

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

العوامل المؤثرة في التعلم من تقييمات المشاريع في المنظمات الأهلية العاملة في قطاع غزة من وجهة نظر الإدارة التنفيذية

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The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification

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الجامعة الإسلامية- غزة
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MBA Thesis Proposal

Factors Affecting Learning from Projects' Evaluations in Local NGOs Working in the Gaza Strip

From Executive Management Perspective

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ وليد حماد سليمان النباهين لنيل درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال وموضوعها:

العوامل المؤثرة في التعلم من تقييمات المشاريع في المنظمات الأهلية العاملة في قطاع غزة من وجهة نظر الإدارة التنفيذية

Factors Affecting Learning from Projects' Evaluations in Local NGOs Working in the Gaza Strip from Executive Management Perspective

وبعد المناقشة التي تمت اليوم السبت 09 صفر 1437 هـ، الموافق 2015/11/21م الساعة

الثانية عشرة ظهراً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.



والله ولي التوفيق ،،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا

أ.د. عبدالرؤف علي المناعمة

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
"رَفَعُ دَرَجَاتٍ مِّنْ نَّشَأٍ وَفَوْقَ
كُلِّ ذِي عِلْمٍ عَلِيمٌ"

(يوسف: 76)

Abstract

Factors Affecting Learning from Projects' Evaluations in Local NGOs Working in the Gaza Strip from executive management perspective

Evaluation has been an increasing practice that is being used by all organizations to assess their performance and learn from experiences. And combined with the introduction of the learning organization concept, it has become clear that evaluation could be an important source for organizational learning.

This research explores the factors affecting organizational learning from projects' external evaluations. The research was conducted on local NGOs working in the psychosocial support field in the Gaza Strip, where staff related to projects' evaluations were asked about their perspectives on four assumed factors that could affect learning from projects' evaluations.

The findings proved that variation of evaluation types, projects' characteristics, executive management skills and being a learning organization are factors affecting organizational learning from projects' evaluations.

The research recommends that local NGOs should focus more on perceiving evaluations as learning opportunities, encourage learning from evaluations and invest more in information sharing and interpretation, and providing a learning supportive environment which are parts of the learning organization characteristics.

العوامل المؤثرة في التعلم من تقييمات المشاريع في المنظمات الأهلية العاملة في قطاع غزة من وجهة نظر الإدارة التنفيذية

بات التقييم أحد الممارسات المستخدمة باضطراد في جميع المؤسسات لقياس أدائها والتعلم من تجاربها. ومع بروز مفهوم المنظمات المتعلمة، أصبح من الواضح أن التقييم هو مصدر مهم في التعلم التنظيمي.

هذه الدراسة تستكشف العوامل المؤثرة في التعلم التنظيمي من التقييم الخارجي للمشاريع. الدراسة تم إجراؤها على المنظمات الأهلية المحلية العاملة في مجال الدعم النفسي في قطاع غزة، حيث قام المعنيون بالمشاريع من الإدارة التنفيذية لهذه المؤسسات بالمشاركة بأرائهم حول ماهية العوامل التي تؤثر في التعلم من تقييم المشاريع.

أوضحت نتائج الدراسة أن تنوع عمليات التقييم وخصائص المشروع ومهارات الإدارة التنفيذية وكون المؤسسة منظمة متعلمة هي كلها عوامل تؤثر في التعلم من تقييم المشاريع.

وتوصي الدراسة المنظمات الأهلية المحلية بمزيد من الاهتمام بعمليات تقييم المشاريع والنظر إليها على أنها فرص للتعلم والتركيز على تعزيز هذا التوجه لدى طواقمها. كما توصي الدراسة بضرورة عمل المنظمات غير الحكومية المحلية على الاستثمار في تعزيز مشاركة المعلومات وتفسيرها وتوفير بيئة داعمة للتعلم والتي هي جميعها من خصائص المنظمات المتعلمة، حيث تبين أن هذه الخصائص تزيد وتعزز من فرص التعلم من التقييم.

Dedication

To...

My beloved wife “Hanan”,

My beloved aunts,

My beloved family,

And those devoted to support the Palestinian cause,

Thank you

Acknowledgement

I would like to express my deepest gratitude and appreciation to my supervisor Dr. Waseem El-Habeel for his valuable support and advice during my work on this research.

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Chapter 1

Framework

Factors Affecting Learning from Projects' Evaluations in Local NGOs Working in the Gaza Strip

from Executive Management Perspective

Chapter 1: General framework

1.1. Introduction:

NGOs (Non-governmental organizations) are increasingly becoming an important force (Banks & Hulme, 2015; UNDP, 2012; Young & Dhanda, 2013), because they are innovative, flexible, independent, and responsive to the problems of people. The growth of such NGOs over the past two decades has given them an increasingly important role and has led them forming a distinctive sector within civil society allowing them to be engaged in all sectors of social life (Bagci, 2003).

Local Non-Governmental Organizations (NGOs) have played an important role in Palestinian society (UNDP, 2015; Hilal, 2009). According to a recent study, around 2,100 NGOs are registered in the West Bank and Gaza, and about 1,500 of these are active (World Bank, 2010). According to a survey in 2008, 97.3% of the Palestinian Territory's population stated that NGOs played effective role in the society (The Palestinian Central Bureau of Statistics, 2008).

The sector of local NGOs has become strong and well supported after Oslo protocols and establishment of the Palestinian Authority in 1994. Since that date, NGOs received support from a variety of donors from all over the world to implement projects supporting the establishment of the promised Palestinian State and helping in supporting Palestinians in different aspects of life.

As a result of its evolvement and increased fund provided to local NGOs; donors began questioning the results of their fund and demanding to evaluate the activities implemented with that fund. Therefore, NGOs started having evaluation missions to assess their performance and results to prove their progress.

In the present, evaluations are considered an essential part in projects as well as organizations, as it is a tool to prove the progress made or being made. The different donors and different evaluations have encouraged the organizational shift from entrenched notions of third-party evaluation to creating a diversified knowledge development approach, which opened up new opportunities to think and talk about value in NGOs work (Frusciante, 2014). This have also helped to shift the perception of evaluation to be about learning, and organizational learning requires risk-taking and mistake-making. NGOs tend to play things safe to avoid error. But only through trying, failing, learning from experience, and repositioning; possible it is to build the needed capacities (Roberts, 2004).

NGOs that need to continue giving to the society and accomplish its mission need to be a learning organization where it need to learn more than ever as they confront mounting forces of the local government as well as its different donors (Gravin *et al.*, 2008). Globally there is increased interest in organizational learning as it is the only way for organizations to survive, and develop their services to maintain their existence. As explained by different literature, an organization's

ability to learn is a critical factor associated not only with survival but also with continued success (Preskill, 2008). Recently the term “learn or die” has become more popular. As due to the high competition and increased demand on quality; organizations who could not keep up with the competition and learn are dying or already have.

In the context of NGOs work and continuous competition for fund as well as development, NGOs work has reached an exciting moment where conversations about evaluation are giving way to broader notions of learning itself as a strategic investment (Frusciante, 2014). Professionals involved in the evaluation of public and non-profit programs advocate that both monitoring and evaluation can and should be employed to promote learning among the providers and the community about what works (Newcomer *et al.*, 2013).

As a result, evaluation is no longer perceived as something that has to be done to please donors. NGOs are increasingly challenged to demonstrate accountability and relevance, with reporting, monitoring and evaluation arguably having become development activities in their own right (Hirth *et al.*, 2012). According to (Anbari *et al.*, 2008); projects provide unique opportunities for organizational learning and post-project reviews allow the organization to systematically capture the knowledge gained in various projects and to interpret such knowledge in ways that can greatly benefit other projects and the organization. The strategic importance of project evaluation as a vehicle for continual learning and improvement in organizations stresses that regular collection of lessons learned in projects, and their meaningful utilization in subsequent projects are critical elements of project success and organizational competitiveness (Anbari *et al.*, 2008). Learning in nowadays organizations is taking different forms and shapes and is formed by different players (Fuller *et al.*, 2011)

1.2. Problem statement:

With the introduction of learning organizations and the concept of evaluation as a learning process, there is more need to shed light on the factors affecting NGOs’ learning from the evaluation processes conducted for its projects all the time. As (Anbari *et al.*, 2008) stress that senior executives need to value evaluation to the continual learning and improvement of organizational processes. Taking into consideration the important role NGOs are playing in the Gaza Strip and its contribution to the improvement of Palestinians’ situations; it is of importance to identify the factors affecting NGOs’ learning from their evaluations, which ultimately affect beneficiaries and stakeholders.

Since the 90s, lots of projects and evaluations were conducted with lots of information available about such work results and processes. However, no clear information is available about whether they learn from evaluations they do or not, and if they do, to what extent and what are the factors affecting such learning.

This research tackles and tries to provide an answer to the following main question:

“What are the factors affecting NGOs’ learning from projects’ evaluations?”

This question also entails sub-questions that need to be answered:

- In what way does those factors affect NGOs' learning from projects' evaluations?
- To what extent does those factors affect NGOs' learning from projects' evaluations?
- How such learning is affecting or affected by organizational learning?

1.2.1. Objectives:

The thesis is aiming at achieving the following objectives:

1. Determine if there is any statistically significant relation between the research variables and learning from projects' evaluations.
2. Shed light on the importance of learning from projects' evaluations in improving and developing performance.
3. Identify factors affecting learning from projects' evaluations in local NGOs.
4. Provide recommendations on best practices to learn and benefit from project evaluations.

1.3. Hypothesis:

1. H1: "Evaluation type" affects the level of learning from projects' evaluations at a statistically significant level ($\alpha \leq 0.05$) in local NGOs working in the Gaza strip.
2. H2: "Projects' characteristics" (frequency, duration, type, size) affect the level of learning from projects' evaluations at a statistically significant level ($\alpha \leq 0.05$) in local NGOs working in the Gaza strip.
3. H3: "Executive management skills" affect the level of learning from projects' evaluations at a statistically significant level ($\alpha \leq 0.05$) in local NGOs working in the Gaza strip.
4. H4: "Being a learning organization" affects the level of learning from projects' evaluations at a statistically significant level ($\alpha \leq 0.05$) in local NGOs working in the Gaza strip.
5. H5: There are statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to "Factors affecting learning from projects' evaluations in local NGOs working in the Gaza strip" due to: Gender, Age, Academic level, Work, Years of experience, Number of external evaluations conducted in the organization, and Number of external evaluations respondents have been part of.

1.4. Variables:

1.4.1. Independent variables:

1. **Type of evaluation.**
2. **Project characteristics:**
 - Project frequency
 - Project type
 - Project duration
 - Project size
3. **Executive management skills:**

- Experience (years of work)
 - Academic background
- 4. Learning organization:**
- Information sharing in organization
 - Information interpretation
 - Organizational memory
 - Supportive learning environment

1.4.2. Dependent variable:

- Learning from projects' evaluations.

1.5. Conceptual framework:

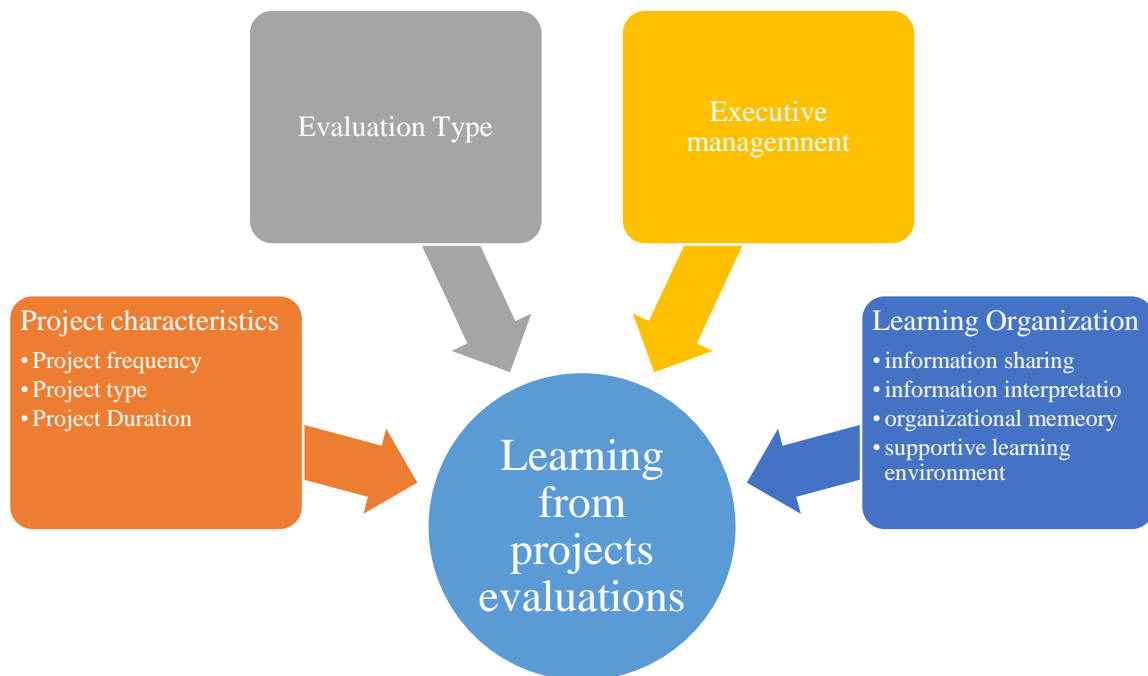


Figure 1.1: Conceptual framework

Source: The researcher

1.6. Significance:

This is the first research to focus on learning from projects' evaluations conducted in NGOs working in the Gaza Strip. Its importance is materialized through the following:

1. Identify the limit to which local NGOs are learning from the projects' evaluations.
2. Help in identifying factors promoting learning from projects' evaluations to be highlighted, and limiting factors to be avoided.
3. Identify the relation between participation in evaluation and learning from it.
4. Help NGOs better design and plan its evaluations in a way that maximizes learning.
5. Help people in executive management identify best practices to learn more from evaluations.
6. Explore how people in executive management in NGOs perceive the evaluation processes and their outcomes.
7. Guide other researchers to new fields of research relating to learning from projects' evaluation in NGOs.

Chapter 2

Literature review

Chapter 2: Literature review

This chapter explores what previous literature included about the subject of this study, and in order to explore the topics from different perspectives; the researcher will review literature related to the different components of the subject.

This chapter will review literature related to projects, its definition and characteristics as well as evaluation, its components and value.

Afterwards, the chapter will introduce organizational learning and review relevant literature from different aspects starting from the meaning of learning and through learning organization characteristics.

In the last part, the chapter will go through literature relevant to learning from evaluation in order to explore what it means and entails as a process.

