordination with the HQ and all these things which are falling into when particularly is related to programme design, implementation and evaluation and the coordination that on it'

The participant, on the topic of project failure, informed us that it is essential for the government, the organisation, as well as the local community, to participate in project activities to make it successful, otherwise, if they are not showing up their interest in the project's deliverables, then the project is likely to fail.

> 'If the government is not willing to participate, or if the community is not co-operating, then all these factors contribute towards the project failure'

Referring to the second stage of the project life cycle and the question asked regarding the project design, the participant strongly agreed with us that community involvement and engagement play a crucial role in project success.

> 'The proper need identification and the community buy-in play a drastic role in either project success or failure'

Project communication holds a special position in the NGOs project management. Without proper communication, the NGOs face challenges in terms of delivering their intended projects.

> 'Managing project communications entails a set of procedures designed to improve the likelihood that relevant information will be conveyed, received, and processed by the appropriate individuals'

Regarding stakeholders' analysis, the participant said that:

> 'Stakeholder analysis is a method used to gain understanding of the human and organisational environment, as well as the connections between various stakeholders and the problems that matter most to them. To begin, determine who the potential stakeholders are. Then, determine their authority, influence, and interest so you know who to target. Lastly, have a thorough grasp of the most essential stakeholders so that you can predict how they will react and how you may gain their support'

Project communication is an extremely important element of successful projects. According to the participant,

> 'Project communication is extremely crucial for the NGOs. A successful project cannot be sustained without effective communication. It is essential that we, as M&E team members, communicate what the beneficiaries are saying, and report it to the concerned department'

Elements identified within this theme are the key stakeholders without whose involvement, a project is either derailed, serves no purpose, or is failed. The stakeholders crucial to the success of the project include the government (national or local level), the donors (funders) of the project, and the community members. It is also important to note here that the equal involvement of all the relevant stakeholders is crucial for the project's success and sustainability. In this scenario, a project plan must be designed in a way that includes the feedback and active engagement of the donors so they may endorse the need and requirements of a project and release funds in a timely manner

> 'Managing activities and interventions require a carefully designed project plan devised with the donors'

Maintaining constant monitoring and evaluation activities ensures that the project is within a planned scope. The log framework in this regard is very helpful in comparing the activities planned versus the activities performed in the field and considering the point where the project lost its track.

'Monitoring the project is again a crucial aspect of every project. Monitoring and evaluation are separate practices dedicated to the assessment of your NGO's overall performance'

The participant briefed us on the project implementation stage that project implementation follows a process of putting a project plan into action to produce deliverables, also known as products or services, for clients or stakeholders. Implementation entails coordinating resources and tracking performance to ensure that the project stays on track and on budget. Following the planning phase, during which a team decides the project's major objectives, timeframe, and budget, the project is implemented. Implementation entails organising resources and tracking performance to ensure that the project stays on track and on budget. It also entails dealing with any unexpected challenges in a way that keeps the project on track. One of the key features of project implementation in the NGOs sector involves the application of monitoring and evaluation (M&E) activities. The M&E is the process of collecting and analysing data (monitoring) as well as determining whether a programme or intervention has reached its objectives (evaluation).

'We conduct the mid-term evaluation to ensure the feasibility, performance, and overall target achievement by assigning duties to the monitoring and evaluation team. Also, we regularly monitor our activities such as budget allocation, program activities, work plan evaluation, regular meetups with the staff. So, the estimate of activities planned vs the actual result obtained through conducting various activities mentioned above let us calculate the overall performance of our projects'

The process of M&E entails different types. Some of the activities are performed by the NGO, whereas the rest of them are practiced by the donors or the funders. The beneficiary monitoring is conducted by external donors; however, it can be done by the NGO as well. Beneficiary monitoring keeps a record of how people feel about a project. It comprises feedback on the project and its collaborators, as well as pleasure or dissatisfaction with them.

'There is external monitoring which is carried out by the donors which evaluate the performance of the project'.

The interviewee focused on performing project evaluations on regular basis.

'Project Evaluation is a thorough and objective look at how a project is being done and what the results are whether the project is still going on or has ended. Evaluation checks to see if goals are still important and if they were met, as well as if they were efficient, effective, had a big impact, and will last'

D.3 CASE STUDY PARTICIPANT 3 - ORGANISATION C

About the Organisation

The organisation is based in Qatar and works on education projects globally, therefore, categorised as an international donor organisation (DFID). The NGO conducts Quality Education projects and solves issues related to the education projects such as enrolment issues, and school dropouts. The NGO is also a donor organisation. The NGO has an aim of delivering education projects from primary to secondary level which is part of the global citizenship programme. Previously, the organisation had been working on different projects on its own, but the organisation has undergone reconstruction in terms of projects it conducts. It is, therefore, acting as an umbrella organisation and several other related NGOs are working for and adhering to its agenda.

Interviewee's Biography

The interviewee joined the NGO as a partnership esteem development. He has a master's degree in sociology and another Master's in urban development. He also holds a B. ED degree. He started working in the humanitarian sector in 1997. Had been teaching at the university for a short period. His total experience is 24 years. The interviewee searches for partners for collaboration. He works with partner organisations to deliver successful education projects. His role is to search for partner organisations. He looks for common synergies to work together. The participant had Worked for 2.5 years in this position. Then he switched roles towards international programmes. The role of programme team was programme management or portfolio management. In this role, the participant looked after programmes for Asian countries. He had been a portfolio manager for Asian countries. The new mandate of the NGO speaks of the global citizenship programme on education development. In this role, he worked for 9 years on primary and secondary educational development programmes. He also had been working in the technical, programme, and operational teams.

Responding to the question relating to project management stages, the interviewee stressed differentiating the needs of the corporate sector vs the needs of the not-for-profit sector. He claimed that the not-for-profit sector is working solely to cater for the needs of the community and therefore, the project must be designed in a way that looks after the needs of the community.

'I would like to highlight one point here that project management is not ready to wear outfits for every organisation, rather it needs to be customized and contextualized according to the situation, especially for the NGOs because we are dealing with people having different cultures, languages, backgrounds, needs, requirements, and necessities. So, the PM practices should be tailor-made and customised rather than strict policies and procedures'

According to the participant, project success is highly dependent upon the orgnaisations, be the NGO, government, or education department. Their alignment is highly important for a project to achieve the desired goals.

'In order to deliver successful projects, the NGOs and government must work together'

The participant believed that government should bear most of its duties with regards to educating societies. NGOs, in this regard, cannot work in isolation.

'We should always remember that NGOs can never become a substitute for government departments. They always work in line with the government departments for relevant projects'

The performance of a project can be improved by the application of managerial abilities in conjunction with software technologies. To get things off to a solid start, the NGO should make sure that everyone in the team is aware of the end aim of each project, that they have access to open means of communication, and that they are aware of the order in which tasks should be completed. Project performance can also be ensured using monitoring and evaluation activities, as these enable the organisation to take note of any deviation of the project planned vs the activities performed in the field

'Constant monitoring activities play a crucial role. Through the activities performed by the monitoring team, we come to know if there is even the slightest deviation from the activity planned vs the activity actually performed'

The interviewee spoke about the project success factors and let us know that their organisation seeks community feedback in order to measure their performance. The level of community and stakeholders' satisfaction is a clear sign of a successful project.

'We also meet our stakeholders and get their feedback on the project, which also allows us to measure our performance. Satisfied stakeholders mean the project attained its target and vice versa'

Besides satisfied stakeholders, there are other success factors of a project. Constant monitoring enables the organisation to keep project activities in check.

Stakeholders analysis and problem tree within project planning phase play an important role.

'The problem tree points out the main issue, its effects, and the underlying problems that have resulted as a consequence. When making a Problem Tree, it is important to start by figuring out what the starting problem is'

In this regard, log framework plays an important role. The log framework provides a blueprint of the overall activities of an organisation. Organisations set out their goals and objectives in a log framework and provide a clear methodology to achieve its targets within a specified time;

'Comparing and contrasting the organisation's goals and objectives set out on the log framework vs the activities performed in the field lets us know the level at which our organisation has achieved its outcomes'

The participant believes that if an NGO makes a well-designed project plan, then it could imply that the project is already halfway through.

'It is very important to understand that no project, no matter how well resourced it is, cannot achieve its desired goals, if it is not planned properly. Poor planning and goal setting can turn a successful project into a failed project'

project success can also be achieved through evaluating project, which is usually the last phase of a project. Project evaluation is done to ensure that the project has met its deliverables and overall performance of a project is checked during this stage.

'The main purpose of a project evaluation is to figure out how well a project is meeting or has met its set goals'

D.4 CASE STUDY PARTICIPANT 4 - ORGANISATION D

About the NGO

The interview is based upon the NGO that operates globally and for this reason, it is termed as an international NGO for the purpose of this study. The organisation, CDRS, enhances the lives of disadvantaged and neglected people by providing quality healthcare, safe drinking water, and empowering young people and women via educational, economic, and community service projects. In disasters, we provide aid and logistics, as well as crisis support for differently abled people and families. In the most isolated villages and the greatest cities, our staff and initiatives serve poor people as well as suffering animals. The organisation, during disasters, provides comprehensive, competent, and compassionate humanitarian aid, relief, and assistance deploying as quickly as possible and remaining as long as needed. The organisation provides high-quality healthcare that is both sustainable and cheap. The organisation is also identifying, addressing, and closing gaps in the healthcare system. The organisation provides comprehensive health education and school health programmes to neglected communities and differently abled people. The organisation is also working on empowerment and education projects, as well as disaster response training, for women and youth, particularly those who live in disaster-affected areas, conflict zones, or neglected or remote areas. The organisation works with local communities and governments to assist them in taking the lead in managing their healthcare needs in collaboration with the existing but restricted government healthcare system. The organisation is providing safe water to underserved communities. The organisation builds homes for widows and the poor. The organisation builds schools and provides furniture and school supplies to schools in socially disadvantaged areas. The organisation is providing animal welfare services and raising community awareness of the significance of expressing compassion to suffering animals.

About the Interviewee

The interviewee is the manager programme for this organisation. The interviewee is also working for the UN SDG 4 at the government level, improvising policies, looking after different projects, distributing funds, and counselling his team members. He has experience of 20 years of working in the NGOs sector. He holds a PhD degree in management studies. He is currently working for the UN SDG 4 in Pakistan at the government level.

The participant shared his experience of working with different NGOs and told us about how the NGOs conduct their projects. In this regard, need identification is the first step towards starting any project. A project is planned according to the needs identified in the community.

'We plan the project according to the need identified'

On another occasion regarding donor's involvement in a project, the participant said that:

'There is also a need for donors to consider the needs of the community. They must not expect unrealistic or unattainable results from the project. In a disaster-stricken area, for example, there is a prime need to provide the affected individuals with food and water first and then look after their education and other well-being needs. If the project is not serving the basic needs of society, then there is less use of that project in society'

Regarding the realistic donor's expectations, the participant believed that the donors must expect realistic and achievable results from a project.

'If the donors are expecting a project to be implemented which in the practical world is difficult to achieve, or not required, or unrealistic, then we can say that this project may fail'

According to the participant, a project may fail due to lack of government involvement within a project:

'Besides donors' expectations, there are other factors that contribute toward project failure. Some of them include strict government policies, such as getting approval for NOC. Because projects have to be completed within a specified time, therefore, time plays a crucial role in making a project either a success or a failure'

Another reason for a project failure as discussed by the participant was regarding the no objection certificate that is being issued by the local authorities prior to conduct a project. The Programme NOC is a credential that allows humanitarian organisations to engage in a specific region and sector as defined by the NOC.

All humanitarian organizations in Khyber Pakhtunkhwa, the Federally Administered Tribal Areas (FATA), Baluchistan, and Punjab require a programme NOC. The PDMA (Provincial Disaster Management Authority) is committed to providing the NOC in Khyber Pakhtunkhwa, Baluchistan, and Punjab, whereas the FDMA (FATA Disaster Management Authority) is accountable for supplying the NOC in FATA. NOC approval takes six weeks in Khyber Pakhtunkhwa, three weeks in Baluchistan, two weeks in Punjab, and six weeks in FATA. Sindh currently has no project NOC requirements. The Travel NOC is a permit issued

by the government to allow NGOs' employees and diplomatic personnel who intend to travel to security-protected zones.

For all trips to sub-national offices and project regions, international assistance workers, comprising International NGOs, UN agencies, ambassadors, and non-diplomats, must get a travel NOC from the Ministry of Foreign Affairs (MFA) of the Pakistani government.

'We come across several government policies which hinder the project, such as obtaining the NOC, which sometimes takes ages to get approved. By that time, the project's timeline informs that either time is up, or we are running very short of time'

Project performance can be hampered by lack of funds. The participant in this regard states that:

'Another factor contributing to the project's performance is the release of funds. Sometimes the donors are reluctant to release funds, which becomes an issue'

'We may face failure if we don't have sufficient funds in the NGO's account, i.e., if there is less money or if the donors are releasing funds in an untimely manner, then, we may see issues in a project'

Project success is an element that needs to be measured at regular intervals. NGOs usually have their own log framework which enable them to state their goals and objectives and compare them with the activities performed in the real world. The framework allows them to keep a check on the project's progress.

These NGOs must fulfil a set of legitimate and regulatory conditions in order to be considered for the funding by the donor organisations. NGOs agree to employ a set of monitoring and management tools to oversee and report on the project's execution and financial usage. Operational decisions, expenditures, log framework, implementation and review reports, and fiscal inspections of the project's account are among the criteria. The log framework, which serves as a management, surveillance, and assessment method, has had a significant impact on how major projects have been organised during the previous four decades.

'We have a log framework for our projects. A log framework is a tool for better project planning, execution, management, monitoring, and assessment. The log framework is a method of organising a project's primary pieces and emphasising the logical connections between them. So, if we see that there is any problem due to which a project is derailed, then we come to know that the project is not being successful, and that, we need to take necessary measures to rectify the errors and problems'

'Project success is also linked with monitoring and evaluation activities. The NGOs conduct monitoring throughout the project because they think that the project must undergo a constant check and balance till it is completed'

Project evaluations are quite important for projects successful delivery. Monitoring and evaluation play an important role in this regard.

'Monitoring is done throughout the process which ensures that every step and every activity of the project is conducted according to the procedures defined in the project plan and log framework'

The importance of project communication was defined by the participant:

'The goal of communication is to facilitate open and effective lines of communication among team members working on different aspects of a project. A typical project manager's top priority is maintaining open lines of communication with the other members of the group to guarantee that everyone involved in the project is conscious of their particular responsibilities, the project's overall objectives, and your personal standards of performance. Together, this makes for a more productive team effort that may even improve output quality'.

While referring to project failure factors, the participant focused on keeping projects within scope.

'The fundamental objective of risk management is to anticipate threats. in the case of unfavourable risks, it seeks to avoid those risks from materialising altogether or, if they do materialise, to lessen the damage they cause. When possibilities arise as a result of positive risks, the strategy attempts to make the most of them as quickly as possible'

D.5 CASE STUDY PARTICIPANT 5 - ORGANISATION E

About the Organisation

This interview is based upon the United Nations Development Programme (UNDP). The NGO is operating globally and therefore, it is termed as 'international NGO' for the purpose of this research. The NGO conducts humanitarian projects such as water sanitation and hygiene, water quality monitoring. The NGO monitors government schemes and also the private sectors. The NGO has established study labs. The NGO also conducts short projects on governance as well.