The researcher depends in his efforts on literature from published papers, articles, text books and conferences trying to cover all aspects of the topic.

2.1. Projects:

2.1.1. What is a project?

The term 'Project' was introduced in engineering (Modesto *et al.*, 2009), and the project approach has long been the style of doing business in the construction industry (Larson *et al.*, 2010). Today, project teams carry out everything from port expansions to hospital restructuring to upgrading information systems (Larson *et al.*, 2010).

A project is defined simply as any series of activities and tasks (Kerzner, 2003). This definition is similar to the Project Cycle Management (PCM) definition which defines the project as a series of activities aimed at bringing about clearly specified objectives within a defined time-period and with a defined budget. Another definition from the engineering point of view clarifies that a project could be any new structure, plant, process, system or software, large or small, or the replacement, refurbishing, renewal or removal of an existing one. It is considered as an investment of resources to produce goods or services; it costs money, where the normal criterion for investing is that goods or services produced are more valuable than the predicted cost of the project (Smith, 2002).

Apparently the clearest definition is the one brought by the Project Management Institute which defines a project as a temporary endeavor undertaken to create a unique product, service, or result. The end is reached when the project's objectives have been achieved or when the project is terminated because its objectives will not or cannot be met, or when the need for the project no longer exists (A Guide to the Project Management Body of Knowledge, 2013).

Some literature explores further in the definition of a project to list its main characteristics, some present project characteristics that differentiate it from other endeavors of the organization as follows (Larson *et al.*, 2010):

1. An established objective.
2. A defined life span with a beginning and an end.

3. Usually, the involvement of several departments and professionals.
4. Typically, doing something that has never been done before.
5. Specific time, cost, and performance requirements.

From another point of view, projects' characteristics include: that: i) have a specific objective to be completed within certain specifications, ii) have defined start and end dates, iii) have funding limits (if applicable), iv) consume human and nonhuman resources (i.e., money, people, equipment), and v) are multifunctional (i.e., cut across several functional lines)(Kerzner, 2003).

2.1.2. Project life cycle:

As any process, projects have a life cycle which some project managers find it useful to use as the cornerstone for managing projects(Larson *et al.*, 2010). Project life cycle is referred to as the grouping of project phases in a sequential order from the beginning of the project to the close. Project life cycles are similar to the life cycle that parents experience raising their children to adulthood. Children start out as infants and generate lots of excitement wherever they go. However, not much is known about them at first. So, you study them as they grow, and you assess their needs. Over time, they mature and grow (and cost a lot of money in the process), until one day the parents' job is done(Heldman, 2009).

A clear understanding of these phases permits managers and executives to better control resources to achieve goals(Kerzner, 2003).

The life cycle recognizes that projects have a limited life span and that there are predictable changes in level of effort and focus over the life of the project. There are a number of different life-cycle models in project management literature. Many are unique to a specific industry or type of project(Larson *et al.*, 2010).

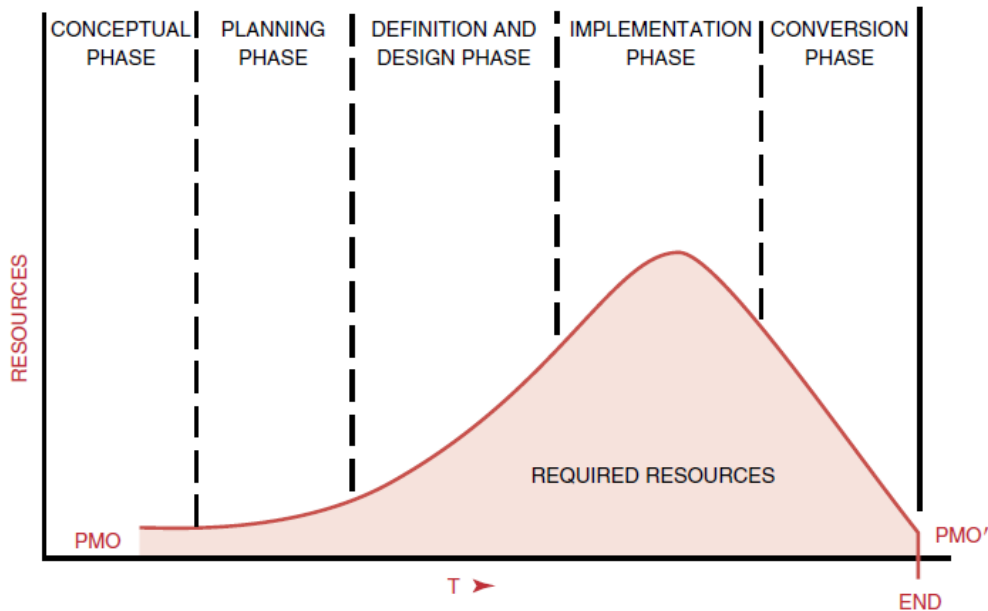


Figure 2.1 Definition of a project life cycle

Source: KERZNER, H. (2003). *PROJECT MANAGEMENT: A Systems Approach to Planning, Scheduling, and Controlling* (8th ed.). Berea, Ohio: John Wiley & Sons, Inc.

The project life cycle typically passes sequentially through four stages: defining, planning, executing, and delivering(Larson *et al.*, 2010). The starting point begins the moment the project is given the go-ahead. Project effort starts slowly, builds to a peak, and then declines to delivery of the project to the customer.

The stages as identified by (Larson *et al.*, 2010) are as follows:

- **Defining stage:** Specifications of the project are defined; project objectives are established; teams are formed; major responsibilities are assigned.
- **Planning stage:** The level of effort increases, and plans are developed to determine what the project will entail, when it will be scheduled, whom it will benefit, what quality level should be maintained, and what the budget will be.
- **Executing stage:** A major portion of the project work takes place—both physical and mental-. The physical product is produced (a bridge, a report, a software program). Time, cost, and specification measures are used for control. Is the project on schedule, on budget, and meeting specifications? What are the forecasts of each of these measures? What revisions/changes are necessary?

- Closing stage:** Closing includes three activities: delivering the project product to the customer, redeploying project resources, and post-project review. Delivery of the project might include customer training and transferring documents. Redeployment usually involves releasing project equipment/materials to other projects and finding new assignments for team members. Post-project reviews include not only assessing performance but also capturing lessons learned.

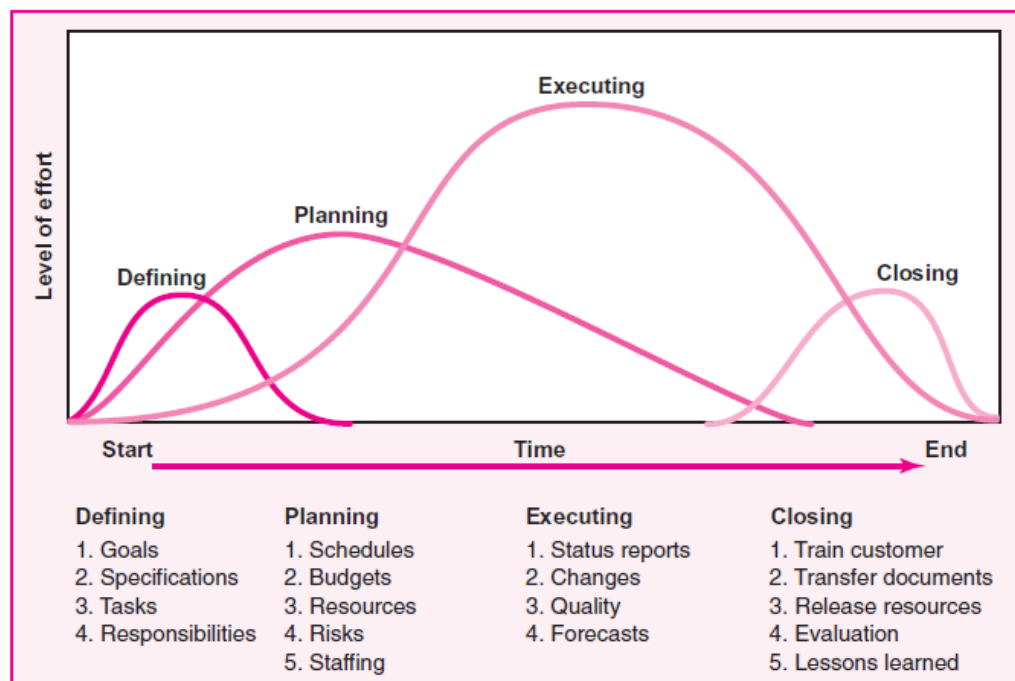


Figure 2.2 Project life cycle

Source: Larson, E. W., & Gray, C. F. (2010). *Project management: The managerial process* (5th ed.). McGraw-Hill/Irwin

2.1.3. Project management

Managing projects is one of the oldest and most respected accomplishments of mankind (Smith, 2002), but researchers agree that the project management approach is relatively modern (Kerzner, 2003). Even though it was practiced for ages, yet project management was –for years– derided as a low-tech, low-value, questionable activity. Only recently, has it been recognized as a central management discipline (Smith, 2002). This claim is based on the fact the project management is characterized by methods of restructuring management and adapting special management techniques, with the purpose of obtaining better control and use of existing resources (Kerzner, 2003). Thirty years ago project management was confined to U.S. Department of Defense contractors and construction companies. Today, the concept behind project management is being

applied in such diverse industries and organizations as defense, construction, pharmaceuticals, chemicals, banking, hospitals, accounting, advertising, law, state and local governments, and the United Nations. Good methodologies integrate other processes into the project management methodology, as shown in Figure 2.3.

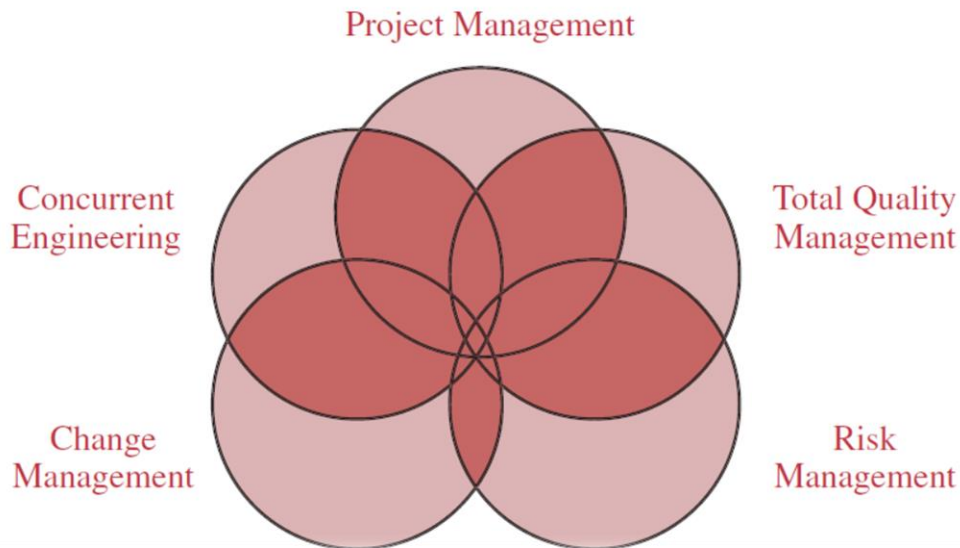


Figure 2.3 Project management integrated with other processes

Source: KERZNER, H. (2003). *PROJECT MANAGEMENT: A Systems Approach to Planning, Scheduling, and Controlling* (8th ed.). Berea, Ohio: John Wiley & Sons, Inc.

The definition of project management stems from the definition of a project, and implies some form of control over the planned process of explicit change. The Project Management Institute (PMI) defines project management as the art of directing and coordinating human and material resources throughout the life of a project by using modern management techniques to achieve predetermined objectives of scope, cost, time, quality and participation satisfaction. From another angle, the UK Association of Project Management defines project management as the “planning, organization, monitoring and control of all aspects of a project and the motivation of all involved to achieve the project objectives safely and within agreed time, cost and performance criteria.

Project management brings together a set of tools and techniques—performed by people—to describe, organize, and monitor the work of project activities. Project managers are the people responsible for managing the project processes and applying the tools and techniques used to carry out the project activities. All projects are composed of processes, even if they employ a haphazard approach (Heldman, 2009).

According to the PMBOK Guide (Project Management Institute, 2013), project management involves applying knowledge, skills, tools, and techniques during the course of the project to accomplish the project’s objective. It is the responsibility of the project manager to ensure that project management techniques are applied and followed.

Project management is no longer a special-need management. It is rapidly becoming a standard way of doing business. An increasing percentage of the typical firm's effort is being devoted to projects. The future promises an increase in the importance and the role of projects in contributing to the strategic direction of organizations (Larson *et al.*, 2010).

2.2. Evaluation

2.2.1. Definition

The notion of evaluation has been around a long time—in fact, the Chinese had a large functional evaluation system in place for their civil servants as long ago as 2000 B.C. In addition to its long history, evaluation also has varied definitions and may mean different things to different people (Westat, 2002).

Evaluations investigate the reasons why certain aspects of a project or programme have or have not been implemented as planned (Austrian Development Agency, 2008). It also measures how successful an organization or project is at achieving its aims and objectives (Bates *et al.*, 2012)

Another definition explains that evaluation is an independent, systematic investigation into how, why, and to what extent objectives or goals are achieved. It can help the organization answer key questions about grants, clusters of grants, components, initiatives, or strategy (Twersky *et al.*, 2012).

Nowadays, evaluation is a management tool that involves measuring and reporting on the results of programs and project (Suvedi *et al.*, 2003)

More holistic definition is provided by the Organization for Economic Cooperation and Development (OECD) where it defines evaluation as the systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors. Evaluation also refers to the process of determining the worth or significance of an activity, policy or program (OECD/DAC, 2007).

For researchers, program evaluation is considered as an applied research used as part of the managerial process. Evaluations are conducted to aid those who must make administrative decisions about human services programs. Unlike theoretical research, where scientists engage in science for its own sake, program evaluation systematically examines human services programs for pragmatic reasons. Decision makers may need to know if a program accomplished its objectives, if it is worth funding again next year, or if a less expensive program can accomplish the same results (Royse *et al.*, 2010).

Evaluation is both an art and a science. The art of evaluation involves identifying purposes and audiences, creating appropriate designs, and interpreting data about a program, project, or policy. The science of evaluation involves systematically gathering and analyzing evidence about the impacts (Suvedi *et al.*, 2003).

Many definitions have been developed, but a comprehensive definition presented by the Joint Committee on Standards for Educational Evaluation (1994) holds that evaluation is “systematic investigation of the worth or merit of an object.” (Westat, 2002).

No matter how the definitions differ, still they agree that effective conduct and use of evaluation requires adequate human and financial resources, sound understanding of evaluation and a culture of results-orientation, learning, inquiry and evidence-based decision making (United Nations Development Programme, 2009).