About the Interviewee

The interviewee is the executive director of the organisation. They oversee the organisation's day-to-day operations, including employee and volunteer management. In collaboration with his team and personnel, the interviewee creates policies to guide the various programmes in achieving the organisation' goals. The interviewee has 26 years of experience working in NGOs. He holds a master's degree in social work.

The participant was asked questions pertaining to project success and enhancing the project's performance. He replied to these questions by stating that the performance of a project is not dependent on a single element, rather, it is a combination of several elements and when we combine these elements together, a project is successful.

'With the help of proper need identification, community involvement, sensitization, government involvement, trained staff, staff's capacity building, monitoring, and evaluation mechanisms, the performance of a project can be improved'

A project may encounter challenges at some point and if the challenges are not mitigated properly, then there is a great chance that the project might fail. In this regard, the interviewee spoke about the factors or reasons which might cause a project to derail and eventually face failure. It has been evident through literature and the participants taking part in our interview process that the projects conducted by the NGOs are different from the projects conducted by the corporate sector in a sense that they are meant for the betterment of the community that is working for. Therefore, it is worth mentioning here that the primary beneficiaries of the NGOs projects are the inhabitants of the community that they are dealing with. Stakeholders, residents, corporations, and others are all included in the word 'community,' which is used to generically characterise groupings of individuals

based on interest or geography. And the term 'engagement' incorporates both inclusiveness and responsibility - the sense of being a part of significant community and political activities and being able to make a meaningful contribution.

'The lack of community involvement and the non-cooperation of government departments can all be the factors contributing to project failure'

There is a check and balance system in the NGOs with the help of which they keep track of the activities performed in the field vs the activities planned in the log framework.

'The NGOs call this system of check and balance as monitoring and evaluation'

'Monitoring is done via a team of specialised individuals who conduct the internal monitoring and review the performance of the activities and report any issue concerned with the project'

The challenges faced by the NGOs in delivering successful education projects are numerous, as explained by the participant. However, there are certain internal challenges that an NGO faces which can hamper the project's performance if left unchecked.

'I think communication within an organisation is often ignored by the organisations. If we are not successful in communicating with our stakeholders what our mission and objectives are, then we can imagine that a project cannot achieve the desired outcome'

'A seasonal calendar is a tool for visualising recurring patterns across set time intervals. These intervals may range from weeks to seasons to years. Seasonal Calendars provide a quick and easy way to observe these connections, which can then be used to initiate conversations, make plans for change, keep tabs on the progress of that change, and assess its success. When doing community-based research on time-related variables like food security, nutrition, sickness (in humans, crops, or animals), cash availability, production patterns and yield, and so on. NGOs use seasonal calendars as a participatory tool. In a wide range of contexts, this technique has proven useful in identifying the level of community awareness and community participation'

D.6 CASE STUDY PARTICIPANT 6 - ORGANISATION F

About the Organisation

The interview was recorded with a participant working in one of the government's official departments i.e., Planning Commission (abbreviated as PC) is a financial and policy-making body of the Pakistani government. The Planning, Development and Reforms Ministry oversees the Commission. In collaboration with the Ministry of Finance, the Planning Commission (MoP) conducts research and develops state policy initiatives for the growth of the national economy and the extension of the country's public and state infrastructure (MoF). For much of the twentieth century in Pakistan, the commission has had a key impact and involvement in drafting the highly centralised and planned five-year plans for the national economy. Even though the five-year plans were replaced with the Medium-Term Development Framework, the commission remained important and crucial in the program's development. The Public Sector Development Programmes (PSDP) are also within the planning commission's jurisdiction. A Chairman who is also the Prime Minister, accompanied by a deputy chairman, and a science advisor are among the commission's authoritative individuals. The department seeks to inter-link the scattered organisations in delivering projects of similar nature, such as the organisations and departments working solely on health-related projects and interlinking these departments to increase the efficiency of the work performed by them. The aim is to divide the projects between the organisations, on completion of one phase of the project, the project is handed over to the next organisation and so on. The organisation is working on the Early Childhood Development Programmes which include health, education, well-being, sanitation, and other WASH-related projects.

The Ministry of Planning Commission of Pakistan devises and implements policies with regards to the departments such as the legislation, developmental hub projects, provides technical support to the economic matters, assists in public information platforms, conducts planning for the regional based issues. The department announces different tenders grants for different projects. One of the key developmental projects of the MoP is the implementation of the Sustainability Development Goals (SDGs) in Pakistan. Some of the Public Sector Development Programmes (PSDP) Initiatives include:

1. Online Satellite Image Service Development and Deployment
2. Establishment of the Pakistan Space Centre (PSC)

3. Establishment of the Gilgit Baltistan Space Application Research Centre (SPARC-GB)

4. Pakistan Satellite Navigation Programme Feasibility and System Definition Study (FSDS) (PSNP)

5. Spaceport Feasibility and System Definition Study (FSDS)

6. Multi-Mission Communication Satellite System of Pakistan (PakSat-MM1)

About the Interviewee

The interviewee has been working for different organisations for the past 18 years; both within private and government-based organisations. For the Ministry of Planning and Commission, he works as a Programme Associate and looks after several programmes, one of which is the SDG 4: Quality Education in Pakistan. His duties include the administration and execution of programme initiatives, as well as the adaption of processes and procedures, with the goal of achieving objectives such as Presentation of properly studied data for the creation of a business strategy, the successful use of RBM tools, and the setting of management goals. The creation of methods to track the use of RBM tools and the upkeep of the RBM database. He is also responsible for the presentation of data/reports to identify areas in need of assistance and initiatives. The participant informed us that he is actively involved in developing and implementing practise partnerships and resource mobilisation initiatives, as well as writing reports for the donors once the project is finished.

The interviewee is of the opinion that every project is composed of stages such as project initiation, project planning, project execution, and project close-out. During the initiation phase, the most important element is the proper need identification of the community for which a project is being conducted. Poor need identification may lead a project towards a failure

'I think most of the projects fail due to reasons such as poor need identification'

The other reason for a project failure may be due to the projects driven by donor requirements

'Donors asking us to deliver the education projects using online resources, satellite-based resources, high-tech resources to the areas where it is unrealistic to achieve these targets'

Therefore, to deliver successful and sustainable projects, it is very important for the organisation, the government, and the donors to share the same goals to achieve.

The design of a project should be in a manner that engages the community from start till the end of the project. Because projects are conducted for the vulnerable members of a society, their participation is decisive in this regard. Also, for the sustainable projects, their success can be ensured if there is community involvement in that project

'In our education projects, we ensure sustainability by measuring the level of community involvement and engagement'

D.7 CASE STUDY PARTICIPANT 7 - ORGANISATION G

About the Organisation

This case study is based upon the government organisation operating in the district of KPK and is termed as Board of Intermediate and Secondary Education (BISE). In December 1958, the National Education Commission was established. This commission included a number of educators and experts from many disciplines of education. The commission's primary aim was to reorganise and reorient the existing educational system. The commission believed that secondary education needed to be separated and independent. According to the commission's recommendations and judgments, the University of Peshawar was relieved of its enormous secondary school duties. In 1961, the Board of Intermediate and Secondary Education was established. Since then, the BISE Peshawar has been conducting secondary and intermediate exams and academic programmes. During this period, the Peshawar Board's jurisdiction included all of Khyber Pakhtunkhwa and its tribal areas. The number of academic institutions and students was steadily expanding. At the Divisional level, the BISE Peshawar established sub-offices in Mardan, Swat, Kohat, Bannu, and D.I. Khan. Following on, as the number of educational institutions and students grew, the public urged that more Boards be established. The government decided to establish three additional Boards in Abbottabad, Bannu, and Swat in response to public demand. As a result of the bifurcation, the other three Boards have been operating since 1990, in accordance with the Act enacted for that purpose. For the sake of convenience, an online website for the BISE is available for the students to check their secondary school results, and higher secondary school results, as well as for checking rules regarding their results, applying for retotalling of their marks in case if they are not satisfied, and other services such as queries related to migration of boards, certificates, and fee structure of various services.

About the Interviewee

The interviewee assumed the charge of BISE as a chairman in 2021. For four years, he had been performing his duties of being a professor at Higher Education Department in Pakistan.

Reflecting his thoughts on project success and sustainability focussing on the idea of Quality Education, the participant discussed that the procedure for delivering education on a governmental level is different than the projects run by the non-for-profit organisations.

The government runs schools, execute government laws and rules, design and execute their own school curriculum, recruit, and monitor teaching and learning staff members, and raise funds to fund education system performance of a project is ensured through the process of monitoring and evaluation. This process allows the department to cross-check the educational activities planned.

The participant informed us of the challenges faced by the education sector on the government level is that In Pakistan, there are 29 government-run BISE bodies (Sindh, Punjab, Balochistan, KPK, and a Federal Board), as well as one independent, provincial board (Aga Khan University Examination Board) and two international boards (Cambridge Assessment and the International Baccalaureate system). Furthermore, while there are significant concerns with the quality of test or exam papers, there is also a lack of consistency between students' grades/marks and demonstrated skills, which has a direct impact on public perceptions of assessment procedures and reliability.

> 'Meanwhile, widespread examination misconduct and cheating render the system untrustworthy and unjust to everybody. The system loses respect for the qualifications it provides as a result of such poor practises, and students are not prepared for higher education. These students' experience difficulties in getting into university because they do not pass the entrance tests'

Regarding challenges faced by education projects by NGOs, the participant said:

> 'The problem is that the instructors or teachers continue the trend defined by various BISE committees of rote learning system, and as a result, most are training children to rote learn since they are aware that their ability to memorise would be examined. This has the immediate effect of students' cognitive mindsets becoming such a lifelong habit. It is worth mentioning that over 90% of pupils taking secondary or higher secondary exams are doing this in public schools' significance BISE curriculums'

Speaking in terms of the recommendations to improve the education system in Pakistan, the participant suggested that supporting academia, logically, is the first step toward improving Pakistan's education system. This can be done mostly by following Pakistan's National Curriculum and constructing courses around it. Student Learning Outcomes (SLOs), which clearly specify what a learner must take away from every session on any particular subject, should be included in the syllabi. As a result, the syllabus offers guidance for both students and teachers in determining what information they must master as part of their learning, avoiding the use of a single textbook. Furthermore, this method creates a completely transparent competitive landscape that outlines the entire course of study, ensuring that all students are always aware of the topics they will be graded on.

The participant also spoke in favour of having a quality assurance method for examination development, which is required to assure the quality of test papers. The quality assurance procedure should assure total compliance with the curriculum, as well as fairness and a logical progression in difficulty as the papers evolve. The interviewee said that certain processes must be devised to guarantee that the test measures a student's skill beyond knowledge, such as conceptual comprehension, application, and problem solving.

'Frequent recurrence of the same topics over time encourages students to memorize answers; as a result, this practise should be avoided. Furthermore, it is critical to guarantee that assessments are constructed in a fair manner for the whole student body, considering the various backgrounds and conditions that students experience'

Finally, a multi-level collaborative effort involving stakeholders, the public and commercial sectors, and numerous educational agencies is the most significant aspect in improving education in Pakistan, said the interviewee.

'On a national level, there must be an acknowledgement that enhancing education is a long-term commitment, and that the path forward will need a significant amount of expenditure before seeing benefits'

D.8 CASE STUDY PARTICIPANT 8- ORGANISATION H

About the Department

The Punjab Education Foundation was founded as an autonomous statutory entity under the Punjab Education Foundation Act of 1991 to support and promote education on a non-commercial/non-profit basis. Since then, it has gone a long way in providing deserving students with free, high-Quality Education right at their doorstep. The Punjab Education Foundation was established under the Punjab Education Foundation Act-XII of 2004 to promote education, with a focus on promoting and supporting private sector efforts to provide education to the disadvantaged through public-private partnerships.

Punjab Education Foundation's mission is to promote Quality Education via public-private partnerships, motivating and inspiring private enterprise efforts through funding, and developing innovative ideas and creating new instruments to support greater educational opportunities for underprivileged children at a reasonable cost.

Punjab Education Foundation's mission vision is to work with the private sector to develop an educated society in Pakistan, where every child has fair opportunities to the fundamental right to education.

Board's Corporate Strategy:

The Board has taken a flexible approach to developing a strategy for the PEF. The following are the key aspects of the strategy:

- Low-income families receive higher-Quality Education through the private sector, such as getting support of the NGOs
- For privately operated schools with fees less than Rs.400/-, technical help in the form of teacher training and career development is available.
- Schools in less wealthy communities should be supported.
- Prioritizing female education; introduction of new financial aid instruments based on the number of children enrolled.
- Education vouchers for slum (katchi abadi) households to increase enrolment and provide excellent education.

- Institutions having an excellent track record and outcomes will be evaluated for monetary awards/financial support to help them expand in terms of education quality and enrolment.

Board's Functions:

The Foundation's responsibilities include:

- Financial help for educational institutions and related projects' founding, expansion, improvement, and management.
- Students, instructors, and educational institutions should all be given incentives.
- Encourage educational public-private collaborations.
- Provide educational institutions with technical help in order to assess policy initiatives and innovative programmes for replication.
- Using educational standards, rank private educational institutions.
- Fundraise through donations, grants, contributions, subscriptions, and other means.
- Assist educational institutions in strengthening capacity, especially teacher training.
- Undertake any additional role that the Board, with the permission of the Government, may delegate to it.

About the Interviewee

The interviewee is one of the Education support officers for PEF. She holds an LLB degree from Punjab and is currently a member of the national assembly of Pakistan.

She looks after one of the department's initiatives, called Foundation Assisted Schools (FAS). Foundation Assisted Schools (FAS) provides support to the poorest strata of society in Punjab through a public-private partnership. The interviewee informed us that *this initiative began in 2005 with a reach of six districts. Since then, the FAS programme has expanded to all 36 districts of Punjab, with about 3700 partner schools admitted across eleven phases, serving over 1.80 million children.* The interview while speaking about sustainability and Quality Education in Pakistan, said that their department is working hard to educate the most underprivileged community of Punjab by providing them assistance in the form of financial assistance, technical assistance, and humanitarian assistance.

Its goal is to encourage and promote Quality Education in Punjab's rural, urban, and slum communities by providing financial and technical assistance to its partner schools. FAS

selects schools using established protocols and SOPs in an open, transparent, and competitive approach.

While discussing measuring the performance of any department, the participant emphasized the importance of keeping track of performance of education department. She said that

'Education is a key component in shaping a nation's vision and guiding the process of long-term development. Making suitable educational choices is an important part of the educational growth process. In this regard, Monitoring and Evaluation is a strategic department that keeps track of developments and makes decision-making easier'

The Punjab Education Foundation has a Monitoring and Evaluation (M&E) section whose primary responsibility is to gather and evaluate data from various initiatives using several sources. M&E informs top management on past experiences in order to enhance present operations and plan for the future.

We were informed by the participant that

'the M&E operates independently to maintain a careful check on all programme implementation and is a reliable source of essential information for management on programme performance'

M&E reports directly to the Board of Directors (BoD) and the Managing Director (MD) to assist managers in formulating the best judgments possible when it comes to programme adjustments. DFID evaluated M&E systems and had them reviewed by outside experts, who gave it a score of 95 percent or above for the presence of sufficient procedures followed by the monitoring and evaluation.

D.9 CASE STUDY PARTICIPANT 9 - ORGANISATION I

About the Organisation

This case study is based upon the organisation that is operating locally and its operations are performed within the jurisdiction of one province of Pakistan, i.e., Sindh province. Due to the limited scope of work and functions performed, this organisation is termed as a local organisation for this research.

The organisation is a government-run organisation that works for the promotion of Quality Education, climate change adaptation, and resilience-building of vulnerable people against disasters in Sindh. In this province, there are mainly two noticeable and frequent disasters that affect livelihood and peoples' properties and public lives, and assets. One is flooding and the other is drought. The organisation always tries to provide resilience to train vulnerable families and households so that they can absorb the shock of any sudden disaster. The organisation provides technical and vocational training to unemployed youth because poverty is one of the issues of our region. The organisation also collaborates with various public and private institutions in Sindh province.

About the Interviewee

The participant is the executive director for the National Education Foundation. the organisation. The participant is responsible for ensuring compliance with the laws of the state and donor agreements. The participant ensures efficiency, relevance, and accountability in the day-to-day affairs of the organisation. The participant's total experience is almost 19 years but, in this organisation, he has been serving for 11 years. The participant holds a master's degree in business administration.

The participant was asked questions from the interview questionnaire and in response to one of the questions, he identified that most of the times projects fail due to a lack of proper need assessment of the community. If the project is delivered without consulting the actual needs of society, then the chances of its success are very low.

'There are many factors that contribute to a project failure, some of which include improper need identification'

The participant also pointed out government policies, lack of sufficient funds, and the nonattainment of the NOC in a timely manner, which all contribute to project failure

'lack of funds, government policies, slower systems in terms of approving NOCs, lack of community involvement, poor planning, lack of trained staff, lack of technical and communication skills of the staff, inappropriate expectations from the project also contribute heavily towards project failure'

In response to a question related to measuring the performance of the project, the participant informed us that his NGO uses a Result Based Monitoring technique that monitors the performance of the project. Results-based monitoring is the ongoing process of gathering and evaluating information to assess how successfully a project, programme, or policy is being executed versus projected objectives.

'One of the tools that we use for the evaluation is the RBM, which is called Result Based Monitoring. It is the tool through which we measure the process impact and post-project impact through various monitoring tools, through various stakeholders satisfaction surveys, which are called beneficiaries satisfaction surveys'

Using the result-based monitoring technique, the organisation obtains community feedback and acquires their level of satisfaction. Since the community is the primary beneficiary of any project, their involvement in the project too is of prime importance.

The participant believes that a carefully designed project plan is compulsory for all education-related projects.

'Carefully designed project plans which detail project goal and objectives provides a great chance to kick start a project successfully'

D.10 CASE STUDY PARTICIPANT 10- ORGANISATION J

About the Department

In response to the 18th Amendment, the Ministry of Professional and Technical Training was founded in July 2011. The Ministry states its mission as 'Developing Pakistan as a progressive and prosperous country by providing all citizens a fair and equal opportunity to receive Quality Education and skills to achieve optimum potential'(MFEPT 2020)

Some of the functions performed by the MFEPT include:

- National coherence on education policies and reforms, as well as a focus on education concerns at the national level,
- Setting Educational Standards,
- In charge of international education collaboration and coordination
- Ensure that the country has universal literacy,
- Religious Educational Institutions are Integrated Collect, analyse, and publish data on critical educational variables, such as student learning evaluations and educational funding,
- The Federal Directorate of Education manages, supervises, and implements formal education in schools and universities using ICT,
- Registration and regulation of private educational institutions in ICT, as well as the application of related rules and regulations in the private education sector Contribute to young people's education by instilling values based on the Scout Promise and Law,
- Lead a coordination of academic evaluation across Pakistan, with a focus on quality in large-scale student exams, through the Inter-University Commission on Pakistan.

About the Participant

The participant works for the department called National commission for Human Development (NCHD). The National Commission for Human Development (NCHD) is an independent body under the Ministry of Federal Education and Professional Training tasked with assisting Pakistan's human growth plans, particularly in the areas of adult literacy, universal primary education, primary health, poverty alleviation, capacity building, and

volunteerism. NCHD has been working to promote literacy in the country for the past seventeen years as the National Lead Agency for Literacy.

The participant has experience of working within different government departments for the last 21 years. The participant discussed the reforms brought by the government of Pakistan to uplift educational standards. The reforms include:

- The introduction of single national curriculum,
- GDP allocation according to the department's needs,
- Establishment and refurbishment of schools' buildings,
- Supporting NGOs delivering education-based projects,
- Provision of numerous educational scholarships to the deserving students,
- Declaring cheating in the examination as an offence.

The interviewee discussed with us the policy design concerning educational activities in Pakistan. Because education is the only means to succeed in a global setting, it must be modernized and relevant to society's requirements. Social justice demands constant fight and is inextricably linked to educational policies, philosophies, and practises of practitioners, institutions, academic fields, and government.

'Since 1947, educational policies have emphasised universal primary education, but we have yet to attain this aim since the genuineness of the goal has not yielded results'

'One of the primary goals of educational policy is to promote social justice in a society. The failure of educational policies was mostly due to political instability. Since the creation of autonomous educational policies, they have not been fully implemented and have failed to meet their objectives, and school programmes have not been properly executed'

The participant referred to the 1960s World Bank's programme for the developing nations to create human resources in order to alleviate poverty and improve health, eliminate gender disparity, improve social equality, and keep the peace and good governance via education. He added to the conversation that, the majority of time, the relationship between learning and policy is directly tied between institutions, universities, and academic institutions. Illiteracy and unemployment rates decrease as education is more promoted.

'Several papers look at Pakistan's educational policy documents, including five-year plans, reforms, programmes, and other educational programmes conducted by the

not-for-profit sector. keeping in view, the Islamic thoughts and vision, the educational policies, and objectives were set out for Pakistan by the government'

'In Pakistan, educational sector is being supported by government as well as help acquired from the NGOs who have been working to create educational policies since Pakistan's founding'

Several investigations have been done to measure educational results and accomplishment through evaluating techniques, initiatives, projects, and services. The responsibilities of countries to cope with the growth of universal problems such as poverty, environmental damage, the economy, climate change, and radicalism are all linked. Under the umbrella of Education for Sustainable Development, global education initiatives are being stepped up in the aim of achieving social change.

D.11 CASE STUDY PARTICIPANT 11- ORGANISATION K

About the NGO

This case study is based upon an NGO called Friends Development Organisation, which operates all across Pakistan and therefore, is termed as a national NGO for the purpose of this study. Most of the NGO's work relates to education projects in Pakistan. The participant informed us about the mandate of an NGO that believes that hundreds of millions of children and youngsters throughout the world are marginalised. This issue not only affects us all in sectors such as development, public health, and public security, but it is also becoming worse despite the efforts of numerous groups to change things. Traditional charity methods are ineffective and should be replaced by new models that combine the best of the NGO and corporate worlds. In order to respond to that challenge, Friends-International focuses on four main priorities:

Through its Friends Alliance Programs, the ChildSafe Movement, and the ChildSafe Alliance, the organisation seeks to achieve the best social return and impact.

- Building best practise models in all Friends Alliance Programs and throughout the ChildSafe Alliance in order to deliver the highest quality services to individuals we assist.
- Through the ChildSafe Alliance, successful approaches will be replicated in accordance with local conditions.
- Through the organisation's Social Business projects, it hopes to assure the long-term viability of its programmes in terms of structure, policy development, behaviour change, and financial sustainability.

The NGO has been contributing towards education projects in Pakistan for the last 16 years along with the collaboration of the government of Pakistan. The NGO has been providing infrastructural support to more than 300 schools and more than 300,000 students have benefitted from these projects so far. The NGO has enhanced students' capacity in the already existing schools along with the support of the government. The NGO has built the schools and what the government does is sustain the project by facilitating schools with teachers and trained staff. The NGO provides temporary support while long-term support is ensured by the government. This is the ultimate responsibility of the government and educational departments to look after education projects.

About the Participant

The participant is the programme manager for this organisation. She has been working in this organisation for the last 5 years and his total experience is 11 years. Previously she has been organising and developing several projects on a smaller scale. He holds a master's degree in management studies. The participant when enquired about the stages of a project life cycle stated that like every project, whether a large scale or a short scale, undergoes phases which are similar and common in all projects. Starting with an initiation phase, the project, according to him, undergoes stages such as planning, execution, and close out. All stages are equally important but his experience of working within an NGO sector tells us that the initiation phase is the most important stage of a project. Since the NGOs are concerned with the humanitarian aspect at every level, i.e., resolving humanitarian issues lies at the heart of NGOs functioning and performance. Therefore, a relevant need identification is indispensable for every project.

> 'To analyse needs, we must understand that a need is a challenge that the community faces, specifically, targeted groups such as children, men and women of any age, or a specific population group such as persons with special needs or the poorest groups solely. To be explicit, we must examine issues in the targeted community'

The participant also spoke about the coherency between the NGO, the government departments, and all the stakeholders' group for a project to be successful

> 'It is very necessary that all our stakeholders share similar beliefs and mandate regarding a project. Our expectations from a project must be realistic and within an achievable scope'

The participant informed us that all NGOs face challenges of some sort at different phases, but the challenges settle as the project progresses. However, challenges such as the delays in NOCs approvals, or delayed payments from the donors make it extremely difficult for an NGO to achieve its targets on time. Since all the projects are time bound, therefore, slightest delays in any of its processes or cycle could lead to huge problems in terms of project completion on time and the target achievement

We, as an NGO, face several challenges on a daily basis which are resolved by the team members. However, certain challenges such as delay in funds issuance, or trouble in sorting the NOCs at the government level, increases the challenge for the NGO

About the resource allocation, the participant believed that

'Setting priorities and allocating resources are important parts of how well a competition agency works on the inside. Even though interventions can be chosen to help an institution or organisation reach its goals, they are all limited by practical and financial issues. This is the kind of problem that most young competition agencies don't have the tools to solve on their own. Young agencies often use heuristic or intuitive methods to make things easier to understand, but this can mean that important information is missed'

According to the participant, the non-availability of a standardised framework for the NGOs to consult remains on top of the challenges. Every NGO devises its own log framework, however, there is a lack of a standardised framework which could be or should be followed by all the NGOs operating in Pakistan.

'Unfortunately, we do not have a standardised framework to consult, although we do have our own log framework which we take as a guide. The problem with the log framework is that while imperfect, the log framework analysis appears to offer a medium ground in that it is both a component of results-based management and also allows for extensive stakeholder input, at least during the planning stage'

Implementing a project is as important as planning it. To ensure that the project activities are in line with the log framework, the NGO sets a team of specialised individuals to collect relevant information from the community members to learn if the project had been successful or not

'In terms of importance, monitoring and evaluation activities are closest to the need identification phase. The monitoring and evaluation activities guarantee that the project stays on track and that any concerns that need to be addressed are reported'

While it is necessary to keep an eye on the initiating factors towards project success, there is also a need for keeping a balance between maintaining the level of satisfaction among the stakeholders.

'An NGO has to ensure that not only beneficiaries get benefitted, but also, the donors get satisfied too. For this purpose, post project surveys and interviews prove to be very helpful in seeking the community's reaction toward a project'

D.12 CASE STUDY PARTICIPANT 12- ORGANISATION L

About the Organisation

This case study is based on a participant working in the NGO called 'Foundation for Rural Development'(FRD). The NGO operates in different districts of KPK, which is one of the cities situated in the Northern areas of Pakistan. Due to its limited scale of operations and activities within Pakistan, this NGO is categorised as a local NGO. The NGO was established in April 2006 and was registered under the Voluntary Social Welfare Act of 1961. The NGO has a mandate of mainstreaming the most marginalised and underprivileged communities of Pakistan. The communities have either been afflicted with natural calamities such as floods, earthquakes, and landslides; or have been struck by war and other security issues. The NGO aims to strengthen the communities who have been deprived of even their basic rights, both economically and socially. The FRD's mission is guided by principles of mutual respect, gender equality, and a rights-based approach. The organisation's major focus is on long-term development in the areas of its geographical coverage, although it is always ready to respond to humanitarian emergencies. In the context of FRD, the term development refers to a broad range of activities, including but not limited to education, health, economic development (livelihoods), community infrastructure, human rights protection, and social inclusion. Themes of social mobilisation, gender mainstreaming, and capacity building run across all of FRD's projects. In a humanitarian situation, the FRD responds from the moment of the emergency to the early stages of recovery, rehabilitation, and reconstruction. A wealthy and peaceful world is the vision of this organisation. FRD in partnership with the World Food Programme, implements several programmes on livelihoods in the districts of KPK.

About the Participant

The participant has been working in this organisation since 2008 and has 16 years of relevant experience. Previously, he has been working on food security-related projects in several other NGOs. He holds a master's degree in development studies. Being a programme manager in FRD, the participant manages developmental and humanitarian projects such as education, health, sanitation, hygiene and shelter, and some other economic development projects in Pakistan. The participant was previously a member of the clusters committee task force. Within the FRD, the participant manages and responds to

calls for proposals where a need has been identified by either another organisation or by his own organisation.

> 'I'm working as manager programs, so I am the head of the programs section of the organisation and basically, my role is to develop a program session and for that, I have to respond to these calls proposals from start to an end, writing the proposals, and of course, collaboration with our other departments. I design the requirement in the need identification for that community, so I design the projects proposals'.

As stated above, the participant designs the programme around the identified community needs and then submits the proposal to Donors for their consideration. In his role of being a programme manager, the participant firmly believes that the success or failure of a project is dependent on the right identification of the community needs.

> 'The success of the project depends on the correct need identification. If the community's needs are genuine and they are in desperate need of them, then the project is successful'

The organisation works in collaboration with concerned government departments, and the donors providing funds to the organisation. If any of the departments do not perform efficiently towards the implementation of a project, then there is little chance for a project to be successful. In other words, the cohesion of all relevant departments is crucial for successful projects.

> 'The NGO, the government, and the donors must collaborate with each other before initiating a project. It is essential that all departments must be in line in order to deliver successful projects'

Speaking in terms of the causes of project failure, the participant informed us that sometimes the project is prolonged due to the indecisiveness of the donors regarding the release of funds for the projects. Since projects are time-bound, therefore, the exceeded time frame collapses the project plan, thereby leading to project failure.