2.2.2. The need for evaluation

Quite often social and human services programs are evaluated because of a need to be accountable to a sponsoring or funding agency, or because competition for scarce funds requires that only one program (normally, the most effective or efficient program) can be funded. Program evaluation is needed whenever new interventions are being tried and it is not known whether they will be as successful as former methods, or when there is a perception that a program could be improved—that it could become more productive or better in some way. So evaluation on those occasions is used when it is important to have some objective assessment or feedback about the worth of our social and human services programs.(Royse *et al.*, 2010)

Evaluation helps to: satisfy commissioners and sponsors, apply for funding, inform future work, and add to the evidence base. The need for evaluation is explained further through the following reasons (Bates *et al.*, 2012):

- The more evidence you have about the impact of your project, the easier you may find it when applying for funding.
- If you can demonstrate that your work is having a positive impact, it will help you promote your project or group and improve your reputation locally. This can have knock on effects on participation, support and funding
- Allowing others to see the impact of your work may be very useful to other groups or organizations carrying out similar projects. Knowing what works and what does not work is likely to be of great value to those starting out and planning their work.
- To demonstrate that their money is being used successfully; to fulfil obligations about evaluation that you may have agreed to; show them that you are worth working with and investing further in.
- Evaluation enables you to see what parts of your projects are working, and what parts perhaps aren't so successful.
- Motivate yourself and other personnel working on your project. Demonstrating that your work is having a positive impact can increase your enthusiasm and help maintain your interest and drive

Programs are evaluated basically because administrative decisions have to be made, and it is important to know (or to show) that programs are “good” programs (Royse *et al.*, 2010).

2.2.3. Purpose of evaluation:

The primary purpose of a project evaluation is to make improvements, to continue or upscale an initiative, to assess replicability in other settings, or to consider alternatives (United Nations Development Programme, 2009). This is further explained by (Austrian Development Agency, 2008) the following points:

- Learning from experience: With the assistance of evaluations, successes and failures can be interpreted. Based on those experiences, both current and future projects and programmes can be improved.
- Transparency: Evaluations illustrate the responsible utilization of the resources and justify the results and their effects vis-à-vis the contractor, the partners, the target groups in the recipient country and the tax payers.
- Deepening understanding: Evaluation is a tool for deepening knowledge and understanding of the assumptions, options and limits of development cooperation. Evaluations are intended to contribute to a comprehensive discussion and reflection about development cooperation.
- Improved communication: An evaluation is intended to foster communication and understanding within and between the groups mentioned above, even if this can only be managed in different ways and with different participations in each case.

These purposes are in line with those identified by the Development Assistance Committee, which identified these two purposes of evaluation:

- to improve future aid policy, programmes and projects through feedback of lessons learned;
- to provide a basis for accountability, including the provision of information to the public (Development Assistance Committee, 1991).

2.2.4. Types of evaluation:

Educators typically talk about two kinds or stages of evaluation— formative evaluation and summative evaluation (Westat, 2002).

1. A summative evaluation is conducted at the end of a program to help decision makers decide a program's future.
2. A formative evaluation is conducted during the life of a program to identify its strengths or weaknesses and enhance its quality and effectiveness (Suvedi *et al.*, 2003).

2.2.4.1. Formative evaluation

Formative evaluation is an evaluation that occurs during a grant, initiative, or strategy to assess how things are working while plans are still being developed and implementation is ongoing (Twersky *et al.*, 2012). Formative and process evaluation efforts shape and refine programs; they do not constitute summative or conclusive evaluation (Royse *et al.*, 2010), rather, formative evaluation intends to improve performance, most often conducted during the implementation phase of projects or programmes (United Nations Development Programme, 2009). Formative evaluations are generally conducted during implementation to provide information on what is working and how efficient it is, in order to determine how improvements can be made (World Health Organization, 2013).

Formative evaluations are employed to adjust and enhance interventions. They are not used to prove whether a program is worth the funding it receives but serve more to guide and direct programs. In other words, formative evaluation is used to “form” the program. For this reason, formative evaluations are not as threatening and are often better received by agency staff than other forms of evaluation. Formative evaluation does not rely on a specific methodology or set of procedures. Instead, its focus is on acquiring information that would be useful for program improvement—whatever that would be. This information may come from interviewing staff or clients, reviewing agency records and progress notes, or participant observation. One could expect formative evaluators to look for glitches, breakdowns, lengthy delays, and departures from program design. They may find such problems as communication difficulties within the agency, lack of client participation in a program, or a need for additional in-service training for staff (Royse *et al.*, 2010).

Formative evaluation begins during project development and continues throughout the life of the project. Its intent is to assess ongoing project activities and provide information to monitor and improve the project. It is done at several points in the developmental life of a project and its activities (Westat, 2002).

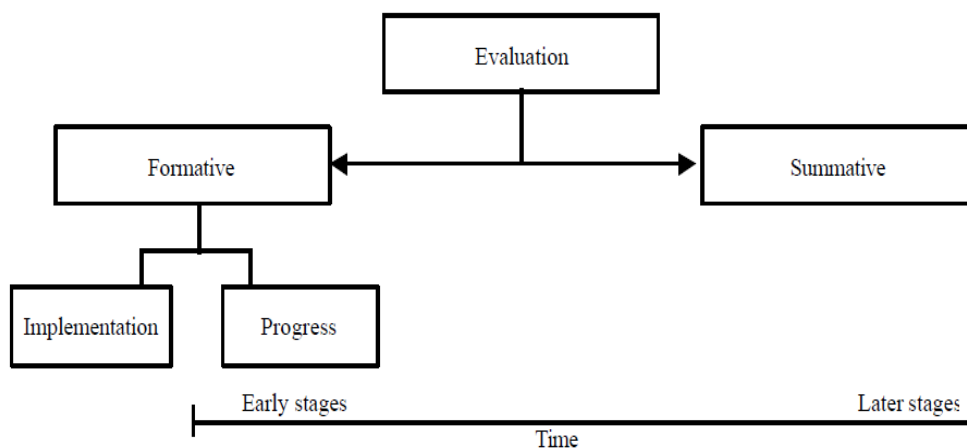


Figure 2.4 Types of evaluation

Source: Westat, J. F. (2002). *The 2002 User Friendly Handbook for Project Evaluation*. National Science Foundation

2.2.4.2. Summative evaluation

An evaluation that occurs after a grant or intervention is complete in order to fully assess overall achievements and shortcomings (Twersky *et al.*, 2012). A study conducted at the end of an intervention (or a phase of that intervention) to determine the extent to which anticipated outcomes were produced. Summative evaluation is intended to provide information about the worth of the programme (World Health Organization, 2013).

The purpose of summative evaluation is to assess a mature project’s success in reaching its stated goals. Summative evaluation (sometimes referred to as impact or

outcome evaluation) frequently addresses many of the same questions as a progress evaluation, but it takes place after the project has been established and the timeframe posited for change has occurred (Westat, 2002).

Summative evaluations are undertaken: (i) at or close to the end of an intervention, or at a particular stage of it, to assess effectiveness and results; and (ii) after the conclusion of an intervention to assess impact (World Health Organization, 2013).

Summative evaluation collects information about outcomes and related processes, strategies, and activities that have led to them. The evaluation is an appraisal of worth, or merit. Usually this type of evaluation is needed for decision making. The decision alternatives may include the following: disseminate the intervention to other sites or agencies; continue funding; increase funding; continue on probationary status; modify and try again; and discontinue (Westat, 2002).

When conducting a summative evaluation, it is important to consider unanticipated outcomes. These are findings that emerge during data collection or data analyses that were never anticipated when the study was first designed. For example, consider an NSF program providing professional development activities for teacher leaders. An evaluation intended to assess the extent to which participants share their new knowledge and skills with their school-based colleagues might uncover a relationship between professional development and attrition from the teaching force. These results could suggest new requirements for participants or cautions to bear in mind (Westat, 2002).

Another classification of evaluations is based on who is doing it, which includes two types:

2.2.4.3. Internal evaluation

Evaluation of a development intervention conducted by a unit and/or individuals reporting to the management of the donor, partner, or implementing organization (OECD/DAC, 2007). This type of evaluation is also referred to as “self-evaluation”.

2.2.4.4. External evaluation

One the contrary of internal evaluation, external evaluation of a development intervention is conducted by entities and/or individuals outside the donor and implementing organizations. In this case, the evaluators are also external in relation to partner country organizations responsible for the evaluated activities (OECD/DAC, 2007).

This may be beneficial if your group lacks the abilities or resources needed to carry out the evaluation that you require. External evaluators will have skills and expertise and being less directly involved can make independent judgements that those close to the project may not be able to. However, having the project evaluated externally is likely to be costly and time restrictive and external evaluators may not be able to communicate with participants in the way that project staff is able to (Bates *et al.*, 2012).

2.3. Organizational learning

Organizations learn as individuals do. They are not just learning, but also looking for ways to learn quicker and in depth in order to transfer what they learned into a competitive advantage (Salem, 2008). Now, more than ever, organizations and individuals must either be continuously learning, adapting, and improving, or risk professional obsolescence (Hess, 2014).

Knowledge is the new origin, and one of the most recent production factors identified as a primary resource in economy as well as competitive advantage (Nijim, 2008). The transition into learning organization is a profound change in organization activities and practice (Salem, 2008). That is why acquiring knowledge from internal sources such as research, development, and best practices as well as external sources has become more valuable than fixed assets (Nijim, 2008).

Organizations are becoming more and more knowledge-based organizations, where the most important skill of managers is how to manage knowledge and effectively interact with its elements (Nijim, 2008). Learning embedded in organizational activities is viewed as a knowledge process that facilitates innovation (Yang *et al.*, 2009).

Since its emergence in the nineteen fifties (Schulz, 2001); there has been diversity of viewpoints regarding the nature of organizational learning, or learning within organizations. There are those, for example, who argue that organizational learning can only take place through individuals as participants of organizations (Bent *et al.*, 1999). However, most researchers agree that organizations cannot learn unless the individuals within them learn. Individuals must continuously learn to stay relevant and competitive—jobwise—in a fast-paced, dynamic, global environment characterized by high levels of uncertainty, ambiguity, and change. This environment requires exploration, invention, experimentation, and adaptation, all of which require learning (Hess, 2014). As the world becomes more interconnected and business becomes more complex and dynamic, work must become more "learningful" (Senge, 1990). Organizations increasingly face pressures to rejuvenate, change and learn to assure themselves of short term high performance, and long-term survival. Concepts of organizational learning and learning organizations offer useful strategies and actions in promoting organizational adaptation (Ang *et al.*, 1996).

Learning organizations are possible because, deep down, we are all learners. No one has to teach an infant to learn. In fact, no one has to teach infants anything. They are intrinsically inquisitive, masterful learners who learn to walk, speak, and pretty much run their households all on their own. Learning organizations are possible because not only is it our nature to learn but we love to learn (Senge, 1990). In organizational learning, transition of experience, knowledge and skills happens through exchange and interaction between parties. On the contrary of training or education, organizational learning is a special learning that happens within the organizational context and through its components interaction (Salem, 2008).

There are several different definitions and concepts of organizational learning, and there is no universal agreement on the phenomenon. However, most researchers consider that organizational learning is the product of organizational members' involvement in the interaction and sharing of experiences and knowledge. This shared

form of knowledge is bigger than the simple added of the individuals' learning capacities (Curado, 2006).

Organizational learning means enhancement of practices through better knowledge and understanding. It also entails deepening and widening knowledge within appropriate organizational context(Salem, 2008). Most researchers agree with defining organizational learning as a change in the organization's knowledge that occurs as a function of experience (Argote, 2013).

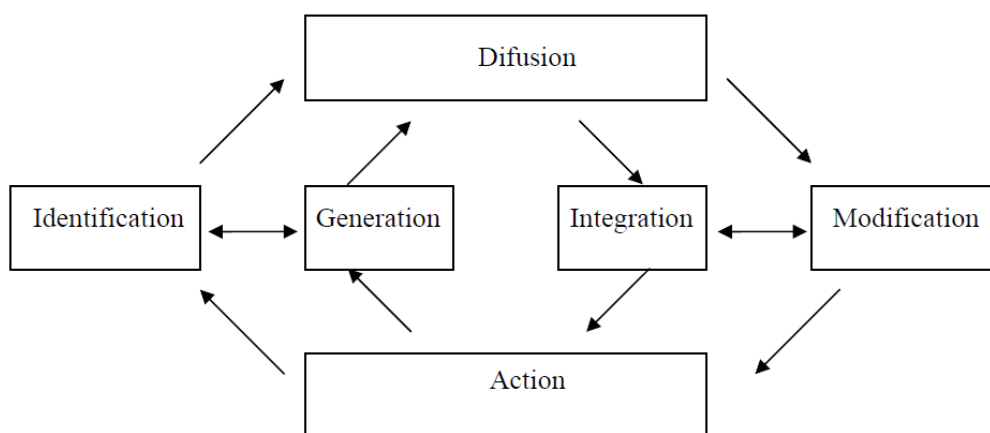
Organizational Learning (OL) and Learning Organizations (LO) are alluring concepts in the 1990s. Interest among organizational researchers and practitioners is evidenced in growing numbers of books and research papers in the area (Ang *et al.*, 1996).

It is important to distinguish knowledge from learning. Knowledge is made of what we know at a certain point in time. Learning is made of the accumulation and the modification of what we know; it is the dynamics, or change process, of knowledge (Curado, 2006).

2.3.1. Process of organizational learning:

Basically, the process phases of organizational learning are described in terms of four steps, which continuously repeat themselves and are not necessarily sequential (Curado, 2006):

1. The identification of information that seems relevant to learning, to the creation (generation) of new knowledge, or both.
2. The exchange and diffusion of knowledge, either from the individual to the collective level or at the collective level itself.
3. The integration of knowledge into existing knowledge systems at a collective level, an individual level, or both, or into procedural rules of the organization.
4. The transformation of the new knowledge into action and the reapplication of the knowledge into organizational routines, so that it has effect on organizational behavior.



Pawlowsky, 2003.