> 'Sometimes the donors take more than the specified time to decide upon the funds' release, the delay of which causes the project to be irrelevant or outdated'

Therefore, it can be inferred that donors must prioritize the project's need in terms of releasing funds. Project success and sustainability are also linked with the community's involvement and engagement. The participant briefed us that the community's participation is very important in driving a project either successful or a failed one. Proceeding onto the next phase of the project, i.e., project implementation, it can be

observed from the participant's responses that the project at this point of the project life cycle, needs careful and consistent monitoring and evaluation procedures. The monitoring activities are performed both internally and externally, which means that the internal monitoring is conducted by the organisation's internal team, whereas the external monitoring is performed by the donors themselves. The log framework, which contains the blueprint of the project plan, requires the organisation to compare the activities performed in the field versus the activities planned in the framework.

'We do refer to the log framework analysis which includes all the parameters through which a project is being measured. This is a mandatory part of the proposal; we call it the backbone of the proposal'

This process enables the organisation to measure the success of the project activities against the critical success factors devised in the log framework. To determine the project's success, donors acquire the community's feedback which informs them of the overall performance of the project in terms of their level of satisfaction.

'Internal monitoring is done by measuring our performance against the milestones achieved. External monitoring of the project is conducted by the donors themselves. They pay a visit to the community and communicate with the members of the community and ask if they are satisfied with the performance of the NGO'

Overall results of a project in the form of some meaningful information acquired through data (usually in the form of community feedback and monitoring team), is often collected as part of the evaluation process, which is preceded by monitoring phase. Prior to the commencement of the project, it is also a good idea to collect some baseline information. This helps an NGO to measure the project's success or failure. NGOs can evaluate the project's success based on both the initial data (devised in the log framework) and then comparing it with the final outcomes.

'The NGOs have their success factors devised in the log framework. These success factors are then compared with the actual results derived from performing the actual project activities. The project evaluation is usually the last stage of an NGO's project which is conducted after the monitoring and evaluation teams have collected their required data. The data is in the form of feedback collected from the beneficiaries and this data tells us if the NGO has been successful or not in delivering its intended outcomes'

Regarding the resource allocation, the participant said that appropriate resource allocation enables the employees to work efficiently. This resultantly generates employees' motivation towards the job assigned as well as increases organisation's efficiency.

'In order to avoid burnout among employees, it is important to allocate resources effectively so that work is spread out among all available resources. Good resource allocation should provide teams more flexibility by ensuring that resources have the expertise, experience, and skills required to successfully execute the work that has been assigned to them'

D.13 CASE STUDY PARTICIPANT 13- ORGANISATION M

About the Organisation

Save the Children focuses on children's early years, providing them with a healthy start, opportunities to learn, and protection from abuse. To accomplish our purpose, we work with people from all walks of life, including governments, corporations, NGOs, and the communities and children they serve.

SC's theory of change demonstrates how it carries out its mission: invent, rigorously test, make an important contribution to the knowledge, and use that knowledge (in the form of proof) to promote policy and practice reforms. SC Pakistan is one of many national organisations that use a single programme delivery system to conduct several projects.

About the Participant

The participant is the programme manager for one of SC's programmes. The participant supervises and manages educational activities and projects conducted by the SC for the region of Pakistan. Under one global umbrella, the Education thematic area pulls together SC's thematic education activity in Save the Children Members, Country Offices, and other aspects of the organisation. The participant's role is to bring together people from across the movement to share knowledge, discuss new ideas, harmonise approaches, and promote joint work to improve the quality of programming and advocacy around the world, just as the organisation does with the other global thematic areas (Child Protection, Poverty, Health and Nutrition, and Child Rights Governance). Both humanitarian and development situations are equally important to the organisation.

The participant on the issues of challenges faced by Pakistan toward Quality Education, informed us that more than half of the world's children are not in school. The learning crisis has the greatest impact on the world's most underprivileged, marginalized, and disadvantaged children, such as those caught up in emergencies, living in severe poverty, or being discriminated against because of their gender, disability, ethnicity, or religion. The COVID-19 epidemic in Pakistan generated significant threats to schooling in this fragile context. About 42 million students were affected, and many of them were already on the verge of dropping out. The participant added to the conversation that the organisation thinks that all children, including the poorest and most marginalised, have the right to a good basic education.

When we asked the participant for information regarding project management and the stages involved, she informed us that the stages involved in the NGOs project management are almost the same as compared to the traditional project management. They follow the same route for delivering their projects. A project need is identified in the first instance which is then considered as a tool to devise the remaining project, i.e., sorting the funds, obtaining the NOCs, seeking the stakeholder's perception regarding a project and the change that it is perceived to bring about in a community. Without a proper need assessment, a project cannot be deemed to be fit for the intended purpose.

This information was quite comprehensive as well as useful and served answers to at least a couple of interview questions. Proceeding ahead with the next questions related to project success and failure factors, the participant shed light on the importance of stakeholders' involvement in the project. She told us that

> 'Just like any game or a competition, teams need to work together to achieve the goal, i.e., attaining the desired result which could be in the form of a target or goal to achieve. If we wish our projects to be successful, we need to carry all the teams together. In this case, our teams are the community for which we deliver our projects, the government, the donors, and the organisation itself'

Elaborating project success factors in detail, the participant underpinned the role and responsibilities of the donors who are funding the project. She stated that

> 'The donors bear a huge responsibility for making a project either successful or a failure. Releasing funds in a timely manner or otherwise can significantly impact the progress of a project'

Log frameworks have a special place in NGOs' project management. The log framework analysis enables the organisation to design its activities and provide relevance in terms of budget, resources, activities, risk mitigation, and the mode through which a project will complete its cycle.

In a further discussion regarding measuring the performance of a project, the participant informed us that:

> 'for a project to be successful, it needs a continuous monitoring mechanism. For this purpose, every NGO has dedicated team members who have their monitoring agenda and manage the monitoring process from the inception phase to project completion'

The participant pointed toward community participation as a necessary element for a successful project.

It has been evident that community participation in a given project is crucial, if the organisation fails to convince the community about the need for and importance of a project, then, the chances of failure increase exponentially.

We were also informed about the evaluation of project deliverables, i.e., what the project was intended to deliver and what it delivered in reality. For this purpose, baseline performance indicators are set by every organisation which compares the desired results vs the results achieved.

'The formulation of baseline indicators enables us to measure the extent to which we have achieved our goals'

The participant states that in his experience, project scope creep has been a major challenge in the NGOs projects which affects their performance.

'In my experience, Scope creep happens in almost half of all projects, and only 57 percent of projects finish on budget, while only 51 percent finish on time. Even though scope creep is a never-ending battle in projects, the NGOs should expect it to happen and pay close attention to the signs so they can deal with it'

Project risks are found to be accompanying NGOs projects as well. The NGOs mitigate the risks by first identifying them and then resolving them by the best possible solution.

'The fundamental objective of risk management is to anticipate threats. in the case of unfavourable risks, it seeks to avoid those risks from materialising altogether or, if they do materialise, to lessen the damage they cause. When possibilities arise as a result of positive risks, the strategy attempts to make the most of them as quickly as possible'

D.14 CASE STUDY PARTICIPANT 14- ORGANISATION N

About the Organisation

This interview was recorded with the participant working for UNICEF. The organisation is one of the United Nations leading humanitarian organisations operating in more than 190 member states to protect the rights of every child. The organisation due to its broad scope and operations spread internationally, is considered an international NGO for the purpose of this study. UNICEF stands for United Nations International Children's Emergency Fund. UNICEF strives to reach the world's most vulnerable children and adolescents, as well as to safeguard the rights of every child, everywhere. From early infancy to adolescence, the organisation does everything it can to help children survive, flourish, and reach their full potential in over 190 nations and territories. The NGO promotes child health and nutrition, adequate water and sanitation, Quality Education and skill development, HIV prevention and treatment for mothers and newly born babies, and the protection of children and adolescents from violence and exploitation as the world's biggest vaccine supplier. UNICEF operates on the ground before, during, and after humanitarian crises, providing lifesaving assistance and hope to children and their families. When it comes to defending children's rights and preserving their lives and futures, the NGO is never neutral or apolitical.

UNICEF's mission believes that even though the world has evolved, children's needs have not. Despite the complexities of our world, UNICEF's commitment to children remains unwavering.

Less than a year after the United Nations General Assembly established the Convention on the Rights of the Child in 1989, Pakistan became the world's sixth country to sign and ratify it. Children and adolescents in Pakistan, on the other hand, continue to confront significant obstacles.

UNICEF works with the Government of Pakistan to help children realise their rights under the Convention on the Rights of the Child by accelerating progress for children, working to achieve the Sustainable Development Goals (SDGs), and assisting children in realising their rights under the Convention on the Rights of the Child. Strong relationships with provincial authorities, teachers and health professionals, frontline workers, social mobilizers, communities, and families, and, of course, the children and adolescents themselves will be used to achieve this.

About the Interviewee

The interviewee is working as a programme development officer for the social policy section. His job role mainly focuses on public finance for children. The organisation is supporting the government in providing fiscal budget allowances, advocacy, and coordination with the other key stakeholders. The organisation has a very important strategic role with the EHSAS programme which is the umbrella programme for the social protection issues all over Pakistan. The interviewee's work relates to the coordination with such programmes and currently, they are also supporting the sections in Covid related updates which are coming in now for the last two years. The interviewee had been working for the UNSDGs in Pakistan for the National Assembly in Pakistan. The interviewee had been based as the development consultant in the National Assembly of Pakistan. The interviewee's total work experience is almost 20 years working in governmental and NGOs and 3 years with UNICEF. The interviewee has two master's degrees. One master is in management studies and the other is in economics. He obtained different certificates in different courses as well.

The participant emphasised community participation for a project to be successful.

'So, whenever you are designing a sustainable programme, you have to design it in a way that includes social mobilization and community participation programme. Once you teach them how to fish rather than giving them a fish, they will definitely reap the benefits of the project'

He also insisted on community participation for projects to be sustainable and successful. Community partnership and ownership of the project is very important for a project to be sustainable. The participant shared his views on project management that assigning proper resources to the project activities can produce desired outcomes

Setting up a group of people to watch and monitor the project for every activity taking place and assigning sufficient resources to that project and managing the project right from the beginning till the end is the project management.

'Focus groups in our case, discusses a predetermined subject which we already have discussed with our teams from people from the same community. A six-to-ten-person group is ideal. Focus group discussions help understand an issue'

According to the participant, their NGO devises their own log framework to plan project activities and evaluate project success.

'In this regard, the NGO devises a thorough log framework to delegate activities with the right procedures and methodology. The log frameworks are very important in measuring overall results obtained from the project and the success rate of the project as conceived by the project managers versus the actual performance of the project when delivered'

According to the participant, project success is measured if the NGO has devised an appropriate and useful log framework.

'Project success can be measured using the log framework'

In a question regarding project monitoring procedure, the participant discussed the importance of monitoring and evaluation activities in making a project successful.

'We have a log framework to consult, then we have certain indicators such as social indicators and performance indicators with the help of which we monitor a project's progress to measure sustainability. We have monitoring and evaluation procedures to follow. We also do the mid-term evaluation for this process. You can break up the project's performance indicators into the UNSDGs indicators and compare your performance against these indicators as a benchmark'

The participant elaborated on the success factors for a project. He admitted that every organisation devises its own success factors depending upon the nature of the project. The success factors are matched against the activities performed and the results of those activities. Success factors enable an organisation to monitor continuously the performance of the project and any deviation from the desired deliverable can be tackled using success factors as a gauge and take necessary actions to keep the activities on track.

'We have our success factors, we have risks factors, and we have a mitigation plan. So, we review our framework and match the activities against the stipulated points mentioned in the framework. So, if there is anything that does not match or that is not according to the plan, then we come to know that the project is not according to the way we planned it'

One of the success factors (out of many), if not considered properly, can turn into a failure factor, is the proper resource allocation. To ensure that projects are completed on time and within budget, project managers are responsible for assigning appropriate responsibilities to team members.

'Effective resource allocation, also known as the process of delegating responsibilities to appropriate members of a team, is at the centre of every productive endeavour. Yet, there is a thin distinction to make between correctly delegating responsibilities to the

appropriate members of a team and overworking some members of the team while underutilizing others'

'When it comes to human resources, resource allocation enables project managers to more effectively plan the most qualified team for a given task and optimise the manner in which work is delegated'

The participant focused heavily on resource allocation to aid project success.

'Resource management is important, but it is not always easy. In fact, 83% of executives said that how resources are used was the most important thing for growth in management. The issue ranked as the third most pressing in the field of project management in 2021'

D.15 CASE STUDY PARTICIPANT 15 - ORGANISATION A

About the organisation

This case study is based upon the interview recorded with one of the education officers at UNESCO. UNESCO is an international organisation and operates within 193 member states of the United Nations. This interview was recorded at UNESCO's office based in Islamabad, Pakistan. UNESCO is an abbreviation for United Nations Educational, Scientific, and Cultural Organisation. UNESCO aims to contribute to the establishment of a culture of peace, the abolition of poverty, sustainable development, and intercultural dialogue via education, science, culture, communication, and information. UNESCO seeks to promote the environment for discourse across civilizations, cultures, and peoples, based on mutual respect for shared ideals. Through this debate, the world may attain global visions of sustainable development that include human rights observance, mutual respect, and poverty reduction, all of which are central to UNESCO's mandate and operations. UNESCO has been active in Pakistan as a specialised United Nations organisation since 1958, giving support to the Pakistani government for almost seven decades. UNESCO is recognised by the Pakistani government as a long-term strategic partner in attaining Pakistan's national development objectives and priorities. UNESCO's assistance to Pakistan is based on the UN's common support framework for Pakistan, the Pakistan One United Nations Programme III (OP III) 2018-2022, and its shared aim of 'Delivering as One' to achieve the SDGs in accordance with the government's priorities.

In 2014, UNESCO and the Pakistani government have formally started a three-year Girls' Right to Education Programme in Pakistan to help girls in rural parts of the nation have greater access to Quality Education and skills. The programme was planned to be conducted over three years period. The programme sought to enrol 50,000 more girls in primary schools, boost their retention, and improve learning results by promoting greater access, higher quality, and safe learning environments through local civil society groups and community-based initiatives.

About the Interviewee

The interviewee is an education officer at UNESCO Pakistan. She has been serving UNESCO for the past six years. She holds a master's degree in education leadership and another master's degree in educational research and Analysis. The responsibilities of the

interviewee include the evaluation and reporting on teachers' work and the advancement of the subject/teaching areas in different schools.

In schools and colleges, the interviewee evaluates and assures the quality and standards of teaching and learning. She participates in the planning and delivery of professional development of herself and other colleagues working with her. She ensures that the Education Act's policies and provisions are followed. She provides advice, input, support, and monitors the areas of curriculum development, management, eLearning, and quality assurance development, management, and implementation at the directorate, college, school, and other educational institution levels, in both the State and non-State school sectors. She advises, assists, and monitors educational programmes in schools and colleges, incorporating a gender perspective into the Directorates' programmes and activities.

Speaking in terms of how NGOs manage their projects and measure their performance against set goals and targets, the interviewee informed us that out of all stages of a project life cycle, the stage which encompasses the needs of the community is the most important stage.

'If we have properly identified the need of the community, then the project is likely to be successful'

The participant referred to the importance of project management and stressed the point that project management practices enable an organisation to set up realistic and achievable targets.

'Many projects which are in our minds might not be achievable and project management draws a clear mark on realistic targets and unrealistic targets. There are so many organisations working in Pakistan on different projects but not all of them succeed in what they are intended for, this is partly due to the lack of managerial practices, particularly, project management practices, because the organisations need guidance on how to acquire and allocate funds and the phases of project management cycle to be followed'

Once the project idea has been conceived, then, it is also important for the government, the NGO, the donors, and other relevant stakeholders to adhere to achievable and realistic project targets.

While comparing corporate sector projects and non-government sector projects, the interviewee told us that, unlike the corporate world, the NGOs have to consider community

participation in their projects because they are the main beneficiaries for whom the project is conducted. The sustainability of projects can only be ensured when there is community participation in projects.

> 'In the NGOs sector, we do the pre-project homework, identify the needs of the community, correspond with the elders of the community, study their culture, and social norms to deliver any project'

Speaking of the challenges, the education officer explained to us that the allocation of sufficient resources has always been a challenge for the NGOs. Many times, due to the lack of resources, the NGO cannot train the teachers or invest in the capacity building of its staff and beneficiaries.

> 'Due to a lack of funds and qualified human resources such as trainers and administrators, these institutes are either under-resourced or poorly administered'

Measuring the success of sustainable projects can be possible using strict and well-devised monitoring and evaluation techniques. The participant was of the view that sustainability needs to be measured against the set techniques of monitoring which enables us to read every single change occurring in the project and take action accordingly. To measure the amount of change occurring in the project, the NGOs consult their relevant log framework.

> 'Sustainability can be monitored using our monitoring and evaluation department which has a set of codes and conduct against which they measure the activities performed in the field vs the activities scheduled and defined in the log framework'

A lot of the time, monitoring and assessment are viewed as one and the same activity. Monitoring, on the other hand, may be described as the collecting of data in real time that enables the taking of prompt action. On the other end of the scale, assessment is a one-time event. Both of these strategies (monitoring and evaluation activities) should be put into action. In the event that an NGO needs to alter the implementation of its project, monitoring can provide the information that it needs to do so on time. Evaluation, on the other hand, will provide it with an in-depth analysis of your initiatives.

Regarding the resource allocation, the participant believed that

> 'After improper project planning, improper resource allocation is the second most common reason for the projects to fail. Therefore, it is as important to set effective resource allocation as it is to invest time in project planning'

Regarding factors that may derail or aid in project failure, is unmitigated risk. According to the participant a risk register may be maintained by the NGO to manage risk of any kind.

> 'A risk register may be used to provide a thorough overview of the most significant risks that an organisation is or might be experiencing. It is created from the bottom up, with an exercise being conducted by each headquarters and functional department of the organisation (such as programme, legal, and communications) to identify and rate the threats they face across all categories. At the central level, these are used to update the risk registry at least once a year'

D.16 CASE STUDY PARTICIPANT 16 - ORGANISATION K

About the NGO

This case study is based upon an NGO called Friends International, which operates all across Pakistan and therefore, is termed as a national NGO for the purpose of this study. Most of the NGO's work relates to education projects in Pakistan. The participant informed us about the mandate of an NGO that believes that hundreds of millions of children and youngsters throughout the world are marginalised. This issue not only affects us all in sectors such as development, public health, and public security, but it is also becoming worse despite the efforts of numerous groups to change things. Traditional charity methods are ineffective and should be replaced by new models that combine the best of the NGO and corporate worlds. In order to respond to that challenge, Friends-International focuses on four main priorities:

Through its Friends Alliance Programs, the ChildSafe Movement, and the ChildSafe Alliance, the organisation seeks to achieve the best social return and impact.

- Building best practise models in all Friends Alliance Programs and throughout the ChildSafe Alliance in order to deliver the highest quality services to individuals we assist.
- Through the ChildSafe Alliance, successful approaches will be replicated in accordance with local conditions.
- Through the organisation's Social Business projects, it hopes to assure the long-term viability of its programmes in terms of structure, policy development, behaviour change, and financial sustainability.

The NGO has been contributing towards education projects in Pakistan for the last 16 years along with the collaboration of the government of Pakistan. The NGO has been providing infrastructural support to more than 300 schools and more than 300,000 students have benefitted from these projects so far. The NGO has enhanced students' capacity in the already existing schools along with the support of the government. The NGO has built the schools and what the government does is sustain the project by facilitating schools with teachers and trained staff. The NGO provides temporary support while long-term support is ensured by the government. This is the ultimate responsibility of the government and educational departments to look after education projects.

About the Interviewee

The interviewee is the Chief Executive Officer of this NGO. The interviewee has been working in this NGO since 2002. He holds a bachelor's degree in computer science and a master's degree in public administration.

While interviewing the participant, one of the key themes identified that has been common in all interviews was the correct need identification of the community. The participant believed that a project must address correctly identified needs of the community for which they are conducting the project. They have embedded the concept of need identification within the domain of the planning phase of the project.

> 'The planning phase includes almost every necessary element for the project, starting from need identification to the last activity related to the project delivery'

The participant also spoke about the government's involvement in a project to ensure its success and sustainability. He insisted that the NGO itself cannot ensure sustainability if the local government is not taking its role seriously towards that project.

> 'Temporary support is provided by the NGO while long-term support is ensured by the government. This is the ultimate responsibility of the government and educational departments to look after education projects'

Another element emphasised by the participant that contributes most towards project failure is lack of community participation in a project.

> 'Project failure is sometimes caused by community hindrance. Sometimes the community for which we deliver projects blocks the roads for us to come, because they don't like the organisation to intervene in their areas, or they don't want a specific facility to be introduced into their area'

Another theme identified for project failure reflected the unavailability of the NOC from the government in a timely manner.

> 'The time when the Donors grant us funds, we are accountable to them for the amount that we have received. But our government policies are so complicated that it takes at least 6 months to acquire the NOC. By the time we obtain the NOC, the project is either outdated or the Donors get frustrated and stop the future grants'

Referring to project success, the interviewee informed us that just like every other NGO in the world, their organisation also devised the log framework that contains every

single detail of the project and how it is going to be delivered. Successful projects, therefore, depend upon the execution of activities as described in the log framework.

Moving a step further, we enquired the participant about the stages of a successful project, the answer of which spoke about the strict and continuous monitoring and evaluation activities. We learned that in order to deliver a successful project, the NGO conducts several activities related to measure the extent to which the project activities have been met and the discrepancies faced during the process.

'A project is better executed if it is planned and designed properly, keeping in view triple constraint in mind. Monitoring and evaluation in this regard play a very important role in terms of keeping an eye on the planning process so that the organisation does not get derailed from its objectives. Monitoring and evaluation let us compare the difference in actual results vs the perceived results. So, in case, if there is any need for project redesign, then the project manager is able to change the project requirements in time'

D.17 CASE STUDY PARTICIPANT 17 – ORGANISATION L

About the Organisation

This case study is based on a participant working in the NGO called 'Foundation for Rural Development'(FRD). The NGO operates in different districts of KPK, which is one of the cities situated in the Northern areas of Pakistan. Due to its limited scale of operations and activities within Pakistan, this NGO is categorised as a local NGO. The NGO was established in April 2006 and got registered under the Voluntary Social Welfare Act of 1961. The NGO has a mandate of mainstreaming the most marginalised and underprivileged communities of Pakistan. The communities have either been afflicted with natural calamities such as floods, earthquakes, and landslides; or have been struck by war and other security issues. The NGO aims to strengthen the communities who have been deprived of even their basic rights, both economically and socially. The FRD's mission is guided by principles of mutual respect, gender equality, and a rights-based approach. The organisation's major focus is on long-term development in the areas of its geographical coverage, although it is always ready to respond to humanitarian emergencies. In the context of FRD, the term development refers to a broad range of activities, including but not limited to education, health, economic development (livelihoods), community infrastructure, human rights protection, and social inclusion. Themes of social mobilisation, gender mainstreaming, and capacity building run across all of FRD's projects. In a humanitarian situation, the FRD responds from the moment of the emergency to the early stages of recovery, rehabilitation, and reconstruction. A wealthy and peaceful world is the vision of this organisation. FRD in partnership with the World Food Programme, implements several programmes on livelihoods in the districts of KPK.

About the Participant

The participant is a project manager within the organisation and has 12 years of relevant work experience. He manages several projects including many education projects. He believes that all projects irrespective of their nature, undergo a similar project life cycle.

Starting from a project initiation phase, a project undergoes several phases, such as the planning and development phase, execution phase, and project closeout phase.

The participant replied to the questions related to the importance of project management and that project management is everywhere, some people do it without even knowing that they are managing a project.

The success factors as explained by the interviewee included devising a clear statement of project goals, allocation of funds and resources, signing Memorandum of Union and approving No Objection certificates from the government, time allocation, team buy in, effective communication, etc.

'The organisations need to understand what their critical success factors are in order to achieve success in their projects. For example, with 68 percent of projects running over budget or on schedule, it is evident that the number of project managers, organisations, corporate sectors, and other departments don't fully comprehend the crucial success criteria for their projects'

The participant focused on completing essential tasks in a project first and then looking at the other relevant activities.

The interviewee also stressed considering potential risks associated with a project.

'Lack of strategic planning, risk management, and a lack of assistance from the government, or the stakeholders are additional issues'

We were informed by the participant that being a project manager for a long time, he learned that the project goals must be SMART, i.e., Specific, Measurable, Achievable, Relevant, and Time-bound.

He added to his statement by saying that

'It is essential that the top management and other relevant stakeholders understand the importance of project goals and objectives. Teams and management may not provide their 100% output if they do not understand what they actually are doing'

While it is easier to define certain concepts such as project ideas, project goals, and objectives, it is sometimes tricky to stick to the essence of these concepts. Related to this issue is the work breakdown structure in which organisations fail to allocate the right person to the right place and at the right time. Which tasks need immediate attention, which of them can be delayed, and which one requires the least attention, must be clearly stated, and understood by the organisation.

The participant when asked questions related to measuring project performance, replied by stating that corporate sector organisations have their own set of metrics, and

indicators to score project performance, however, in the humanitarian sector and the not-for-profit sector

> 'It is difficult to put performance in a balance and measure it against some weights and metrices. For this purpose, the NGOs have their benchmarks against which they measure their performance. One of them is the log framework which enables them to check the activities of a planned project vs the activities performed in the field'

Then the NGOs have a proper mechanism of monitoring and evaluation which regularly monitors the organisation's performance against the set targets and indicators.

> 'The NGOs also conduct post-project surveys to learn if the target community is satisfied with the project delivered or not. The level of satisfaction from 0-to 10 enables us to understand if our project has been successful in delivering what it was intended to'

D.18 CASE STUDY PARTICIPANT 18 - ORGANISATION M

About the Organisation

Save the Children focuses on children's early years, providing them with a healthy start, opportunities to learn, and safety from abuse. To accomplish its purpose, the NGO works with people from all walks of life, including governments, corporations, NGOs, and the children they serve. The NGO follows the theory of change model which demonstrates how it carries out its mission: develop, meticulously test, and make an important contribution to evidence, and utilise that evidence to promote policy and practise reforms. SC Pakistan is one of several organisations that use a single programme delivery arm to carry out domestic activities.

Save the Children has earned worldwide recognition for community empowerment and capacity-building practices. It is known for its ability to reach out to underserved groups and for facilitating long-term collaborations between communities, local organisations, and governments. These collaborations are critical to the success of the organisation's initiatives. Save the Children is one of Pakistan's key development organisations, executing international humanitarian initiatives with a special focus on children's welfare. Save the Children has so far been active in Pakistan since 1979, and its food and wellbeing initiatives have impacted 14 million children and adolescents.

Every child has the right to be safe. The NGO's child protection programs aim to keep children safe around the world regardless of who they are or where they are from. The NGO focuses on children who are at heightened risk of abuse, neglect, exploitation, and violence and put in place mechanisms to prevent and respond to such protection risks. Save the Children works with Govt. civil society, children, youth, families, communities, and societies to support children, and promote social norms and attitude changes to create an enabling environment for children.

About the Participant

The participant is the project manager of the programs department in the organisation, serving for the past 12 years in the same organisation. His work responsibilities include designing, developing, and overseeing the execution of project initiatives to improve project performance and ensure that work is completed on time and operations are

delivered having high-quality results. The participant also conducts field visits. He creates and implements project strategies, such as communication and gender strategies.

The interviewee was asked questions regarding the project's definition and its reference to the NGOs projects. He replied by saying that

'Projects are carried out to complete specific tasks and have particular deadlines. Projects are very important for NGOs because they are often part of a long-term programme. Project management contains principles which enable a project to be completed under conditions such as budget, resources, activities, and targets, which guarantee its successful delivery if followed properly'

Donors' participation plays a crucial role in project success, as stated by the participant:

'As far as NGOs projects are concerned, donor engagement plays a crucial role. As the NGOs projects are donor funded, therefore, we require an uninterrupted release or supply of funds to continue our project activities. The projects rely greatly on resources, both human and financial, therefore, we cannot ignore the financial aspects of the project, neither can we overlook the human resources required for a project'

Project need identification had been a recurring theme in almost all the interviews. When we asked about the stages of an NGO project, the participant replied with the expected answer, i.e., a project undergoes 4 stages which are the initiation stage, project design and planning stage, project execution and implementation stage, and project close-out stage.

Of all the stages, the participant told us that the most important stage is again the need identification stage followed by the monitoring and evaluation mechanism, which is basically not part of any particular stage, but a continuous monitoring mechanism conducted when the project starts and ends with a project close-out. Sometimes, post project monitoring is conducted by the NGOs to learn the effects, benefits, mistakes, and lessons learnt during and after the project.

'Monitoring and Evaluation are an integral part of the NGOs for evaluating project activities on daily basis, and we continue performing our monitoring and evaluating activities till a project is complete and even after it is completed to learn the effects of project, both good and bad. This helps us in learning for our future projects'

Successful projects rely on the execution of a project in a way which follows the project success factors. For education projects, as learnt from our interviewee as well as knowledge obtained through the UN's official website, we observed that there are already existing success targets and performance indicators devised by the UNSDGs committee for

the UNSD 4. Other contributing factors for a project success as defined by the participant include effective project plan, need identification, donors, community, and stakeholders' engagement.

Community engagement is equally important as donor engagement. According to the participant's belief,

> 'It could be explained by giving an example of a shop where the shopkeeper sells goods but does not have buyers to consume the stock. Similarly, if there are donors ready to fund the project, but there is no community involvement in the project, the funds will go to waste, and vice versa. Therefore, donor and community engagement must be used interchangeably for a successful project'

D.19 CASE STUDY PARTICIPANT 19 - ORGANISATION N

About the Organisation

This interview was recorded with the participant working for UNICEF. The organisation is one of the United Nations leading humanitarian organisations operating in more than 190 member states to protect the rights of every child. The organisation due to its broad scope and operations spread internationally, is considered an international NGO for the purpose of this study. UNICEF stands for United Nations International Children's Emergency Fund. UNICEF strives to reach the world's most vulnerable children and adolescents, as well as to safeguard the rights of every child, everywhere. From early infancy to adolescence, the organisation does everything it can to help children survive, flourish, and reach their full potential in over 190 nations and territories. The NGO promotes child health and nutrition, adequate water and sanitation, Quality Education and skill development, HIV prevention and treatment for mothers and newly-born babies, and the protection of children and adolescents from violence and exploitation as the world's biggest vaccine supplier. UNICEF operates on the ground before, during, and after humanitarian crises, providing lifesaving assistance and hope to children and their families. When it comes to defending children's rights and preserving their lives and futures, the NGO is never neutral or apolitical.