Figure 2.5 A simplified process model of organizational learning

Source: Curado, C. (2006). ORGANIZATIONAL LEARNING AND ORGANIZATIONAL DESIGN. *The Learning Organization*, 13(1), 25 - 48. doi:10.1108/09696470610639112

Four components are developed to describe the learning process, which are (Hong, 1999; Huber, 1991):

1. Knowledge acquisition,
2. Information distribution,
3. Information interpretation
4. Organizational memory

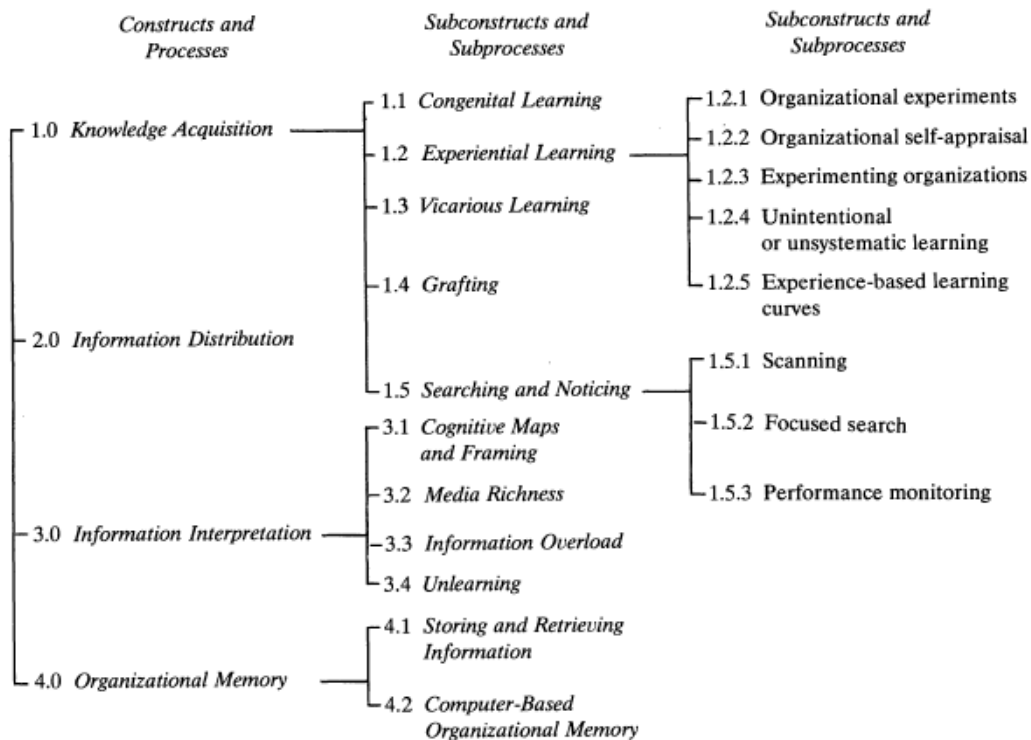


Figure 2.6 Constructs and Processes Associated with Organizational Learning

Source: Huber, G. P. (1991). Organizational Learning: The Contributing Processes and the Literatures. *Organization Science*, 88-115

2.3.1.1. Information sharing

Information distribution is a determinant of both the occurrence and breadth of organizational learning (Huber, 1991). When information is widely distributed in an organization, so that more and more varied sources for it exist, retrieval efforts are more likely to succeed and individuals and units are more likely to be able to learn, information distribution leads to more broadly based organizational learning (Huber, 1991).

Effective knowledge management involves the creation, capture, storage and transfer of knowledge including the sharing of knowledge by organizational members. In many cases effective knowledge management depends on the ability and willingness of experienced employees to share their organizational and work related knowledge (Dunham *et al.*, 2011).

Processes which distribute organizational knowledge within or between organizations are an important part of organizational learning (Schulz, 2001). Sharing knowledge offers both extrinsic and intrinsic rewards for employees (Dunham *et al.*, 2011).

Figure 2.7 A model of organizational memory and empowerment indicates that organizational memory will predict the frequency with which individuals are asked to share their knowledge. Those individuals with organizational memory are likely to represent considerable knowledge resources for others inside (and outside) their organization (Dunham *et al.*, 2011).

The links between age and tenure and experience may mean that others turn to older and also to long-tenured individuals with requests to share knowledge as a matter of course (Dunham *et al.*, 2011).

2.3.1.2. Information interpretation

Interpretation is the act or result of explaining or interpreting something : the way something is explained or understood (Merriam webster, 2015), while Information interpretation is defined as “the process through which organizations make sense of new information that they have acquired and disseminated” (WikiBooks, 2015). It can also be defined the process in which organizational members engaging in processes designed to transfer and/or improve existing skills and routines (Hong, 1999).

From previous research, it seems reasonable to conclude that more learning has occurred when more and more varied interpretations have been developed, because such development changes the range of the organization's potential behaviors, and this is congruent with the definition of learning (Huber, 1991).

2.3.1.3. Organizational memory and archiving

Individuals can learn. At a simple level one puts his finger in a fire, feels the pain and recognizes not to do it in the future. That is an ability made possible by one's memory. If he could not remember, he might keep repeating the experience. He would not learn (Peters, 1996).

Organizational memory recognizes the capacity of organizations to learn from their past experiences (Dunham *et al.*, 2011). A significant amount of literature stresses the importance of “organizational memory” and systems that act as repositories of knowledge, irrespective of the continued participation of individuals (Peters, 1996);(Bent *et al.*, 1999).

Organizationally, if we do not have a memory, a means of storing and recovering information and experience, we will not be able to learn. Memory development is something for everyone in the organization to address(Peters, 1996). Organizational memory as defined by Wikipedia is the accumulated body of data, information, and knowledge created in the course of an individual organization's existence (Wikipedia, 2015).

The risk of diminished organizational memory makes research into the knowledge management implications of the ageing workforce salient (Dunham *et al.*, 2011). The predicted loss of older workers is associated with the potential loss of

important organizational knowledge. That is, there is a potential threat to an organization's competitive advantage whenever an experienced employee leaves, in terms of the potential loss of organizational memory (Dunham *et al.*, 2011).

Organizational memory It has two repositories: An organization's archives, including its electronic data bases, and individuals' memories (Experiences). Organizational memory can only be applied if it can be accessed. To make use of it, organizations must have effective retrieval systems for their archives and good memory recall among the individuals that make up the organization (Wikipedia, 2015).

The memory of past events requires the firm to have a notion of its own history, which can become highly problematic. Both individuals and organizations build their histories as narratives and create myths. They both operate on memories of their shared pasts, and these memories are not necessary precise nor transparent. By storytelling (orally or written) it is created knowledge about the past, which is not necessary relevant or correct (Curado, 2006).

While it is expected that in general older workers represent potential knowledge repositories and mentors, there is some indication that caveats need to be attached.

Significant relationships were found between organizational memory and requests to share knowledge, empowerment, and organization-based self-esteem. Findings indicated that a positive stereotype may exist towards older workers and the frequency they are requested to share knowledge, and that a halo-type effect may operate, where knowledge of an organization's history is generalized to other knowledge domains (Dunham *et al.*, 2011).

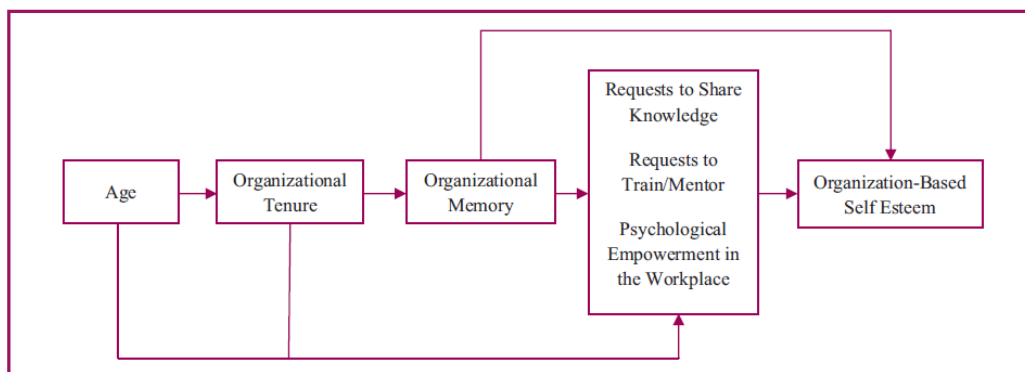


Figure 2.7 A model of organizational memory and empowerment

Source: Dunham, A. H., & Burt, C. D. (2011). Organizational memory and empowerment. *Journal of Knowledge Management*, 15(5), 851 - 868. doi:10.1108/13673271111174366

2.3.1.4. Supportive learning environment

In his book; Dr. Hess (Hess, 2014) explained what is needed to provide a high productive learning environment, which can be summarized as follows:

1. Employee engagement is necessary.

2. Internal learning system. That internal learning system should consistently align the organization's culture, structure, HR policies, leadership behaviors, measurements, and rewards to (1) enable and promote learning mindsets and behaviors and (2) engender a positive learning environment that supports a high level of emotional engagement that meets employees' needs for autonomy, effectiveness, growth and development, and relatedness. These needs are more likely to be met when individuals feel respected, trusted, and cared for and feel that they can trust the organization and its leaders. One of the indicia of that trust is employees being able to speak freely without punishment. Another is a conditional permission to make mistakes within the limitations we discussed.
3. That system must drive the following behaviors:
 - a. Foundational Behaviors such as being open minded, embracing ambiguity, and knowing what you do not know.
 - b. Managing Self Behaviors such as managing one's fears and other's emotions.
 - c. Exploratory Behaviors such being curious and inquisitive.
 - d. Learning Process Behaviors such as seeking feedback and engagement in critical enquiry and debate.
4. A specific kind of leadership is needed to facilitate learning and high emotional engagement. It should be clear that how leaders and managers treat people is critical to high employee engagement and high learning engagement.

2.3.2. Measuring organizational learning

Knowledge is a challenging concept to define and measure, especially at the organizational level of analysis. Some researchers measure organizational knowledge by measuring cognitions of organizational members (Huff & Jenkins, 2002; McGrath, 2001). Other researchers focus on knowledge embedded in practices or routines and view changes in them as reflective of changes in knowledge, and therefore indicative that organizational learning occurred (Levitt & March, 1988), (Gherardi, 2006; Miner & Haunschild, 1995). Another approach is to measure changes in characteristics of performance, such as its accuracy or speed, as indicative that knowledge was acquired and organizational learning occurred (Dutton & Thomas, 1984; Argote & Epple, 1990). However, the most suitable approach to measuring organizational learning depends on the research question and empirical context (Argote, 2013). Approaches to assessing knowledge by measuring changes in practices or performance capture tacit as well as explicit knowledge (Argote, 2013). When using the latter behavioral approaches to measure learning, one has to be sensitive to control for other factors that might affect changes in behavior. For example, changes in routines might be driven by regulatory changes rather than experience. Changes in the speed or quality of performance might be driven by exogenous changes such as improvements in material that are not a function of the organization's experience. Thus, it is necessary to control for explanations of performance gains that are alternative to experience and to show that performance improvements are a function of experience when these alternative factors are taken into account. Organizational learning researchers taking a behavioral approach are typically not behavioral in the Skinnerian sense of not including cognitions in their theorizing but rather are behavioral in the sense of believing that

changes in behavior at the organizational level are good indicators of organizational learning.

The emergence of organizational learning concept led to emergence of another concept which is organizational ignorance (Harvey *et al.*, 2001). In order to cure organizational ignorance, studies (Harvey *et al.*, 2001) suggest to use the following:

1. Identification and classification of information, as information should be shared among those in the organization, and also such information should be processed and presented in context-free format.
2. Classification of knowledge, as organizations should identify and determine what knowledge is needed and what is not. This step is important to increase the efficiency and effectiveness of information related processes.

2.3.3. Characteristics of a learning organization:

Characteristics of a Learning Organization as identified by Oliver Serrat (Serrat, 2009) and Peter Senge (Senge, 1990) include:

- People feel they're doing something that matters—to them personally and to the larger world.
- Every individual in the organization is somehow stretching, growing, or enhancing his or her capacity to create.
- People are more intelligent together than they are apart. If you want something really creative done, you ask a team to do it— Instead of sending one person off to do it on his or her own.
- The organization continually becomes more aware of its underlying knowledge base—particularly the store of tacit, unarticulated knowledge in the hearts and minds of employees.
- Visions of the direction of the enterprise emerge from all levels. The responsibility of top management is to manage the process whereby new, emerging visions become shared visions.
- Employees are invited to learn what is going on at every level of the organization, so they can understand how their actions influence others.
- People feel free to inquire about each other's (and their own) assumptions and biases. There are few, if any, sacred cows or “undiscussable” subjects.
- People treat each other as colleagues. Mutual respect and trust are evident in the way they talk to each other and work together, no matter what their position may be.
- People feel free to try experiments, take risks, and openly assess the results. No one is censured for making a mistake.

Chapter 3

Previous studies

Chapter 3: Previous studies:

3.1. Introduction:

The following are previous studies that has addressed the linkage between evaluation (or reviews as stated in some literature) and learning.

All the studies listed in here are exploring the link and relation between evaluation and learning from different aspects, explaining how each of them is affecting or leading to the other.

The studies address evaluation and learning in different contexts and environments, as they discuss this issue in terms of NGOs work, construction companies, health services and others. Yet, this variety indicates the wide level this relation can be applied to.

3.2. Previous studies:

3.2.1. Arabic studies:

3.2.1.1. Drivers for adopting monitoring and evaluation practices in Palestinian NGOs: Gaza Strip (Aisheh, 2013)

This study explores the reality of monitoring and evaluation practices in Gaza Strip through examining the drivers encouraging Palestinian NGOs in the Gaza Strip to adopt monitoring and evaluation (M&E) practices. It presents an overview about the status of M&E knowledge, attitude and practices in Palestinian NGOs.

The study is based on semi-structured in-depth interviews with 10 NGOs selected from different sectors and an international donor for international donors' perspective about local NGOs M&E performance.

The study shows that Palestinian NGOs are informally and formally monitoring and evaluating their projects and programmes. The primary motives are to meet their donors' accountability standards, improve their programs, promote internal capacity building, enhance organizational learning, and strengthen relations with employees, donors and beneficiaries. The study also found that the majority of NGOs' M&E practices are mainly donor driven and are less concerned about internal programs improvements and external downward accountability towards beneficiaries.

The study also reached different constraints for M&E adoption such as lack of resources and in-house M&E expertise, negative internal perception about M&E, overburdened by donors' reporting requirements. The study recommends cultivating an organizational learning commitment, asking for M&E funds and capacity building programs, establishing initiatives and partnerships with other NGOs.

3.2.1.2. Organizational Factors in Learning and Development Initiatives (Abu Mansor *et al.*, 2012)

Authors of this paper examine organizational factors (government policies, line management involvement, top management support, outsourcing and external

consultant) of learning and development (L&D) influencing effective implementation of L&D.

The paper employs a quantitative approach using self-administered survey questionnaire administered to 103 employees in a large Malaysian owned bank, and implemented descriptive analyses for results.

The paper adopts the learning organization strategy model, which takes individuals, team, organization as well as the society into consideration.