UNICEF's mission believes that even though the world has evolved, children's needs have not. Despite the complexities of our world, UNICEF's commitment to children remains unwavering.

Less than a year after the United Nations General Assembly established the Convention on the Rights of the Child in 1989, Pakistan became the world's sixth country to sign and ratify it. Children and adolescents in Pakistan, on the other hand, continue to confront significant obstacles.

UNICEF works with the Government of Pakistan to help children realise their rights under the Convention on the Rights of the Child by accelerating progress for children, working to achieve the Sustainable Development Goals (SDGs), and assisting children in realising their rights under the Convention on the Rights of the Child. Strong relationships with provincial authorities, teachers and health professionals, frontline workers, social mobilizers, communities, and families, and, of course, the children and adolescents themselves will be used to achieve this.

About the Interviewee

The interviewee is working as a programme development officer for the social policy
section. His job role mainly focuses on public finance for children. The organisation is
supporting the government in providing fiscal budget allowances, advocacy, and
coordination with the other key stakeholders. The organisation has a very important
strategic role with the EHSAS programme which is the umbrella programme for the social
protection issues all over Pakistan. The interviewee's work relates to the coordination with
such programmes and currently, they are also supporting the sections in Covid related
updates which are coming in now for the last two years. The interviewee had been working
for the UNSDGs in Pakistan for the National Assembly in Pakistan. The interviewee had been
based as the development consultant in the National Assembly of Pakistan. The
interviewee's total work experience is almost 20 years working in governmental and NGOs
and 3 years with UNICEF. The interviewee has two master's degrees. One master is in
management studies and the other is in economics. He obtained different certificates in
different courses as well. The participant emphasised community participation for a project
to be successful.

> 'So, whenever you are designing a sustainable programme, you have to design it in a
> way that includes social mobilization and community participation programme. Once
> you teach them how to fish rather than giving them a fish, they will definitely reap the
> benefits of the project'

He also insisted on community participation for projects to be sustainable and
successful.

> 'Community partnership and ownership of the project is very important for a project
> to be sustainable'

The participant shared his views on project management that assigning proper
resources to the project activities can produce desired outcomes

> 'Setting up a group of people to watch and monitor the project for every activity taking
> place and assigning sufficient resources to that project and managing the project right
> from the beginning till the end is the project management'

In this regard, the NGO devises a thorough log framework to delegate activities with
the right procedures and methodology. The log framework is very important in measuring
overall results obtained from the project and the success rate of the project as conceived by
the project managers versus the actual performance of the project when delivered.

'Project success can be measured using the log framework'

In a question regarding project monitoring procedure, the participant discussed the importance of monitoring and evaluation activities in making a project successful.

'We have a log framework to consult, then we have certain indicators such as social indicators and performance indicators with the help of which we monitor a project's progress to measure sustainability. We have monitoring and evaluation procedures to follow. We also do the mid-term evaluation for this process. You can break up the project's performance indicators into the UNSDGs indicators and compare your performance against these indicators as a benchmark'

The participant elaborated on the success factors for a project. He admitted that every organisation devises its own success factors depending upon the nature of the project. The success factors are matched against the activities performed and the results of those activities. Success factors enable an organisation to monitor continuously the performance of the project and any deviation from the desired deliverable can be tackled using success factors as a gauge and take necessary actions to keep the activities on track.

'We have our success factors, we have risks factors, and we have a mitigation plan. So, we review our framework and match the activities against the stipulated points mentioned in the framework. So, if there is anything that does not match or that is not according to the plan, then we come to know that the project is not according to the way we planned it'

Regarding project scope creep which was identified by the participant as a main driver for failing NGOs projects, the participant stated that

'Scope creep is when a new product, requirement, or piece of work gets extra features or functions that were not planned i.e., they go outside the agreed-upon scope'.

D.20 CASE STUDY PARTICIPANT 20 - ORGANISATION A

About the Organisation

The case study is based upon UNESCO which is one of the main organisations of the United Nations Organisations. UNESCO is an international organisation operating in all the member countries of the UN. UNESCO has three major domains to operate in. The abbreviation for UNESCO is United Nations Educational, Scientific, and Cultural Organisation. The NGO provides policy support to the government. The NGO provides best practices acquired from the field by piloting initiatives and advising the government on how to improve best practices to conduct projects with public and private partnerships so that the government can replicate those pilot projects to mainstream their education system. The NGO promotes that Education is a human right that should be available to all people at all times of their lives, access must be matched by quality. The Organisation is the only UN institution tasked with overseeing all elements of education. Through Sustainable Development Goal 4, it has been entrusted with leading the Global Education 2030 Agenda. The Education 2030 Framework for Action is the road map for getting there (FFA). UNESCO is a global and regional leader in education, strengthening education systems around the world and responding to modern global challenges via education, with gender equality as a core premise. Its work includes educational growth from pre-school through higher education, as well as research and development.

Interviewee's Biodata

The interviewee is the training, monitoring, and evaluation officer for the educational department for UNESCO. The interviewee has 16 years of experience. The interviewee holds a master's degree in Developmental Studies. Being a Monitoring and Evaluation (M&E) Officer, the participant oversees the Project's monitoring and evaluation, research, and learning framework design, coordination, and execution. The participant creates a systematic monitoring framework to improve the Project's qualitative and quantitative evidence. He offers technical support to the implementing agencies, notably in the areas of monitoring, reporting, and governance. The participant assists with the updating of the project log framework matrix, especially in the areas of performance indicators and measurement. He also assists with the creation and completion of the project work plan and keeps it up to date with project activities and timelines as needed.

We asked the participant a question relating to the most important stage in terms of measuring the performance of a project. He replied to us that every stage involved in a project life cycle is equally important, however, the need identification in the initiation phase of a project is most important in the sense that the proper need identification is the main factor upon which the whole project depends. If the need has not been identified properly, then there is little chance for a project to succeed.

'The first stage, which is need identification is the most crucial stage because if the need hasn't been identified properly, then there are few chances for that project to be accepted by the beneficiaries and achieve success'

To ensure sustainability, the participant stated that it is necessary for the NGOs and the government to align their policies so that there is no clash in policies and procedures in terms of delivering projects. If a government is conducting any educational project, for instance, constructing a school building, then the NGO must not construct another building right in front of the first construction. Rather, the two bodies i.e., the NGO and the government must devise their policies in accordance with each other, and they should support each other in dividing tasks mutually so the project is effective.

'The NGO and the government after the thorough consultation process, devise strategies that are aligned and effective. The alignment according to my experience ensures sustainability. There's no other way of ensuring sustainability in the projects. The donor-funded projects have to be aligned with the government policies in order to remain sustainable'

Successful projects need a constant supply of resources, both human and financial resources. In terms of sustainable projects such as Quality Education projects, the government must bear the responsibility of providing sufficient resources to the institutions conducting such projects. Because the government of Pakistan has acknowledged the 17 UNSDGs as its national agenda, therefore, the country's budget must allocate a considerable amount to the education projects.

'The government needs to allocate more resources to uplift education projects across the country'

Community involvement is also a very important factor in project success. If the community is not interested and involved in a project that any organisation is delivering, then the expected results are very low in terms of making it a successful project.

'We can establish good relationships with the community that is the primary beneficiary of the projects. I also believe that delivering successful projects is teamwork, if we incorporate the right project management practices along with the proper community research if we have dedicated and trustworthy staff, then we can at least expect our projects to be effective'

Devising the log framework is a very important step that most NGOs follow while they write a project proposal. The document is required by the donors so that they may see the potential, capabilities, and determination of the organisations in delivering a successful project.

'We do have key performance indicators; we align ourselves with the results and log framework. We devise milestones throughout the project life cycle and study the results matched against the frameworks, for example, we have achieved 50% of the target. Some results can be quantified in numerical amounts, but others can't be quantified. So, this is how we come to know that our projects have been successful'

Being a monitoring and evaluation officer, the participant said that he cannot insist more on the importance of monitoring and evaluation in a project. The process enables the organisations to monitor the performance of their projects and detect any factor that derails the project activities. Once the factor is identified, the project managers can easily address the problems in a timely manner.

'The process of monitoring and evaluation which ensures the sustainable development of the project and keeps an eye on the activities and any deviation from the project plan informs us that the project has either derailed or there is some issue with the project that needs to be fixed as soon as possible'

Project scope creep, according to the participant initiates a challenge for the NGO if left unchecked. This may lead to a delayed project, or extreme challenges that an NGO may face while delivering sustainable projects.

'Miscommunication and conflicts among members of the project team are often the root causes of scope creep, but changes in the demands of important project stakeholders may also play a role'

D.21 CASE STUDY PARTICIPANT 21 – ORGANISATION O

About the Organisation

This interview was recorded with a participant heading as the CEO of the organisation. He also has been running the organisation called Sungi Development Foundation (SDF). The organisation is a major rights-based national organisation that has worked significantly in both the development and humanitarian sectors since 1989. It is a non-profit organisation incorporated under the Societies Act 1860. Sungi was controlled by a set of regulations that assure openness, accountability, and efficacy within its processes and activities. It is led by a Board of Governors (BoG), which is made up of individuals with a variety of educational backgrounds. Sungi conducts domestically devised projects in partnership with its stakeholders and partners, despite its significant reliance on external resources. Sungi constantly focuses on the development of underprivileged populations through community-based techniques. As a result, it promotes social mobilisation strategies such as Participatory Poverty Assessments (PPA). Sungi has a country-wide presence through its local partners and networks, in addition to strong roots in northern Pakistan. Sungi has deep links with stakeholders and communities in both urban and rural regions of the nation as a result of its long-term projects and sustainable practises. The scope of work and projects are limited within Pakistan only. Due to its national scope, the organisation is termed as a national organisation for the purpose of this research. The programmes conducted by this organisation include gender justice, poverty alleviation, sustainable livelihoods, governance, and social harmony, water, sanitation, and hygiene, natural resource management, disaster resilience, and climatic change adaptation, emergency response, and enhancing youth employability.

About the Participant

The interviewee is the CEO of the organisation. His responsibilities include seeking donations for projects, designing project plans, managing, collaborating, and assisting his team members (in different activities). The interviewee has 33 years of experience in this organisation, and he holds two master's degrees in physical chemistry and Sociology. The participant also holds a degree in B.Ed. He has also been doing different courses from different countries.

Speaking in terms of projects and project management, the interviewee told us that just like other corporate sector projects, the NGOs conduct projects based on phases that ensure that the project is successful and has met its objectives. Among these phases of a project, phase 1, which is commonly known as Project Initiation, is the most important stage as it contains the reason and the need for conducting any project.

> 'Your milestones depend heavily on the correct need identification and stakeholder analysis'

In this regard, stakeholders play a vital part in a project's success or failure. Therefore, it is crucial to keep all the stakeholders on the same page. The stakeholders' participation is very important in this scenario.

> 'Sometimes the stakeholders are not willing to cooperate and take part in the project. It is impossible to initiate a project without the stakeholders' involvement'

Referring to the project life cycle phases, the interviewee was of the opinion that the second phase of an NGO's project is the project design or project planning. Unlike corporate sectors which deal with crunching numbers, and devising strategies for profit maximization for their shareholders, the NGOs look after the needs and requirements of the community. In order for a project to be sustainable and successful, community/stakeholders' engagement is very important.

> 'We are often asked the question that how will sustainability be measured? So, we respond to this question by mentioning the community involvement in the project, their financial contribution to the project which is a very low amount that can be easily pooled in by the community members, which gives them the right to own the project when it is finished'

The design or planning phase is also encountered by the acquisition of the no-objection certificates from the government. It is of no surprise that NGOs all across the world visit areas that are sometimes bound by security threats, particularly due to war, or some other calamity such as floods, earthquakes, or land sliding issues. To reach those areas and rescue the inhabitants, the NGOs strive to visit those areas. For that, they need a clear report from the government that the area is safe to visit, i.e., either the calamity is over, or there are no security threats to the NGO's team members. This permission from the government takes ages and since projects are time-bound, therefore, the time limit expires, and the donors are no longer willing to support the project.

'One of the biggest challenges that an NGO faces is that it can't approve the NOC from the government. The Economic Affairs Division has to sign the MoU which is a recent compulsion for the NGOs to overcome. The biggest challenge to getting approval from the economic affairs is that by the time their investigations are complete, which takes approximately 2, 3 years, the project need is finished, or the project is no longer required'

The interviewee informed us about the importance of the log framework which is a written plan for the project prepared by the NGOs to document every single activity taking place during a project.

'The log framework contains a specific matrix and means of verification, for example, if we were to change the behaviour or mindset of the community, what will be the means of verification to do that'

NGOs are based on humanitarian development; therefore, their log framework revolve around the projects that work betterment of the communities that they work for.

The interviewee was of the opinion that project implementation or project execution lies at the third phase of the project life cycle. One of the most crucial elements of the project implementation includes continuous monitoring and evaluation of the project. The monitoring is conducted when the project is initialized and ends up till the project is finished. Mainly there are two types of monitoring in the NGOs projects: internal monitoring and external monitoring. Internal monitoring is conducted for keeping in check internal policies, strategies, activities, and performance of the project. However, external monitoring is done by the donors for the same purpose to ensure that their funds have been dispensed on the right cause.

'We have monitoring activities conducted both internally and externally. The external monitoring is usually performed by the donors themselves and they have a document containing the details of the activities and then they match against their criteria that how the activities were performed, how they were supposed to be performed, and where did the project lack *crucial* elements while delivering activities. The monitoring officer makes a note of everything in the field and shares the report with the organisation and informs the organisation about the performance, shortcomings, and effects of the activities'

There are many ways in which programmes can be evaluated during the course of their implementation, including looking at whether participants are being recruited, retained, and educated, whether training materials are being used in accordance with established standards of accuracy and clarity and how well the programme is coordinating with other ongoing activities. It is possible to employ assessment during programme implementation

to make mid-course corrections or to shed light on the implementation process (process evaluation).

Formative and process assessment of community-engaged programmes can look at how relationships are formed and maintained, as well as how well they work in the end.

> 'During the project evaluation phase, we measure and compare if the project has been able to deliver the outcome for which it was carried. This phase also enables an organisation to measure and evaluate whether the project activities were successful in terms of delivering sustainable projects'

D.22 CASE STUDY PARTICIPANT 22- ORGANISATION L

About the Organisation

This case study is based on a participant working in the NGO called 'Foundation for Rural Development'(FRD). The NGO operates in different districts of KPK, which is one of the cities situated in the Northern areas of Pakistan. Due to its limited scale of operations and activities within Pakistan, this NGO is categorised as a local NGO. The NGO was established in April 2006 and was registered under the Voluntary Social Welfare Act of 1961. The NGO has a mandate of mainstreaming the most marginalised and underprivileged communities of Pakistan. The communities have either been afflicted with natural calamities such as floods, earthquakes, and landslides; or have been struck by war and other security issues. The NGO aims to strengthen the communities who have been deprived of even their basic rights, both economically and socially. The FRD's mission is guided by principles of mutual respect, gender equality, and a rights-based approach. The organisation's major focus is on long-term development in the areas of its geographical coverage, although it is always ready to respond to humanitarian emergencies. In the context of FRD, the term development refers to a broad range of activities, including but not limited to education, health, economic development (livelihoods), community infrastructure, human rights protection, and social inclusion. Themes of social mobilisation, gender mainstreaming, and capacity building run across all of FRD's projects. In a humanitarian situation, the FRD responds from the moment of the emergency to the early stages of recovery, rehabilitation, and reconstruction. A wealthy and peaceful world is the vision of this organisation. FRD in partnership with the World Food Programme, implements several programmes on livelihoods in the districts of KPK.

General Information about the Community Mobilisers (CMs)

The participant is a community mobiliser (Cm) within the FRD. A community mobiliser is usually responsible for all the project activities conducted in a field. The general responsibility of the community mobilizer is to guarantee that, within the scope of the project, activities connected to the community and their engagement within any project undertaken are carried out under the supervision of the project manager. Community mobilisers are fluent in the local language spoken in a given community and therefore, effectively communicate a project's goals and deliverables to the target community. Community mobilisers, as the name indicates, mobilise, and sensitise the

community to participate and cooperate with the NGO in getting the project delivered and achieve the intended outcomes. Mobilisers are usually participating at the lower end within the organisational hierarchy and therefore, may not be aware of the organisational policies, project management procedures, and strategies.

The part of the interviews dealing with the community mobilisers ensured that no technical questions pertaining to the concepts such as project and programme definitions, project management principles, or related concepts were asked. Instead, they were selected to investigate the practical applicability of the PM procedures in the field has any impact on the success of sustainable projects.

The interviewer did not expect the answers from the CMs to be technical or have high ended information.

About the Participant

The participant has been working in the FRD for the last 4 years. She holds a bachelor's degree in arts and has a total experience of 12 years working within different NGOs and government sectors. The participant was well aware of the concept of the project and its elements. She told us that projects have a definitive time and goal to achieve, we have to be very particular about the activities that we perform in the community due to its limited time scope. She added to this conversation by stating that project management is gaining popularity now a days, but a few decades ago, this concept was not very common in Pakistan. The participant was not very sure about the stages of a project but did have some idea of how the projects were delivered. The information regarding making a project successful was detailed by the participant as

- 'Community participation is our biggest challenge that we need to overcome. Most of the time, it is very difficult to gather people at a common place and convince them about the need for and importance of a project'

- 'The community is many times unwilling to participate in the projects especially within the education projects because of their orthodox approaches about girls getting educated'

- 'Some other challenges include war and unstable condition of the area where a project is being conducted'

- 'Some areas are dangerous and risky to approach because of the political and/or conditions'

- 'Other times parents and other members of a family are unwilling to let their children participate in any project'

- 'We also see issues with lack of teaching staff, ghost schools, school dropouts, and travelling inconveniences which hinder a lot in the delivery of a project'

A program's long-term influence can be examined in successive project evaluations once its success has been proven. For example, if the goal of a project is to raise the literacy rate in an underprivileged community, the project's success won't be measured in terms of the number of students who attend classes, but rather in terms of the percentage of students who attend classes, pass exams, and are promoted to the next grade level while maintaining their school attendance in subsequent years. The long-term advantages of educational programmes may be demonstrated by a decrease in school dropouts and a shift in society's overall beliefs.

'During a project evaluation phase, the Ngo normally studies the effect of a project on the target community. For example, in a sustainable education project, if a community witnesses a decrease in school dropouts and increased passing percentage, with a sustained attendance in the subsequent classes, then we can say that we have achieved the goal of sustainable projects'

D.23 CASE STUDY PARTICIPANT 23- ORGANISATION M

About the Organisation

Save the Children focuses on children's early years, providing them with a healthy start, opportunities to learn, and safety from abuse. To accomplish its purpose, the NGO works with people from all walks of life, including governments, corporations, NGOs, and the children they serve. The NGO follows the theory of change model which demonstrates how it carries out its mission: develop, meticulously test, and make an important contribution to evidence, and utilise that evidence to promote policy and practise reforms. SC Pakistan is one of several organisations that use a single programme delivery arm to carry out domestic activities.

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About the Participant

The participant has been working as a community mobiliser in the Save the Children organisation for the past 6 years. She holds a bachelor's degree in public communication. She has an overall experience of 7 years working within different NGOs of Pakistan.

Being specialised in communicating with the members of community, the participant spoke about the importance of community engagement in a project.

'Without involving the community in any project is just like a teacher talking to the walls'

She added to her comments that community involvement is an essential component of successful projects. She also shared her ideas about the importance of sustainable projects that if the projects and especially education projects are not sustainable, then there is no use of conducting the project.

- 'Education projects can be made sustainable if we have consent of all the related departments, i.e., government, the NGO, the parents, and of course, the students'

- 'If we succeed in transmitting the idea that there is no other powerful tool as education in the world, then we can hope that our projects can be successful'

- 'Sustainability can only be understood and adopted if the members of community develop the sense for change for their future generations, senseless nations cannot and will not bring any change to society'

Speaking about the challenges, the participant indicated many hurdles in education projects. Some of which include, failing to obtain the NOC from the government due to political instability or war or risk situation, travelling restrictions either in the form of lack of roads, conveyance, or government restrictions, lack of parents and children involvement in a project, orthodox approach towards educating girls and boys, cultural and economic barriers, financial instabilities, unavailability of infrastructure, teaching staff, funds, and other resources. Corruption is another element which is often observed in the organisations delivering education projects which empties the funds allocated for the projects.

When we asked the participant about enhancing the performance of the education projects, she told us

- 'If we somehow manage to reverse the effects of the challenges posed to our projects, then we can overcome the bottlenecks of education projects, thereby improving the performance of our projects'

- 'To measure project performance, NGOs devise specific teams who monitor project's progress at regular intervals'

- 'Our fellow colleagues from the M&E department visit the target communities and take their feedback on how the project was delivered to them and if they had any complaints with regards to the behaviour of feed staff'

D.24 CASE STUDY PARTICIPANT 24- ORGANISATION N

About the Organisation

This interview was recorded with the participant working for UNICEF. The organisation is one of the United Nations leading humanitarian organisations operating in more than 190 member states to protect the rights of every child. The organisation, due to its broad scope and operations spread internationally, is considered an international NGO for this study. UNICEF stands for United Nations International Children's Emergency Fund. UNICEF strives to reach the world's most vulnerable children and adolescents, as well as to safeguard the rights of every child, everywhere. From early infancy to adolescence, the organisation does everything it can to help children survive, flourish, and reach their full potential in over 190 nations and territories. The NGO promotes child health and nutrition, adequate water and sanitation, Quality Education and skill development, HIV prevention and treatment for mothers and newborns, and the protection of children and adolescents from violence and exploitation as the world's biggest vaccine supplier. UNICEF operates on the ground before, during, and after humanitarian crises, providing lifesaving assistance and hope to children and their families. When it comes to defending children's rights and preserving their lives and futures, the NGO is never neutral or apolitical.

UNICEF's mission believes that even though the world has evolved, children's needs have not. Despite the complexities of our world, UNICEF's commitment to children remains unwavering.

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UNICEF works with the Government of Pakistan to help children realise their rights under the Convention on the Rights of the Child by accelerating progress for children, working to achieve the Sustainable Development Goals (SDGs), and assisting children in realising their rights under the Convention on the Rights of the Child. Strong relationships with provincial authorities, teachers and health professionals, frontline workers, social mobilizers, communities, and families, and, of course, the children and adolescents themselves will be used to achieve this.

About the Participant

The participant has been performing her duties as a community mobiliser in UNICEF for the last 5 years. Her duties include sensitizing the community regarding the project implemented by the NGO. UNICEF has been working for the rights of children, therefore, most of their projects include child protection rights including the delivery of education projects. The participant works for the Peshawar office and her target communities are the nearby villages in Peshawar city.

Her daily activities are based upon activities devised in the log framework. When we asked her questions about projects and project management, she replied to us *that projects are the smaller components of long-term programmes and they are intended to achieve a specific goal or target*. She also focused on the fact that *all projects are time-bound and that even the slightest delay can overrun the project in terms of time limitation.* The participant was well aware of the UNSDGs and spoke about the importance of the UNSDGs in Pakistan. *Sustainability is indispensable nowadays for the nation of Pakistan if we wish to survive, we need to protect our environment not only for ourselves but for our future generations as well.*

The participant discussed some key challenges which they face while working in the community.

The biggest challenge that we face as a community mobiliser, is, first of all, to inform our community about the project. The community is not always in a good mood to listen to what we have to tell them and what we have to offer them, we sometimes face a backlash and sometimes a total rejection!

Another big challenge that we face every day is that the members of the community cannot gather at an agreed time and place to listen to what we have to offer them. Therefore, gathering our crowd of people is a daily challenge for us.

Community participation is another factor that makes the projector break the project. We have to align our community till our project is delivered and the results are obtained.

Nobody can guarantee successful projects, as far as we are providing them with food or clothing, they would come every day to listen to us, the moment we stopped our grants, they would not come back again!

'They don't need education, they need food to eat, this statement was once shared by one of the female community members with the community mobiliser'

Some other statements being heard by and challenged by the community mobilisers are mentioned below:

- *Do you have money to give us?*
- *If our child would go to school, who will earn bread for us?*
- *There are millions of educated people around the city, but they are unemployed, can you provide us with a job?*
- *Girls don't go to school; they have to be home and look after their family*
- *We don't send our girls to schools; this is against our culture and tradition!*
- *The school is miles away and my daughter has polio, she can't make it to school even if she wishes to!*
- *We are altogether eleven people at home, we cannot afford to send our children to schools*
- *I want to study, but we don't have a school nearby*
- *I have to look after my 6 other siblings, I cannot leave them alone and go to school!*

These heart-warming statements were shared by the participant as an answer to our question relating to the challenges while delivering education projects. The participant said with a heavy heart that they tend to hear these statements every day from the community members.

The participant focused on sustainable education projects in Pakistan as the only solution to come out of the miserable situation that it is facing. In this regard, constant support from the government, donors, and related stakeholders is required to uplift the educational standards even for those who cannot afford to go to school.

'In order to change the mindset of our communities, we need to change our mindset with regard to the importance of education. We have acquired an education and are enjoying its benefits, but what about those who have not been lucky enough to get it'

'Our government and private sectors need to collaborate with each other to uplift educational standards for our underprivileged communities'

D.25 CASE STUDY PARTICIPANT 25 - ORGANISATION A

About the Organisation

The case study is based upon UNESCO which is one of the main organisations of the United Nations Organisations. UNESCO is an international organisation operating in all the member countries of the UN. UNESCO has three major domains to operate in. The abbreviation for UNESCO is United Nations Educational, Scientific, and Cultural Organisation. The NGO provides policy support to the government. The NGO provides best practices acquired from the field by piloting initiatives and advising the government on how to improve best practices to conduct projects with public and private partnerships so that the government can replicate those pilot projects to mainstream their education system. The NGO promotes that Education is a human right that should be available to all people at all times of their lives, access must be matched by quality. The Organisation is the only UN institution tasked with overseeing all elements of education. Through Sustainable Development Goal 4, it has been entrusted with leading the Global Education 2030 Agenda. The Education 2030 Framework for Action is the road map for getting there (FFA). UNESCO is a global and regional leader in education, strengthening education systems around the world and responding to modern global challenges via education, with gender equality as a core premise. Its work includes educational growth from pre-school through higher education, as well as research and development.

Interviewee's Biodata

The participant is a community mobiliser in UNESCO and has been working in the same organisation for the last 5 years. She holds a master's degree in business administration.

The participant knows well about the concepts of project and project management. She told us that projects are temporary undertakings to achieve particular goals. Project management in this regard enables an organisation to perform its activities in accordance with the principles specified by project management. According to the participant, an educational project undergoes several challenges, both internal and external.

'Internal challenges may arise from unresolved inter-department issues such as issues related to the HR policies, contracts, absenteeism, etc. Similarly, every department in the organisation due to any internal factor may give rise to challenges in a project.

> Whereas external challenges could be categorised as governmental instability, NOC, risks, and threats, and lack of stakeholders' involvement'

When we asked the participant about her ideas regarding enhancing a project's performance, so replied to us by stating that a project's performance is dependent upon several factors, such as factors relating to a good project plan, proper planning, and execution, performing the project activities on time, obtaining stakeholders' buy-in, and seeking their feedback about the project.

> 'Being a field mobiliser, the participant focused on maintaining a healthy relationship with the community. Without community involvement, a project is at higher risk of failing'

Appendix E: Successful Education Projects: Examples

E.1 Projects Funded by the Asian Development Bank (ADB)

Project performance evaluation reports (PPERs) and project completion reports (PCRs) found that 32 out of 44 rated education projects sanctioned by the Asian Development Bank (ADB) between 1990 and 1997 were either effective or very successful. They spanned the range from higher education (17%) to primary/basic education (18%) to technical education and vocational training (39% of lending). As time has progressed, the proportion of ADB loans to basic education has grown. According to project performance evaluation reports (PPERs) and project completion reports (PCRs), thirty-two education projects that were authorised by the Asian Development Bank (ADB) between the years 1990 and 19971 were evaluated as successful or extremely successful, which is comparable to seventy-six percent of the graded projects that were approved throughout the decade. PPERs concluded that all the completed projects had practical applications. They were in line with the stated development priorities of the governments and represented the educational policies of the respective governments. Looking at the examples of the countries such as Bangladesh and PDR, these for instance, the Primary Education Sector Project in Bangladesh and the Education Quality Improvement Project in the Lao People's Democratic Republic (Lao PDR) were both examples of projects that were a part of the commitments made by their respective governments to accomplish the goal of universal primary education. Supporting and implementing the national curriculum is the goal of the Junior Secondary Education Project (Indonesia), which was created with this end in mind. It can therefore be concluded that all projects (discussed above) were completed successfully and had some level of importance. They represented governments' education strategies and fit with the nations' articulated development requirements. It is, therefore, necessary for the successful education projects conducted by the NGOs to be in line with the government policies. In this regard, governments need to devise an effective and realistic education policy for the country.

E.2 USAID Programmes in Pakistan

E.2.1 Sindh Basic Education Programme

With the help of the Pakistani government, USAID has increased school enrollment and raised education standards throughout the country. The province of Sindh in Pakistan is

the focus of the Sindh Basic Education Project (SBEP). In 2010, this area, which is home to 47.9 million people, was ravaged by floods that were both destructive and deadly. USAID has spent $159.2 million on school construction in an effort to boost primary, secondary, and higher education enrolment. After the completion of the programme, 106 new schools will be built in flood-affected regions, and up to 280 current schools will be merged into larger campuses. These newly amalgamated institutions will contribute to streamlining and revolutionising the educational system in Pakistan.