To achieve its purpose, the paper identified five organizational factors influencing effective implementation of L&D initiatives, which are: government policies, line managers' involvement, top management commitment, outsourcing, and external consultant.

In the results, the paper found that employees themselves mostly agreed to all organizational factors. However, line managers' involvement is seen as the most agreeable factor influencing the implementation of effective L&D initiatives in ABC Bank.

3.2.1.3. Program Evaluation Conditions At The Palestinian Non-Governmental Organizations (Ghosheh, 2005)

The study explores the conditions and main characteristics of evaluation in the Palestinian NGOs sector. The purpose of the study is to undertake a synthesis research on program evaluation conditions at Palestinian Non-Governmental Organizations (PNGOs) for the programs that were completed in the years 2003 and 2004. In order to identify PNGOs that are conducting program evaluation and to investigate the main features of such evaluations.

The researcher used a questionnaire as the main data collection tool, where the participants were 59 organizations members of the Palestinian Non-Governmental Organizations Network (PNGO) from organizations working in the West Bank and Jerusalem.

The study found that most of the PNGOs conduct several activities to assess the benefits of their implemented programs. Although these PNGOs consider what they are doing as a program evaluation, it was found that in some cases what is done is not a scientific and full scale evaluation that reflects the levels of program evaluations these organizations seek to conduct and the major concerns they intend to study. According to the study, most PNGOs acknowledge the importance of program evaluation and consider it as part of their program's life cycle. PNGOs do benefit from the program evaluations that are conducted. They benefit to a certain limit on the organizational level both conceptually and instrumentally. However, PNGOs are still keeping the evaluation results and finding to them and the donors in most of the cases and they are not publishing them.

The study recommends that PNGOs should increase the attention for monitoring and evaluation systems at their organizations, the perception of the management of the PNGOs for program evaluation should be corrected in order to perceive program evaluation as management and planning tool.

3.2.2. Foreign studies:

3.2.2.1. Evaluation and learning – Experiences from a construction project in Norway (Sørensen *et al.*, 2015)

This paper discusses the role of evaluation in relation to experience transfer, where the authors assert that there is an increasing focus on knowledge sharing and learning in project-based organizations.

The purpose of the paper is to study the relation between evaluation and learning. The authors reviewed different approaches to learning, and proposed a model to distinguish between an internal and external perspective, and between a structured and an informal perspective.

The paper used a qualitative case study research approach where information relating to the case was obtained from three main sources: related literature, other relevant documents, interviews and on-site inspection.

At the beginning, the paper defines “knowledge sharing” as a concept that includes sharing of information, reflection and sense making by the individuals involved in the sharing process, and possible interaction among them. The paper discusses the definition of knowledge in three categories: knowledge as data, knowledge as meaning, and knowledge as practice. It summarizes the term of knowledge sharing as a process through which knowledge that has been acquired in one situation is utilized in another situation. It also defines learning as a process in which knowledge sharing plays a significant role.

Then, the paper discusses project evaluation, which is often measured in terms of efficiency and effectiveness. However, the authors argue that efficiency matters on the short run and relates to doing things right compared to effectiveness which matters on the long run and relates to doing the right thing.

The paper discusses the link between learning and evaluation starting with learning from evaluations where the key purpose of project evaluations is to provide learning to the project organization. Also it discusses that learning can be related to the evaluation itself.

The paper proposes a framework to describe learning and evaluation relationship. The framework which is matrix containing 4 dimensions which are: external, internal, informal and structured. The framework explains how learning from evaluation can be external-informal, external structured, internal-informal and internal-structured. The authors present examples highlighting each combination stating at the same time that there is a thin line separating each dimension from the others and in some places they can mix.

The paper then applies the framework on a case study, which is a project for the construction of the railway tunnel in Norway. The project was evaluated and the results indicated that the project has a high relevance and sustainability compared to the strategic objectives, the tactical objectives are evaluated to be achieved, and the implementation process is evaluated to be successful.

The paper then presents knowledge gained in the project and examples of knowledge sharing related to it. The information is collected through interviews, and

includes aspects of knowledge sharing in the project, barriers and enablers of knowledge sharing, and lessons learned in the project.

In analysis of the results, the paper applies the framework dimensions and lists main factors that helped or hindered the process of learning and knowledge sharing, as follows:

Internal-structured: In the early phase of the project, information about similar projects is gathered to obtain knowledge on how these projects were done and what can be learned from them. The information is gathered through documents concerning previous projects, end-reports, on-site inspections and contact with the project managers on the previous projects. The documentations of projects are saved in searchable electronic databases. In the end phase of the project, an internal evaluation is implemented and an end-report is written.

Internal informal: Two other similar projects were carried out in the same time period in other regions. The projects had limited contact in the lifespan of this project, and the contact was mostly in the early phases. The projects could have gained knowledge through more contact, for instance through exchanging experiences from writing formal applications. This ad-hoc, informal setting provided the project opportunities to gain knowledge from other projects.

External informal: In the project, information was also gathered. They had several meetings with the public administration and the project manager about the capacity and security of emergency exits, weaknesses in the mountain, supporting, etc. External consultants and competence were hired to work on the project.

Finally, the paper concludes that traditional project evaluations are not necessarily an important tool for learning. Internal structured approaches, such as an experience report, have been in high demand. Somewhat surprisingly, external informal learning proved to be of importance, for example when consultants share experiences in their respective home organizations.

3.2.2.2. The impact of organizational support on the transfer of learning to practice (Futris *et al.*, 2015)

This paper explores the impact of organizational support on utilization of learning into practice. The paper investigates the relations of organizational support on child welfare professionals (CWPs) who received training and they could put it into practice. The authors conducted their study on the “Healthy Relationship and Marriage Education Training” which is a 6.5 hours one-day training. The study used data collected through five surveys, including a pre-test distributed approximately two weeks prior to the training (pre), a post-test immediately at the conclusion of the training (post), and three follow-up surveys sent one-week, two-months, and six-months after completing the training. 511 CWPs who completed a one-day training to offer relationship and marriage education (RME), they examined the moderating effects of organizational support on the association between learning impact and subsequent application of RME with clients within six months post-training.

Study results showed that perceived support from administrators and co-workers post-training was not as influential to trainees who demonstrated higher learning impact. However, those who reported lower levels of learning impact were more likely to apply the training materials if they perceived greater organizational support when compared to those who felt less support from administrators and co-workers.

3.2.2.3. Shifting From ‘Evaluation’ to Valuing: A Six-Year Example of Philanthropic Practice Change and Knowledge Development (Frusciante, 2014)

The author reviews the change in organizations’ trends towards evaluation, where she explains that philanthropy has reached a moment where evaluation has led to broader notions of learning itself as a strategic investment.

Going through a review of context for philanthropic change, the author argues that philanthropy, as an organized sector and as the focus of rigorous research, is now more intently taking up this discussion of learning. She explains that nowadays evaluation is recognized as important, but not the only learning needed, pointing out that knowledge development is an emerging field in philanthropy and sits at the convergence of movement toward engagement, data-based decision-making, and networked learning for social and policy change.

Based on her expertise in working in “William Caspar Graustein Memorial Fund”, the author presents and discusses five knowledge-development trajectories at one family foundation that has funded a long-term change initiative. The trajectories include tools and frames that have been developed for increasing organizational learning, beginning network learning, and informing both program and operations for enhanced strategy implementation.

The knowledge development emergence – five organizational trajectories are as follows:

- From products to functional areas
- From isolated learning to a shared process
- From outside evaluators as observers to researchers as learning partners
- From third-party research studies to inquiry that builds analytic capacity
- From funding studies for foundations and grantees to leveraging research dollars into learning partnerships

Within each of the five trajectories, the author stresses the value of learning as well as learning process itself based on evaluation and feedback, reaching to a conclusion that learning and knowledge management on the institutional management is guided and affected by evaluation efforts.

3.2.2.4. Knowledge sharing in project-based organizations: Overcoming the informational limbo (Almeida *et al.*, 2014)

This paper argues that Project-based organizations (PBO) poses complex problems for information and knowledge management due to the fragmentation and lack of uniformity of organizational structures, processes, practices, and technologies. The most important issue that such organizations should address is the ineffectiveness of knowledge sharing between project teams which significantly affects organizational learning and results in relevant knowledge being trapped in an “informational limbo” out of reach, not being capitalized for the organization.

This paper addresses such issues by analyzing how information and knowledge management can better suit project team’s needs and at the same time improve organizational learning.

The paper aimed to understand which enterprise information management (EIM) strategies will better suit project team’s needs in terms of information and knowledge management and sharing in order to obtain a better organizational learning. For such purpose, a case study was conducted in a Portuguese research institute whose mission was to undertake research and technological development and innovation targeted to private and public organizations. An ethnographic approach was adopted, ethnography is a qualitative method which is especially concerned about exploring the nature of particular social phenomena in an inductive way, and usually focusing in one single case in detail. The purpose of the study was to understand the link between the way information is managed in a project and how people interact and learn by sharing knowledge between projects.

The paper asserts that knowledge creation in PBO occurs during the projects execution and the created knowledge should be disseminated to the whole organization.

Paper results suggest that a PBO-wide EIM strategy, balancing knowledge codification and personalization mechanisms, is a feasible solution to overcome the problems of knowledge sharing in PBO.

3.2.2.5. Healthcare leadership: learning from evaluation (Edmonstone, 2013)

The purpose of this paper is to identify useful generic learning derived from specific previous program evaluations as a useful guide to inform the design, conduct and evaluation of existing and future programs.

For such purpose, the paper reviews eight major evaluations of leadership and management development programs in parts of the UK National Health Service. It is of importance to clarify that the paper aimed to identify those factors, which the evaluations suggest are crucial to maximizing impact at individual and organizational levels.

The reviewed evaluations were conducted over a period of 13 years (from 1997 to 2010) and covered a huge range of leadership and management development interventions, involving 1,653 people ranging from executive director to first-line clinical management level. Within the reviewed evaluations, a large variety of development methods were used including but not limited to: taught modules, workshops, masterclasses, coaching and mentoring, action learning sets and the use of work-based improvement projects. In addition, the paper consulted other general reviews of evaluation of leadership and management development programs.

The paper used the following aspects in its review for the evaluations: staff group covered, numbers involved, program duration, significant program elements, evaluation approach, and the key learning points from the evaluation process.

As a conclusion, the paper states that even though the reviewed evaluations differ significantly in a number of ways, yet, they do share significant learning themes regarding the design, delivery, and evaluation of the programs. Based on the review process; the paper emerges with a framework which emphasizes the importance of impact and ultimate benefit to organizations delivering healthcare to populations and communities. The framework –as the paper claims- is potentially useful to those who engage in design, delivery and evaluation of leadership programs.

3.2.2.6. Expectations and capacity of performance measurement in NGOS in the development context (Newcomer *et al.*, 2013)

This paper expands the understanding of how accountability mechanisms affect learning within service providers, as there are many obstacles to promoting learning as an outcome of performance measurement in non-governmental organizations (NGO).

This paper explores the role that funders play in shaping performance measurement, or monitoring practices within NGOs serving disadvantaged children in developing countries. It examines the experience of service providers in Egypt and Colombia to assess how the barriers to use of performance data and learning may be addressed.

The paper used interviews with program managers in six non-profit providers in both Egypt and Colombia that provide services to children, and also interviewed major donors in the arena of children’s services in the USA.

During the interviews, managers’ experiences were probed with performance measurement to identify obstacles and potential solutions to improve the use of the data to promote learning. The paper explains more about how these organizations make use of performance data in day-to-day management, future projects as well as on the strategic levels to advice the overall organizational performance.

The paper findings support previous research about the potential for upward accountability mechanisms to influence internal learning. It also emphasizes the role of funder in encouraging internal learning within the funded organizations and recommends that funders should be held accountable for how the incentives and disincentives they provide to grantees affect their internal learning about how to improve their services. This notion of “reverse accountability” means that funders need to be strategic and intentional when they design reporting mechanisms that affect the learning behaviors within their grantees.

The paper offers a model demonstrating the authors’ notion of the two-way flow of accountability and offers recommendations to help improve the performance reporting environment for NGOs who are addressing complex problems with less than adequate capacity.

3.2.2.7. Exploration and exploitation in project-based organizations: Development and diffusion of knowledge at different organizational levels in construction companies (Eriksson, 2013)

This conceptual paper discusses how project-based organization (PBOs) in the construction industry can manage the exploration/exploitation paradox at different organizational levels. It argues that management studies highlight the importance of an organization's capability to both exploit existing knowledge and technologies for short term profits and also explore new knowledge and technologies to enhance long-term innovation, yet, studies dealing with project-levels and project-based organizations (PBOs) are scarce.

The paper presents “exploration” as a term that includes things captured by terms such as search, diversity, adaptability, risk taking, experimentation, flexibility, innovation, and long-term orientation. While presenting “exploitation” as a term that includes refinement, alignment, control, constraints, efficiency, and short-term orientation. It distinguishes between short-term focus on efficiency, based on exploitation of existing knowledge and technologies, and long-term focus on innovation and strategic development, based on exploration of new knowledge and technologies.

The paper defines the organizational ambidexterity or organizational learning as its capability to achieve both exploration and exploitation, or in other words: the capability to both exploit existing knowledge and technologies for short-term profits and also explore new knowledge and technologies to enhance long-term development.

The paper discusses how PBOs in the construction industry can manage the exploration/exploitation paradox where the construction industry is in many ways is the essence of a project-based industry.

The paper states that contextual ambidexterity or learning is achieved by building a set of processes or mechanisms that enable, encourage and reward individuals or subsystems to divide their time between conflicting demands for exploration and exploitation. The paradox is thereby affected by the ways in which targets are set, by staff recruitment, by incentive systems, by organizational culture, and by risk preferences.

3.2.2.8. A model of organizational learning in practice (Aponte *et al.*, 2013)

Using the 4I model designed by Crossan, Lane and White (1999); this paper analyzes the organizational learning process in the field of designing a new packing service for the pharmaceutical sector.

The 4I model of Crossan *et al.* (1999) -which the paper is building on- identifies four processes of learning: intuiting, interpreting, integrating and institutionalizing. The first process, intuiting, is defined as “the preconscious recognition of the pattern and/or possibilities inherent in a personal stream of experience” and takes place at the individual level. The second process, interpreting, is defined as “the explaining through words and/or actions, of an insight or idea to one’s self and to others” and it takes place on the individual and group levels. The third process is integrating, which is defined as “the process of developing shared understanding among individuals and of taking coordinated action through mutual adjustment”. The fourth concept,

institutionalizing, “is the process of ensuring that routinized actions occur. This is the process of embedding learning that has occurred by individuals and groups into the organization and it includes systems, structures, procedures and strategy”.