In an effort to improve education quality and streamline the distribution of resources, the initiative seeks to consolidate and close down underperforming schools with limited resources and personnel. More than 400 thousand Pakistani schoolchildren might benefit from SBEP by becoming better readers and more likely to enrol in school. In addition to that, the programme strives to improve children's diets in general. In this regard, the SBEP paid special attention to factors such as gender empowerment, increase in budget and technical facilities, and strengthening partnerships with relevant stakeholders to stabilise the programme.

E.2.2 UNESCO's Parkari Community Development Programme (PCDP)

Education of adults is essential to the process of empowering the Parkari people. Parkari is a disadvantaged community in the province of Sindh in Pakistan. A greater understanding of their civil and political rights, as well as more participation in communal activities, may result from a boost in literacy among both men and women. For instance, when farmers have better reading skills, they can verify their rent payments with landlords and learn more about their legal protections. During the 2013–2014 school year, PCDP oversaw the operation of 37 adult literacy centres, and around 925 individuals of the community successfully completed the literacy programme. As part of the larger PLP initiative meant to encourage capacity-building among community people, 15 adult education centres are now hosting literacy learning events. To ensure that community-based institutions and adult centres function smoothly, PLP offers the committees comprehensive training in school administration.

Appendix F: Additional Advantages of Performing Project Evaluations

This section describes additional advantages of performing project evaluations.

F.1 Beneficiaries of the project:

The extent to which intended stakeholders gain immediate and subsequent advantages from the activities or resources provided is crucial to the project's long-term viability. The outcomes of the evaluation will show how the programme has influenced the education of its participants.

F.2 Project Performance:

An evaluation can identify the project's strengths and weaknesses, allowing for its enhancement and improvement. Equally important, an evaluation can draw a picture of the interdependencies between the project's components, or how those components function as a whole. This information can be utilised to redesign the project and improve its efficiency and efficacy.

F.3 NGO-Donor Relationship:

An evaluation's data can be utilised to advocate the project's products and services within and beyond the organisation. Statements supported by project evaluation will be given greater weight and credibility than those based on less concrete evidence. A credible organisation is more likely to attract donors for future projects.

F.4 Financial Resources:

Project managers for education projects are increasingly looking for financial support to conduct a thorough, outcomes-based evaluation. They are interested in learning about the different kinds of consequences that have been achieved by the project. In this regard, the evidence of the successful completion of a project can be obtained through evaluation. Having this sort of proof at hand could be useful when allocating scarce internal resources. Decisions about whether or not to continue, reduce, scrap, or improve a project are frequently informed by evaluation findings.

F.5 Enhanced Project Delivery:

Just like other projects, education projects evolve over time. What was once a clear, distinct set of activities may have evolved into a disorganised, loosely linked collection of occurrences. An evaluation can, therefore, aid in elucidating the project's objectives, enabling decision-makers to examine project components against well-defined criteria. It is possible to make valid comparisons between projects and activities and to minimise duplication of effort.

F.6 Staff Capacity Building:

Staff, volunteers, and other relevant stakeholders can increase their capacity by participating in the evaluation's planning and execution. As the project is investigated, those participating will also gain insight into the project's as well as organisation's inner performance. By identifying and evaluating priorities, information duplication, gaps, and model programmes, these findings can be utilized to support a strategic review of projects and programmes.

F.7 Who Should Perform the Monitoring and Evaluation?

In the beginning stages of the process of arranging the evaluation, a decision needs to be made regarding whether or not to bring in an outside evaluator. In some instances, the project team's decision may have already been made. Many project managers demand that an external evaluator be hired. An external evaluator is viewed as an impartial third party who may offer a new viewpoint on the project. Furthermore, a professional evaluator possesses knowledge that may not be available internally. Numerous funding sources mandate the use of external evaluators to reduce bias and offer verifiable evidence of project accomplishments. If assessment competence exists and an external evaluator is not necessary, significant evaluation components can be conducted internally. Nevertheless, managers must approach with prudence. Decisions based on evaluation data may be biased if made by those with vested interests in the project (such as the project manager, employees, volunteers, or members of the advisory committee). Staff employees, volunteers, and other project stakeholders should be included in setting the evaluation's scope and objectives. However, at the very least, the analysis and interpretation of the data needs to be handled by an impartial third party.

Appendix G: Risk Management

As a whole, a project's risk is described as 'the influence of uncertainty on the project as a whole'(PMI 2009; 2013) or as 'the exposure of stakeholders to the repercussions of changes in result'(Association for Project Management 2004; 2012). Together, these criteria demonstrate that the uncertainty and importance of each individual risk contribute to the total risk of the project. In fact, the proto definition of risk as 'uncertainty that matters' also manifests itself in the form of 'total project risk' (Hillson 2009).

Words like probability, frequency, and likely work well to characterise the 'uncertainty dimension' whereas 'mattering'is typically labelled 'effect', 'influence', or 'consequence'. In the same way that assessment scales (high, medium, low) are commonly used for assessing individual risks, they may be defined so as to represent the risk appetite and risk thresholds of the project sponsor or owner and the risk capacity of the larger organisation. However, rather than being established in relation to specific project goals like time, money, or performance, the effect scales will be set in relation to the whole project.

Appendix H: Participant Information Sheet & Agreement Forms

H.1 Participant Information Sheet

Monitoring and Evaluating the Success and Sustainability of Education Projects: A Study of NGOs in Pakistan

Invitation to take part
You are being invited to take part in this research project. Before you decide, it is important for you to understand why the research is being undertaken, and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear, or if you would like more information. Take time to decide whether or not you wish to take part.

What is the purpose of the project?
Education is the backbone of every nation, however, in some developing countries, such as Pakistan, there is a lack of provision for education which leads to problems such as poverty, joblessness, unawareness, and certain avoidable health issues.

The United Nations has developed Sustainable Development Goals (SDGs), with the aim of tackling 17 of these major issues by the end of year 2030. Quality Education is the 4th of these United Nation's goals.

This research aims to develop a project management framework to help NGOs in Pakistan to manage the success of Quality Education projects being delivered.

Data collection will be undertaken during a three-month period from September 2021 until November 2021. This research intends to collect 25 qualitative interview responses.

Why have I been chosen?
You have been chosen to take part in this interview because either you have been a part of organisation that manages projects, or you have been an education advisor, a teacher or, an academic who has some experience related to education projects. Your valuable feedback will be very useful for this research.

Do I have to take part?
It is up to you to decide whether or not to take part. If you do decide to take part, you will have access to this information sheet to read. You can withdraw from participation at any time, and without giving a reason.

Can I change my mind about taking part?
Yes, you can change your mind and stop participating in the interview at any time and without giving a reason, up to the point that we submit your interview responses.

However, please note that once you have completed and submitted your interview responses, we are unable to remove your anonymised responses from the study till it completes.

If I change my mind, what happens to my information?
If you do decide to withdraw from the study before submitting your interview responses, we will delete all records and data connected with you from this research.

What would taking part involve?
Your involvement will be to complete this anonymous interview which will take approximately 30 minutes. The questions will not include any confidential, personal, or high-level information, and will relate to your experience of project management and education projects.

What are the advantages and possible disadvantages or risks of taking part?
Whilst there are no immediate benefits to you participating in the project, it is hoped that this work will support NGOs to conduct education projects by creating a better understanding of how they can be delivered in a successful and sustainable. You will have helped to make this possible.

We do not anticipate any risks to you in taking part in this study.

How will my information be managed?
The data will be stored securely on the researcher's personal computer using hard disk drive and Bournemouth University's One drive storage software. The data will be disposed off safely seeking the professional advice of IT experts of Bournemouth university once the research is complete.

Undertaking this research study involves collecting information about you in the form of interview questions. The questions will require information regarding your experience, role, and responsibilities in your organisation. It will also include some information related to your project management/ academic experience, and the contemporary issues related to sustainability and the United Nations Sustainable Development Goals, particularly the SDG 4. We will manage the research data collected strictly in accordance with current ethical requirements of Bournemouth University and UK data protection laws.

Research data will be used only for the purposes of the study or related uses identified in this Participant Information Sheet. To safeguard your rights in relation to your personal information, we will not use personally identifiable information, and we will control access to that data as described below.

Publication
You will not be able to be identified in any external reports or publications about this research without your specific consent.

Security and access controls
BU will hold the information we collect about you in electronic format on a BU password protected secure network where it will be held electronically.

Further use of your information

The anonymous information collected may be used to support other research projects in the future, and access to it in this form will not be restricted. It will not be possible for you to be identified from this data. To enable this use, anonymised data may be added to BU's online Research Data Repository: this is a central location where data is stored, which is accessible to the public.

Contact for further information
If you have any questions or would like further information about this study, please contact the research team using the following address: Sidra Shahid, (Post Graduate Researcher), sshahid1@bournemouth.ac.uk

In case of complaints
Any concerns about the study should be directed to Dr Chris Chapleo (Deputy Dean for Research & Professional Practice) in the Bournemouth University Business School, using the following email address: researchgovernance@bournemouth.ac.uk.

Finally
If you intend to take part in the research interview, you may take a copy of this Participant Information Sheet for future reference.

You will be asked to confirm below that you have read and understood the Participant Information provided, that you consent to take part in this interview, and that you understand that your anonymised responses may be reproduced in reports, academic publications, and presentations, but that you will not be identified or identifiable.
Thank you for considering taking part in this research project.

H.2 Participant Agreement Form

Title of Project: Monitoring and Evaluating the Success and Sustainability of Education Projects: A Study of Non-Governmental Organisations in Pakistan

Details of Researcher		Details of Supervisor	
Name:	Sidra Shahid	**Name:**	Dr Martyn Polkinghorne
Position:	Post Graduate Researcher	**Position:**	Principal Academic
Contact:	sshahid1@bournemouth.ac.uk	**Contact:**	polkinghornem@bournemouth.ac.uk

Section A: Agreement to participate in the study

You should only agree to participate in the study if you agree with all of the statements in this table and accept that participating will involve the listed activities.

I have read and understood the Participant Information Sheet Reference (ethics ID 32902), and have been given access to the BU Research Participant which I can access here which sets out how we collect and use personal information. Further information is also available here.
I have had an opportunity to ask questions.
I understand that my participation is voluntary. I can stop participating in research activities at any time without giving a reason and I am free to decline to answer any particular question(s).
I understand that taking part in the research will include the following activity/activities as part of the research:
• being audio and video recorded during
• the project my words may be quoted in publications, reports, web pages and other research outputs, but so I will be anonymous.
I understand that, if I withdraw from the study, I will also be able to withdraw my data from further use in the study except where my data has been anonymised (as I cannot then be identified).
I understand that my data may be included in an anonymised form within a dataset to be archived at BU's Online Research Data Repository.
I understand that my data may be used in an anonymised form by the research team to support other research projects in the future, including future publications, reports, or presentations.

I confirm my agreement to take part in the project on the basis set out above

_____	_____	_____
Name of participant	Date	Signature
(BLOCK CAPITALS)	(dd/mm/yyyy)	

Name of researcher	Date	Signature
(BLOCK CAPITALS)	(dd/mm/yyyy)	

Once a Participant has signed, please sign 1 copy, and take 2 photocopies:

- Original copy to be retained by the researcher
- Copy to be kept by the participant (including a copy of Participant Information Sheet)

H.3 Interview Questions:

The following questions relate to the participant's information:
1. What does your organisation do?
2. What is your role in this organisation?
3. How long have your worked in this organisation?
4. What is your highest education qualification?

The following questions relate to projects:
5. The term project means different things to different people. In your own words, please explain what a project is?
6. Is project management important to ensure that projects are delivered on time and achieve their intended objectives, and if so, why?
7. How do you know if a project that you are working on has been successful?
8. How would you describe the stages involved in delivering a successful project?
9. Which stage of the project is considered most important in terms of measuring performance of the project?
10. In your opinion, what are the key factors which contribute most to project failure?

The following questions relate to the United Nations Sustainable Development Goals.
11. What is your understanding of the United Nations Sustainable Development Goals?
12. Do you think that the United Nations Sustainable Development Goals are important, and if so, why?
13. Did you know that United Nations Sustainable Development Goal 4 is concerned with Quality Education?

The following questions relate to project success.
14. What are the main reasons and drivers for undertaking education projects in Pakistan?
15. When delivering education projects in Pakistan, what are the key challenges that you need to overcome?
16. Do you think that it is important that projects are sustainable, and if so, why?
17. What do your projects do to ensure that they are sustainable?
18. How do you monitor project progress to measure sustainability?
19. How can we improve the performance of a project to make it more successful?
20. If a framework was available which helped you to measure the sustainability of the education projects being delivered by your organisation, would this be helpful to you, and if so how/why?

Appendix I: The 17 UNSDGs

The 17 UN Sustainable Development goals are:

1. No Poverty	2. Zero Hunger
3. Good Health and Well-being	4. Quality Education
5. Gender Equality	6. Clean Water and Sanitation
7. Affordable and Clean Energy	8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure	10. Reduced Inequalities
11. Sustainable Cities and Communities	12. Responsible Consumption
13. Climate Action	14. Life Below Water
15. Life on Land	16. Peace, Justice and Strong Institutions
17. Partnerships for the Goals	

Table I-1 UNSDG 4 Targets and Indicators (United Nations 2015)

Goal 4. Ensure inclusive and equitable Quality Education and promote lifelong learning opportunities for all

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

> 4.1.1 Proportion of children and young people (*a*) in grades 2/3; (*b*) at the end of primary; and (*c*) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

> 4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex

> 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

> 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

> 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

> 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

> 4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (*a*) literacy and (*b*) numeracy skills, by sex

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

> 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (*a*) national education policies; (*b*) curricula; (*c*) teacher education; and (*d*) student assessment

Appendix J: List of Publications

The following publications are based upon this research study:

1. **Shahid, S.**, Polkinghorne M. and Bobeva, M., 2024. Exploring Success Factors Underpinning the Delivery of UN SDG-4 Quality Education Projects in Pakistan. *In: Eurasian Business and Economics Perspectives. Studies in Business and Economics, 28.* Springer.

2. **Shahid, S**., Polkinghorne, M. and Bobeva, M., 2023. Education Projects in Pakistan: Operationalising UN Sustainable Development Goal 4. *In: Implementing the UN Sustainable Development Goals - Regional Perspectives. World Sustainability Series*. Springer.

3. Polkinghorne, M., Bobeva, M. and **Shahid, S.**, 2023. Managing Sustainable Projects: Analyzing Qualitative Interview Data using the Recursive Abstraction Method. *SAGE Case Studies in Business and Management Research Methods.* SAGE.

4. **Shahid, S.**, Polkinghorne, M. and Bobeva, M., 2022. Exploring Key Factors Underpinning the Successful Delivery of UN-SDG4 Quality Education Projects by Non-Governmental Organisations in Pakistan. In: *41st EBES Conference - Eurasian Business and Economics Society*, 12-14 October 2022. Berlin.

Note: Sidra Shahid is the previous name of Sidra Ahtesham