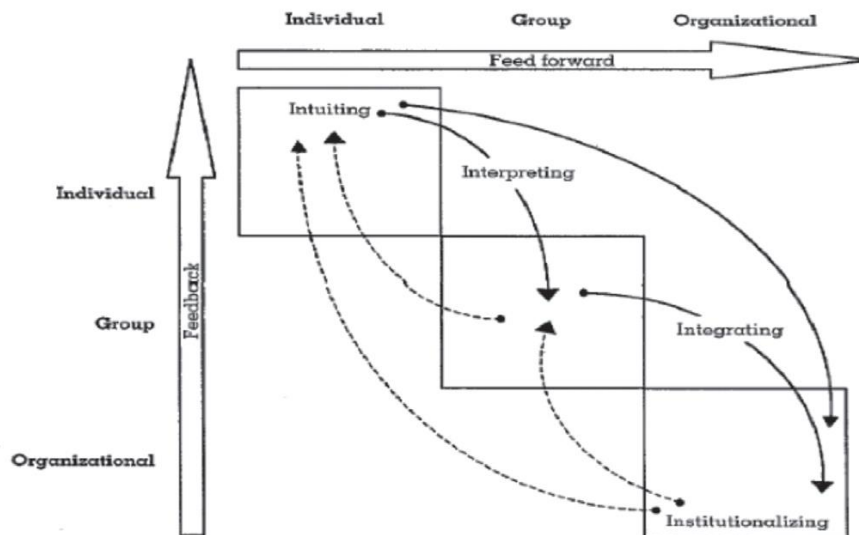


Figure 3.1: 4I Model of Organizational Learning

Source: Aponte, S. P., & Zapata, D. I. (2013). A model of organizational learning in practice. *Estudios Gerenciales*, 29, 439-444

The authors of the paper carried out an exploratory study using qualitative research to evaluate the relevance of the 4I model and its further developments, to describe the organizational learning process in the creation of a new packing service in a firm. The single case study was based on D&A Farmaempaqués (DFE), a Colombian firm dedicated to the design, development and administration of packing services for the pharmaceutical sector. The methodology contributes to identify the relationship between learning processes in the achievement of a strategic task, in this case the design of a new service.

To conduct the study, In-depth interviews were conducted with four workers, and a focus group was conducted with six workers of the firm, all of them have participated in the creation of a new packing service.

The results of the study found evidence supporting the learning processes stated by the original model and its further developments. The interviews and focus group results suggested that organizational learning is not always a lineal process as stated by the model. Individual and group learning are parallel interacting and unfinished processes.

In conclusion, there is empirical support from the study to assert that the learning processes identified by the 4I model and its further improvements are involved in the design of a new service.

3.2.2.9. Do organizations learn when employees learn: the link between individual and organizational learning (Boateng, 2011)

The author in this paper attempts to draw the links between individual and organizational learning and offer guidelines to harness the individual capability of learning for organizational objectives.

The author draws on the theory of meaning structures (McClellan, 1983) as explained by Dixon (1994). Individuals create “meaning structures” from their interaction with the world. Meaning structures refers to the meaningful links or interpretations individuals draw from their sensory impressions. Meaning structures enables individuals to organize and make sense out of data they encounter in the world. From this perspective, individual learning is about individuals giving meaning to the outcomes of their own interactions or encounters with the world.

The author explains that creation of meaning at the individuals’ level may occur through three ways:

- Through the verbal transmission of information – ideas voiced by others, books, reports, etc.
- Direct experience – the receipt of sensory data such as color, sound and pain.
- By reorganizing what we already know into a new configuration thereby creating new knowledge.

The paper exhibits that individuals in organizations can be viewed as having meaning structures which exist in three forms –private, accessible for dialogue and discussion, and those held together with other organizational members as a collective (McClellan, 1983), as shown in the figure below.

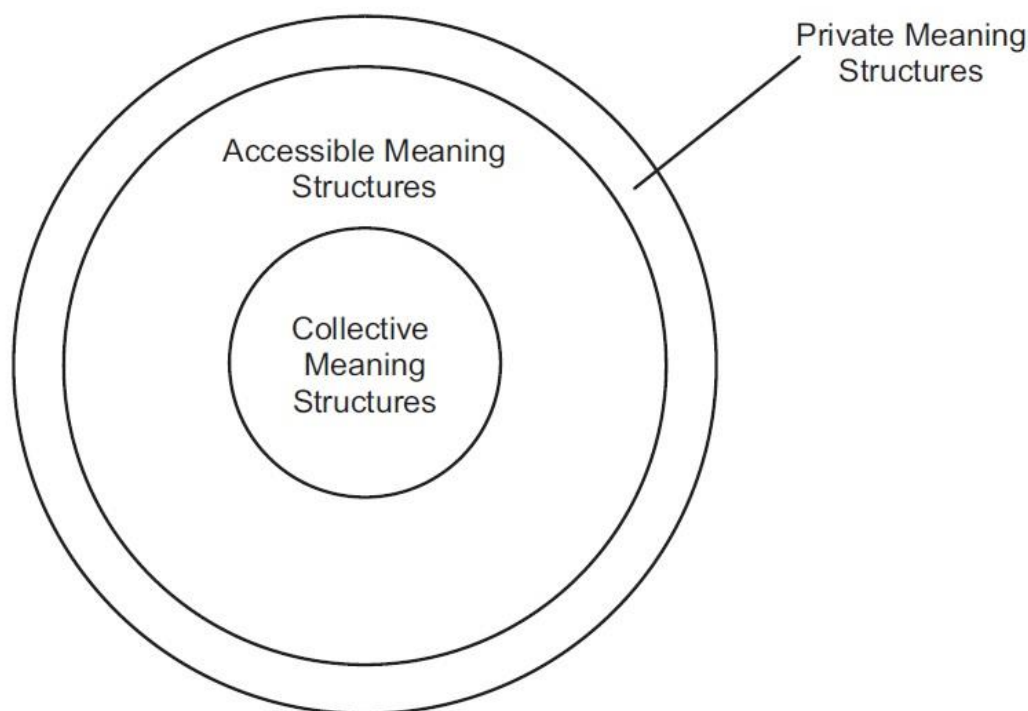


Figure 3.2: Types of meaning structures in organizations

Source: Boateng, R. (2011). Do organizations learn when employees learn: the link between individual and organizational learning. *Development and Learning in Organizations*, 25(6), 6-9. doi:10.1108/14777281111173324

The author explains that individuals may choose to keep what they know as private for several reasons such as personal gain or for confidentiality. These reasons may be imposed by the societal or organizational environment, making the same meaning to be sometimes private and sometimes accessible, which makes the boundary between accessible and private meaning structures ephemeral. While in other cases, when organizational members (individuals) make what they know accessible to others, enabling the collective construction of meaning from information, they offer the means for organizations to learn.

On the other hand, collective meaning structures exist as explicit knowledge codified in policies and procedures, residing in the organization's memory and expressed as culture and through social practices.

Based on this understanding, the author recommends that the focus of organizational learning should address the importance and limitations of the private and collective meaning structures and promote the growth of accessible meaning structures, as the capacity for learning at both individual and organizational levels lies in making meaning structures more accessible.

Finally, the author concludes that organizational learning begins when private meaning structures of organizational members are made more accessible so they can influence other members, and collective meaning structures are made more open to question so they can be tested and altered.

3.2.2.10. Improving project learning: a new approach to lessons learnt (Fuller *et al.*, 2011)

This paper proposes a new approach to capturing project-based learning, where it reports on research conducted for such purpose.

The proposed approach helps to overcome the key issues of obtaining management and staff buy-in, and dealing with the time pressures that exist in project-based environments.

The methodology used in the paper is action research, which was employed as part of a longitudinal single organization case study. In this regard, the paper describes empirical research into project learning in organizations with the aim of improving capture of lessons using a set of workshop-based processes to generate more meaningful outputs. It proposes the use of boundary object concepts in terms of improving the capture, dissemination and application of learning from past project activity in large-scale multi-phase project environments. Boundary objects are defined as those objects which are: plastic enough to adapt to local needs and the constraints of the parties using them; robust enough to maintain a common identity across sites; weakly structured in common use; abstract or concrete; given different meanings in different worlds; commonly structured making them recognizable to actors in more than one world; capable of acting as a means of translation.

The approach has been developed in a single case study organization which provides support services to public sector and regulated industry sectors. These services are generally delivered on a project-by-project basis and include civil engineering, infrastructure management, business process outsourcing, project management and management consulting.

The paper reports its findings as follows: i) Project learning processes can be improved by using an event-based approach to project knowledge integration that propagates duetero-learning (applying organizational learning concepts to the learning process itself). ii) The approach developed generates outputs that codify lessons learnt and promotes measurement of benefits. iii) The event and the outputs, in effect, take the form of “boundary objects” which act as a bridge or means of translation between the participants, as well as to those who will use the learning to improve their own project practice on other projects.

In conclusion, the paper explored how the process of learning from project reviews can be improved, duetero-learning propagated and the measurement of the resulting benefits can be encouraged. The research developed in the paper provides insight into how the use of boundary object concepts can improve learning in project-based environments. The research demonstrates how processes to capture lessons learnt within projects can be improved in practice. As overall, the proposed approach allows knowledge and learning to span across the multiple boundaries found in large-scale projects.

3.2.2.11. The project workplace for organizational learning development (Sense, 2011)

This paper focuses on the project workplace and environment as a place for organizational learning. It examines how and why projects and project teams may be

conceived as highly generative episodic individual and team learning places that can serve as vehicles to promote organizational learning.

The author of the paper investigated these following four arguments: i) projects provide a bounded dynamic learning space; ii) projects provide an eclectic participant base for learning; iii) projects provide multiple interaction and reflection opportunities; and iv) projects provide relative psychological safety to explore issues. For such purpose, the paper draws on and dissects a broad and relevant literature concerning situated learning, organizational learning, learning spaces and project management.

The author asserts that projects and their teams represent significant and under-utilized worksites for situated learning to flourish, and the organizational learning benefits to be realized through better accessing and harnessing that potential extend well beyond each project episode. And for this to happen; a re-consideration of projects and project teams as substantial social learning workplaces should occur.

The paper also supports that any improvements realized in the learning attitudes and skills of participants within specific project episodes, will be accumulated and utilized by them in other operational and project settings, thus further contributing to organizational creativity and learning capability development.

The author finally concludes that a movement towards a project workplace becoming more organizationally acknowledged and supported as a learning intense entity wherein, learning is a more conspicuous, deliberate and systematic social activity by project participants.

3.2.2.12. Conditioning factors of an organizational learning culture (Rebelo *et al.*, 2011)

The aim of this study is to assess the relationship between organizational learning culture in one hand and organizational structure, organizational dimension and age, human resource characteristics, the external environment, strategy and quality in the other hand, in addition to evaluating the way they interact with this kind of culture.

Data used in this study was collected from questionnaires asking about learning culture which were disseminated to 1,122 workers in 107 Portuguese companies. 70% of the companies were manufacturing and 30% consultancy firms While additional data about the other organizational variables were collected from scales and through structured interview with top managers.

The study findings revealed that an organic structure, an approach to total quality principles, and highly educated employees, could act as facilitators of the development of a learning culture in organizations, while other variables (quality certification, firm dimension and age, and workers' age), could act as inhibitors of such type of cultural orientation.

The study concludes that the identified organizational factors that could act as facilitators or inhibitors of a learning culture, provide clues for organizations concerning better management of their investment in developing this kind of culture. The study also suggests that learning culture barriers could be overcome by the intervention of other organizational factors, such as leadership involvement or

implementation of some human resource practices promoting learning which could be analyzed in further research.

3.2.2.13. Factors that influence organization learning sustainability in non-profit organizations (Prugsamatz, 2010)

This paper aims at broadening previous work on organizational learning and the factors that influence learning in organizational settings. The paper investigated the influence of individual motivation to learn, team dynamics, and organization culture practices on organization learning sustainability. The paper also studied the relationships between individual motivation to learn, team dynamics, and organization culture practices.

The paper used in-depth interviews and questionnaires targeting five randomly selected Thai-based international non-profit organizations. Data gathered were analyzed using qualitative and quantitative analysis.

Results from this study illustrates how it is useful to look at the interaction that takes place between different learning dimensions within an organization and its learning. Results indicated that team dynamics, individual motivation to learn and organization culture are crucial in promoting and sustaining the organizational learning process.

The paper asserts that investing in organization development and the learning of individuals within an organization could lead to increased effectiveness in program management and organizational sustainability.

3.2.2.14. Evaluation's Second Act: A Spotlight on Learning (Preskill, 2008)

In this paper, the author argues that addressing today's critical evaluation theory, practice, and policy issues requires understanding the ways in which evaluation facilitates learning, how evaluators can maximize learning from and about evaluation, and what it would mean if the evaluation profession was a sustainable learning community.

The author lays out his argument about learning from and about evaluation in three levels or acts. The first act is about evaluation's tipping point, where he explains how evaluation is in the right way to becoming a social epidemic. The second act is about evaluation and learning where the author explains that organization's ability to learn is a critical factor that is associated with its survival as well as its continuous success. He points out that learning from and about evaluation requires changing our mental models to rethink our assumptions and develop new understandings about programs and evaluation processes. The third act is "Creating a Social Epidemic of Evaluation". Under this act, the author defends that evaluation can facilitate learning, and explains learning through evaluation implies taking time to reflect on beliefs and actions, thinking about how to do things better and how it affects others.

In the context, the author asks questions such as: How do we help stakeholders value evaluation and understand that evaluation is about possibilities for programs to

be better? How do we create opportunities for stakeholders to learn from and about evaluation? The author suggests that the answer for such questions relies in the use of evaluation capacity building (ECB).

The author finally concludes that evaluation creates the potential for creativity, innovation, change and better future.

3.2.2.15. Post-project reviews as a key project management competence (Anbaria *et al.*, 2008)

The paper discusses where post-project reviews fit into the project life cycle and project management processes. It assesses how such reviews can assist an organization in improving the manner in which its projects are conceived, planned, implemented, reported, and evaluated. It addresses the role of post-project reviews and their impact on the success of future projects, improvement of the overall performance of the organization and its long-term competitive position, and development of its learning processes.

The paper also addresses and explores the linkage of knowledge management and project management in organizations. The paper tries to explore answers for three core questions: i) what is the role of post-project reviews in projects? ii) What is the contribution of post-project reviews to the development of new insights and project management knowledge in organizations? And, most importantly, iii) what is the impact of such reviews on the emergence and development of learning processes within the organization and the ultimate improvement of overall organizational performance?

The paper proposes a process model for ensuring that post-project reviews are conducted effectively. The model provides a protocol that makes formal completion of a project dependent upon holding a post-project review where lessons learned are synthesized, documented, archived, and made easily accessible to senior executives, managers, and technical staff members in all organizational units.

The process model includes 5 steps namely: 1) initiating process, 2) planning process, 3) executing process, 4) controlling process, 5) closeout process.

Based on the model and discussion, the paper suggests a bridging phase between project closeout and project initiation. The suggested phase in the post-project review as it is an essential exercise to be conducted for all projects. The paper explains that lessons learned from such exercise provide data and information that can serve as the baseline for future projects, which enables future project managers to make more accurate estimates of cost, schedule, and technical performance.

Among the discussion, the paper asserts the importance of involving both senior executives and other project managers in the post-project review process. The authors argue that involvement of such key members of the organization facilitates dissemination of the lessons learned from reviewed projects.

The authors explain that post-project reviews enable organizations to create a virtuous cycle in which each project implemented adds to the repository of information and the depository of lessons learned on such projects. The result of this process is an ever-climbing spiral of improvement of project planning, project implementation, and project management in general, to the benefit of the organization.

In conclusion, the paper stresses that regular collection of lessons learned in projects, their storage, and their meaningful utilization in subsequent projects are critical elements of project success and organizational competitiveness. In addition, the paper indicates that visible involvement of senior executives in post-project reviews is essential in institutionalizing learning as a culture for improvement.

3.2.2.16. Institutional evaluation and its influence on organizational learning (Chen, 2007)

The purpose of this study is to investigate the nature of organizational learning within Taiwanese Institute of Technology academic libraries, and in particular the nature of the relationship between the institutional evaluation of those libraries by the Ministry of Education and the responses of the libraries.

According to the author, the paper contributes in two directions: extension and development of existing conceptual frameworks in organizational learning; and examination of the use of evaluation procedures in an unusual setting.

The paper explains that organizational learning theory is used to examine and facilitate the learning activities related to the plans or programs for solving problems and achieving the goals of organizations. Evaluation has been widely regarded as a means to explore and solve the problems of organizations.

The paper reviews two issues of organization theory: i) the relationship between evaluation and change; and ii) the relationship between learning and change. This has led the author to asking “what is the relationship between evaluation and organizational learning?”, which he tries to answer through the paper in context of academic libraries in Thailand.

The methodology used in the paper is semi-structured interviews with 24 library personnel, including directors. The interviews explored issues arising from a survey of the related literature and resulted in the emergence of five important themes.

The results of the paper show that few libraries seem to be achieving what might be considered an adequate level of organizational learning, largely it seems because of internal barriers and structural problems with how the evaluation is implemented.

The paper recommends that libraries must engage more in a learning dialogue with their particular contexts, thus enhancing their capacity for true organizational learning.

3.2.2.17. Self-assessment application and learning in organizations: a special reference to the ontological dimension (Balbastre *et al.*, 2003)

This paper explores the links between self-assessment and learning. From the analysis of the learning processes at the three ontological levels: individual, group and organizational. The paper proposes a model of organizational learning utilizing and building on the contributions of Crossan *et al.* (1999) and Kim (1993) as a reference point.

The paper reviews the history of management interest in self-assessment since 1990s, which was a result of the increased interest in quality and appurtenance of total quality management (TQM) approach and literature. Since that time, the connection

between self-assessment application and learning was considered of the utmost importance. In addition, overtime, the concepts of learning in the organization, organizational learning, knowledge creation and knowledge management have been a source of attraction for the scientific community as well as companies. The paper tries to link the fields of self-assessment and learning in organizations through a scientifically rigorous study. Such link was –according to the paper- overlooked and/or under-analyzed through literature and previous studies. For that purpose, the paper identified the need to know the processes of self-assessment and learning in organizations, as well as the components and the interaction between these processes. In this regard, the paper authors conducted an exploratory study of three cases of companies characterized by a wide and rich experience in the use of self-assessment which are: Beta SA (fictitious name), Alstom Transporte Servicios Espan~ a (ATSE) and Ericsson Espan~ a SA.

In the proposed model, the paper compares between single loop and double loop learning which is in the original model (single-loop learning takes place when an individual or an organization compares the results of its actions with an established set of standards and, as a result, it tries to make the necessary adjustments in order to close

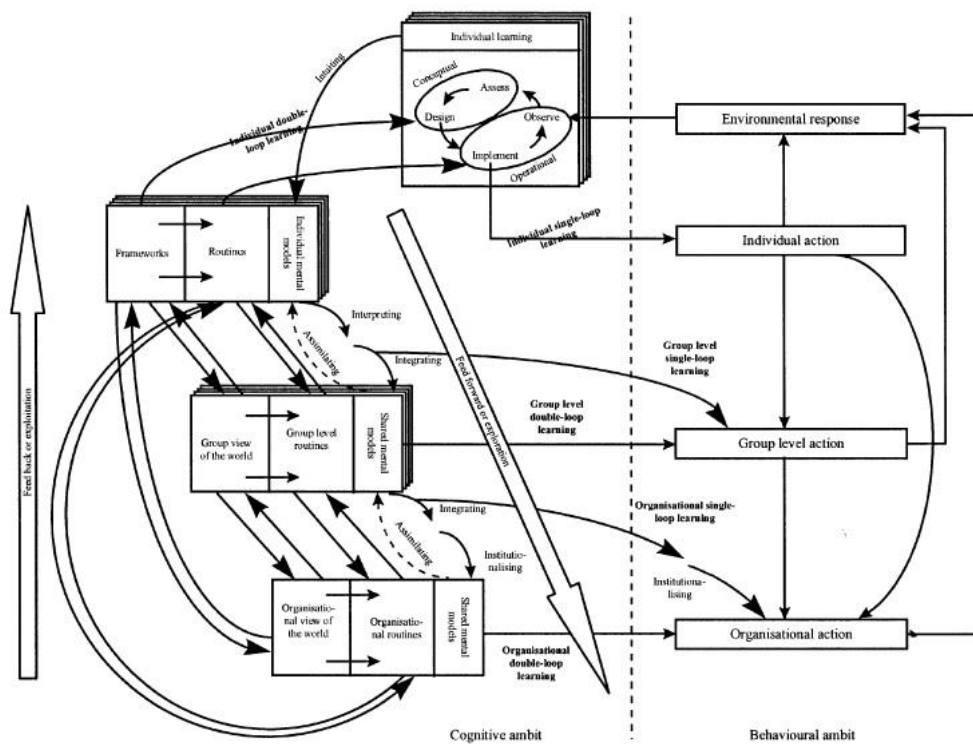


Figure 3.3: Organization learning process

Source: Balbastre, F., & Luzon, M. M. (2003). Self-assessment application and learning in organizations: a special reference to the ontological dimension. *TOTAL QUALITY MANAGEMENT*, 14(3), 367-388

the gap. On the other hand, double-loop learning requires that individuals or firms periodically review their standards to ensure that these standards are the relevant ones).

The model explicitly recognizes the importance of group level as a link between individual and organizational levels, and it can be employed in order to analyze the effect of self-assessment application at the different ontological levels of learning.

Using that model on the three cases, the researchers obtained a set of results that include:

- TQM maturity has an important effect on the type of learning, as the more mature in TQM the company is, the higher the single-loop learning resulting from self-assessment application.
- The level of decentralization in the application of self-assessment has a primary effect on the ontological dimension of learning, as a high level of centralization may only produce individual or group level learning. However, a decentralized application of self-assessment may facilitate organizational learning, although it is not always so. Which leads to concluding that decentralization is a necessary, but not sufficient, condition so that organizational learning can take place.
- Finally, the centralization has a primary effect on the ontological dimension of learning and, as a result, only individual or group level learning can be obtained.

3.2.2.18. Applying project histories and project learning through knowledge management in an Australian construction company (Maqsood *et al.*, 2006)

The purpose of the papers is to provide a framework to the construction organizations in order to improve the learning from projects through the development and use of project histories.

The paper provides an interpretative investigation of the issues concerning project histories for one leading construction company in Australia.

Soft Systems thinking is an interpretive approach that is strongly influenced by the description of the importance of appreciative systems in dealing with human complexity. Such systems theory was developed as a practical methodology that is called soft systems methodology (SSM), which is used in the study as a tool to comprehend the underlying processes and to highlight the related issues. SSM concepts are based on practical application and experience in a wide variety of complex managerial systems. The methodology is designed to allow the human element of such systems, which is typically unstructured and poorly defined, to be incorporated into system design work.

The paper depends on a case study in an Australian construction company which depends on the research conducted by Walker *et al.* (2003). From a study of the process of “pre-tendering”, it distinctly emerges that the pre-tendering team places a very high value on the use of project histories. Developing a project history requires the management of the large volume of information generated while project is being

executed, and the identification and classification of information that may be of use on future projects.

The lack of interest of the project team in participating in project debriefing - which is a recommended process- further aggravates the problem, which leads to the result that a very little information is carried forward from current projects that can be used in the future projects. However, the authors argue that in practice, most of the knowledge carried from one project to other remains tacit, often unspoken, and certainly not documented.

The paper findings show that project histories are poorly designed, implemented, managed and applied in the organization studied because of the lack of support from senior management, and proper integration of project histories into a company's overall strategy and vision.

The paper concludes that knowledge management places very high emphasis on the creation and management of project histories and views it as a medium through which "tacit" turned "explicit" knowledge of the individuals can be disseminated and shared throughout the organization. It also asserts that knowledge management implementation in the organization would give project histories an importance of strategic concern.

3.2.2.19. Exploring the relationship between the use of evaluation in business process reengineering and organizational learning and innovation (Vakola, 2000)

This paper explores the role of evaluation in a business re-engineering initiative and its relationship with organizational learning and innovation. It presents the evaluation of implementation of business process re-engineering (BPR) in three case studies.

The author applied an eight-stage BPR methodology on 3 major construction companies, where they were asked to evaluate the implementation, describe the decisions made to adapt to the change process and analyze the potential benefits they expect in terms of business performance improvement, organizational effectiveness and user acceptability.

The author relied on the CONDOR project, which was established by a consortium of construction companies from UK, France and Sweden. The consortium through CONDOR aimed at defining the working practices, processes, techniques, tools and technical infrastructure to all the construction industry to progress towards a large scale-computer integrated industry. In addition, the CONDOR project aimed at providing a migration path from document-based to model based approaches to information representation and structuring. Evaluation was an element incorporated in the CONDOR project methodology to facilitate the change process as well as the deployment of the proposed solution in the end-users' organizations.

In the three case studies, the CONDOR end-users have been familiarized with the concept of evaluation, and agreed to apply the proposed BPR methodology in real life scenarios, evaluate the BPR implementation and document their findings.

Among the results, all three cases identified similar problems regarding document production and management, and all of them suggested the same change. As a result, the scope and nature of the re-engineering effort was the same for the three cases.

Based on that, the author concludes that organizations have to focus on organizational and human issues involved in the re-engineering process and adapt a continuous improvement approach to change.

3.3. Comments

From the previous studies reviewed in this chapter, it is clear enough that evaluation in the modern time has become one of the main ways for learning and improvement; whether it is in NGOs, construction companies, or any other form of business, evaluation was identified as an important source of learning.

3.3.1. Studies' findings

All of the reviewed studies agreed that evaluation is an essential component that is needed in organizations working in different fields including health care, construction, NGOs, banks, libraries, etc.... Such agreement reveals the necessity of evaluation in learning new ways to better understanding and controlling over the different variables which lead to efficient use of resources, effective management and thus for better results.

The reviewed studies tackled the two parts of the evaluation and learning relationship. It covered evaluation's different aspects, which included acquiring lessons learned, transferring experience, development, and improvement of management competencies. It also covered learning from different aspects, which included the environment for learning, the role of knowledge management and sharing, and the management support for learning.

The studies agreed that evaluation and learning are not only interlinked, but also one leads to the other. Some of the studies agreed that evaluation is the best way to capture knowledge and make it transferrable to others (Futris *et al.*, 2015), make knowledge repositories that could be shared for learning (Almeida *et al.*, 2014), or document lessons learned to know what has worked well to be improved and what has gone wrong to be avoided. The studies also explored how learning can happen through evaluation (Preskill, 2008), how learning can be improved (Anbari *et al.*, 2008), and how lessons learned can be captured (Maqsood *et al.*, 2006). Some of the studies have taken one step ahead and suggested models for better learning (Balbastre *et al.*, 2003).

Studies have discussed a number of different factors in different settings that – to some extent- affect learning from evaluation or result in learning from evaluation. The studies revealed the following factors that could contribute to affect the relation between learning and evaluation as follows:

1. Transfer of experience among projects.
2. Organizational support for learning and transferring it to practice.
3. Feedback on evaluation as means for learning.
4. Knowledge sharing and management.

5. Two-way accountability for better learning.
6. Documentation of lessons learned.
7. Project environment as a learning place.
8. Organizational culture and its effect on learning.
9. Involvement of staff (especially senior staff) in evaluations.

All the above mentioned factors were addressed and their relation with learning was investigated to shed some light on the reality of evaluation and its effect on learning. Some of the factors was repeated more than others in different studies such as knowledge management and documentation, while some other factors were mentioned in one or two studies such as senior staff involvement in evaluations.

Although those factors are different –in away- and cover a wide spectrum of aspects, yet they shed some light on the multidimensional relation that binds evaluation and learning. And all of them are convenient enough for more and in-depth research and exploration.

3.3.2. Evaluation in the Palestinian context

Other studies have discussed the conditions and reality of projects evaluation in the Palestinian context, which gave an insight on how evaluation is perceived, implemented and utilized. The studies stated that evaluation in Palestinian NGOs is implemented informally and formally with motives to meet their donors' accountability standards, improve programs, promote internal capacity building, enhance organizational learning, and strengthen relations with employees, donors and beneficiaries. However, the main driver for evaluation is mainly the donor' requirements, and it is much less concerned about programs' improvements. The studies indicated that some factors are limiting benefiting from evaluations such as lack of resources, lack of M&E expertise, negative internal perception about M&E, and overburdened by donors' reporting requirements.

3.3.3. Research gap:

From this review, it is obvious that evaluation affects learning and contributes to the improvement of performance and extraction of lessons learned. However, the factors involved in the process are not clear enough and require further exploration. In addition, the extent to which evaluation affects the learning process needs further investigation, as all of the reviewed studies have covered only a portion of the relation or one aspect of it. This leads to the impression that the relation is much more complicated or at least has more dimensions than those covered in here.

The reviewed studies have discussed a number of different variables that contribute to the process of learning as a product of evaluation, but all of them are related to the internal organizational structure, its readiness and qualifications as a learning organization, and to the evaluation process itself including evaluation purpose, methodology, and focus. Such discussion has overlooked other sides and aspects of the relation such as how evaluation is conducted, when and by whom, in addition to the attitudes of staff –who are supposed to be the learners- towards evaluation itself as well as its outcomes. Moreover, none of the reviewed studies have discussed evaluation type, project type, and/or staff capacities. However, the large number of factors mentioned here are evident that the relation has more than one

dimension and could be affected by other variables and factors, which make this research more like a trial to uncover some portion of those factors but not all of them.

Such gap in the reviewed studies, motivated the researcher to pursue a number of the factors mentioned by previous studies and include some other variables which –based on his experience- are more dominant in the relationship between evaluation and learning.

The researcher has benefited from the previous studies in more than one way. The previous studies provided the researcher an insight on the shape of the relation between evaluation and learning and what aspects could be explored in this regard. It also provided the researcher with ideas for new aspects and factors that could be investigated to further uncover the relation and better describe its nature. The researcher also benefited from the previous studies in terms of identifying whom to include in the sample, as the previous studies clarified more than once the importance of senior and related staff involvement in the processes of evaluation as well as the resulting learning, which encouraged the researcher to focus on executive staff as participants and sources to acquire data from.

This research differs from previous studies in terms of the aspects and factors it explores in determining the relationship between evaluation and learning, as this research suggests more than one factor at once (on the contrast of many of the previous studies) that could contribute or to the relationship. This research investigates 4 factors affecting or expected to affect the relationship between evaluation and learning. In addition, this research focuses on the process of learning that is resulting from evaluation, while some other previous studies focused on the learning itself as a process or on learning from evaluation as secondary result.

Chapter 4

Methodology and procedures

Chapter 4: Methodology and Procedures

4.1. Introduction

This chapter describes the methodology that was used in research. The adopted methodology uses the following techniques: the information about research design, research population, questionnaire design, statistical data analysis, content validity and pilot study.

4.2. Research methodology

The analytical descriptive approach was used to compare, explain and evaluate the research hypotheses in order to attain meaningful results to validate research hypothesis. The research consists of two parts, the descriptive part, which attempts to illustrate the concepts of projects, evaluation and organizational learning. The second is the analytical part where the questionnaire is presented and distributed to the research sample and used the Statistical Package for the Social Sciences (SPSS) to analyze the collected data.

The researcher used questionnaires directed to executive management staff in local NGOs. Those are chosen because they –in addition to the donors- are the most people who come in direct contact with evaluations, either through the actual process of evaluation or in discussing the final results. In addition; visible involvement of senior executives in project evaluations is essential to institutionalizing them as diagnostic-learning -rather than punitive instruments- aimed at enhancing the potential success of future projects and the performance of the organization. Senior executives need to explicitly stress the value of post-project reviews to the continual learning and improvement of organizational processes (Anbari *et al.*, 2008). Also, they are the ones who are responsible to further develop their projects and enhance the project design to improve its efficiency and effectiveness taking into consideration the results of the evaluations. So, it is so important to identify the factors affecting their learning from such evaluations experiences.

The research focused only on learning from external evaluations as this type of evaluations is supposed to be more realistic, non-biased and well documented. Also, it focused on people working in executive management including: project coordinators, project managers, executive managers, and general directors.

4.2.1. Data Collection Methodology

In order to collect the needed data for this research, the researcher used and collected data from these sources:

4.2.1.1. Sources of primary data:

- A questionnaire to collect data from study population to get their opinions about the level to which each of the study variables are affecting learning from evaluation.

4.2.1.2. Sources of secondary data:

- Published papers relevant to the research subject.
- Text books.
- Articles and reports about the research subject.

In terms of analysis, the researcher used descriptive analysis depending on (SPSS).

4.2.2. Population and Sample:

Research population is the local NGOs working in the Gaza Strip.

4.2.3. Population and Sampling

The population of the research are executive staff who are involved in projects and related to projects evaluation. This include project coordinators, projects and program managers, monitoring and evaluation specialists as well as executive management such as departments managers and general directors.

A representing sample was selected based on the following criteria:

- At least 15 local NGOs working in the fields of psychosocial support. All people participating in questionnaires will be selected from these organizations (3-5 persons per organization).
- NGOs established before 2011.
- NGOs who have at least 2 external evaluations for its projects.

4.2.3.1. Pilot study:

In order to assess the questionnaire for validity and reliability, the researcher piloted 30 questionnaires for 30 different respondents who match the selection criteria. The gathered questionnaires were analyzed and proved to be valid and reliable. It is worthy to mention that those 30 questionnaires were included in the sample as they provided valid results.

4.2.3.2. questionnaire Distribution:

In this regard, the questionnaire was distributed to 99 staff (including participants in the pilot study) from 24 organizations. Only 81 questionnaires were received from 23 organizations, out of those, only 74 were valid and were included and used in data analysis. (Table 4-1 Population research and sample).

Table 4-1 Population research and sample

#	NGO	Questionnaire distributed	Questionnaire retrieved
1.	Culture and Free Thought Association	8	7
2.	Women Affairs Center	5	3
3.	The Society of Women Graduates in Gaza Strip	6	5
4.	Al-Bait Assamed Association	3	3
5.	Atfaluna Society for Deaf Children	3	0
6.	Red Crescent Society for Gaza Strip	8	4
7.	Save Youth Future Society	5	5
8.	Aisha Association for Women and Child Protection	3	3
9.	Welfare Association	5	5
10.	Palestinian Society for Autism and Rehabilitation	3	3
11.	National Agency for Family Care	3	3
12.	El Wedad Society for Community Rehabilitation	3	3
13.	Gaza Community Mental Health Programme	3	3
14.	Ard El. Ensan Palestine	5	3
15.	Maan Development Center	5	4
16.	Al Mezan Center for Human Rights	4	3
17.	Palestinian Center for Human Rights	3	3
18.	The Palestinian Center for Democracy and Conflict Resolution	4	3
19.	Al-Amal Institute for Orphans	3	2
20.	Qattan Center for the Child	3	3
21.	Palestine Save the Children Foundation	5	5
22.	Center for Mind and body Medicine	2	2
23.	Union of Health Work Committees	4	3
24.	Basma Society for Culture and Arts	3	3
	Total	99	81

4.3. Research Design

1. First phase: included developing research proposal, which identified and defined research problem, objectives and plan.
2. Second phase: included a comprehensive literature review on related topics including projects, evaluation and organizational learning.
3. Third phase: the development of research questionnaire, which measures research variables.
4. Fourth phase: included arbitration of the questionnaire and piloting.
5. Fifth phase: included distributing the questionnaire, where 99 were distributed and 81 were collected.
6. Sixth phase: data analysis and discussion. Statistical Package for the Social Sciences, (SPSS) was used to perform the required analysis.
7. Seventh and final phase: included preparing conclusions and recommendations based on the analysis results.

Figure 4.1 shows the methodology flowchart.

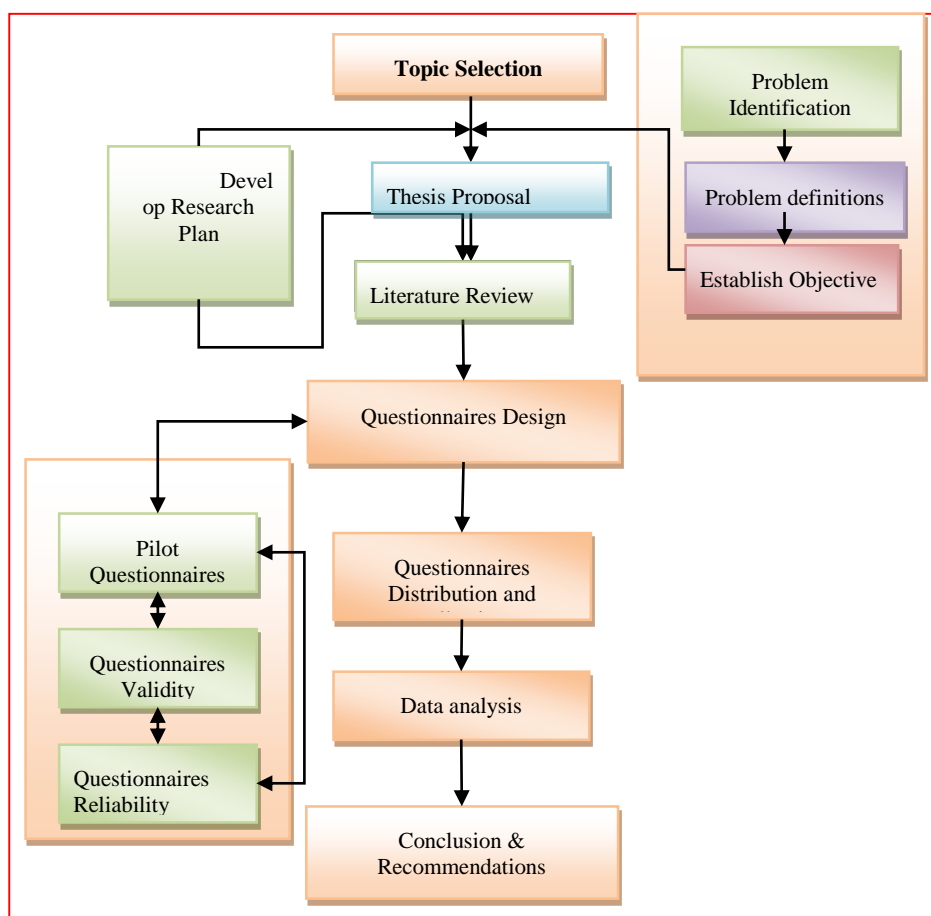


Figure 4.1 Methodology flowchart

Source: The researcher

4.3.1. Pilot Study

A pilot study for the questionnaire was conducted before collecting the results of the sample. It provided a trial run for the questionnaire, which involved testing wording of the questions, identifying ambiguous questions, testing the techniques used to collect data, and measuring the effectiveness of standard invitation to respondents.

4.3.2. Data Measurement

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method/s that can be applied and not others. In this research, scale 1-10 was used. The scale was adopted based on the advice of a number of academic professionals.

Table 4-2 Questionnaire scale

Level	Strongly Disagree	Completely agree
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Scale	1	10
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4.3.3. Statistical analysis Tools

The researcher used both qualitative and quantitative data analysis methods. The Data analysis made utilizing (SPSS 22). The researcher made use of the following statistical tools:

- a. Kolmogorov-Smirnov test of normality.
- b. Pearson correlation coefficient for Validity.
- c. Cronbach's Alpha for Reliability Statistics.
- d. Frequency and Descriptive analysis.
- e. Simple Linear Regression Model.
- f. One-sample T test.
- g. Independent Samples T-test.
- h. Analysis of Variance.

4.4. Testing of Research Tools

4.4.1. Tests of Normality

The One-Sample Kolmogorov-Smirnov test procedure compares the observed cumulative distribution function for a variable with a specified theoretical distribution, which may be normal, uniform, Poisson, or exponential. The Kolmogorov-Smirnov Z is computed from the largest difference (in absolute value) between the observed and theoretical cumulative distribution functions. This goodness-of-fit test tests whether the observations could reasonably have come from the specified distribution. Many parametric tests require normally distributed variables. The one-sample Kolmogorov-Smirnov test can be used to test that a variable of interest is normally distributed (Thode, 2002).

Table 4-3 Kolmogorov-Smirnov test) shows the results for Kolmogorov-Smirnov test of normality. The p-value for each variable is greater than 0.05 level of significance, then the distributions for these variables are normal. Consequently, parametric tests should be used to perform the statistical data analysis.

Table 4-3 Kolmogorov-Smirnov test

Field	Kolmogorov-Smirnov	
	Statistic	P-value
Evaluation type	0.709	0.696
Project characteristics	0.927	0.357
Executive management skills	0.788	0.563
Learning organization	0.675	0.752
Learning from evaluation	0.581	0.889
All paragraphs of the questionnaire	0.362	0.999

4.4.2. Content Validity of the Questionnaire

The content validity of the questionnaire was conducted through the supervisor's review. Also seven academics from the Islamic University of Gaza, and Al-Azhar University have reviewed the questionnaire. The provided notes were valuable and were used by the researcher to improve questionnaires' validity in order to ensure its content is consistent with research objectives and reflects research problem.

4.4.3. Statistical Validity of the Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of aspects and assessment approaches. To insure the validity of the questionnaire, two statistical tests should be applied as follows:

4.4.3.1. Internal Validity

Internal validity of the questionnaire is measuring the correlation coefficients between each paragraph in one field and the whole field. Table 4-4 through Table 4-9 present the correlation coefficient for each paragraph in the fields and the total of the corresponding field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all paragraphs are significant at $\alpha \leq 0.05$, which means that all paragraphs of each field are consistent and valid to measure what it is intended for.

Table 4-4 Correlation coefficient of each paragraph of "Evaluation type" and the total of this field

#	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	It is possible to learn from any evaluation process regardless of its type	0.506	0.002
2.	Learning from evaluation is affected by type of evaluation process	0.899	0.000
3.	Possibility of learning from evaluation increases whenever evaluation processes diversify	0.695	0.000
4.	Results of learning from evaluation vary when evaluation type vary	0.629	0.000
5.	Acquired experiences diversify according to evaluation processes diversification	0.832	0.000

Table 4-5 Correlation coefficient of each paragraph of "Project" and the total of this field

#	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
	Project frequency		
1.	Level of learning from evaluation increases whenever the evaluated project is repeated	0.696	0.000

#	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
2.	Level of learning from evaluation increases whenever the waiting time between repeating the project is increased	0.875	0.000
3.	Possibility of applying what is learned from evaluation increases whenever the evaluated project is repeated	0.713	0.000
4.	Possibility of applying what is learned from evaluation increases whenever the waiting time before repeating the project is increased	0.858	0.000
	Project duration		
1.	Level of learning from evaluation increases whenever the project duration increases	0.878	0.000
2.	Level of learning from evaluation increases whenever the duration of project evaluation increases	0.881	0.000
3.	Possibility of applying what is learned from evaluation increases whenever the project duration increases	0.913	0.000
4.	Possibility of applying what is learned from evaluation increases whenever the duration of project evaluation increases	0.876	0.000
	Project type		
1.	Level of learning from evaluation increases whenever the project type was close to its implementers academic background	0.919	0.000
2.	Learning from evaluation is affected by the evaluated project type and nature	0.905	0.000
3.	Possibility of applying what is learned from evaluation increases whenever the type of evaluated project is close to its implementers academic background	0.892	0.000
	Project size		
1.	Level of learning from evaluation increases whenever the project budget increases	0.929	0.000

#	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
2.	Level of learning from evaluation increases whenever the number of project implementers increases	0.916	0.000
3.	Level of learning from evaluation increases whenever the number of project beneficiaries increases	0.898	0.000
4.	Possibility of applying what is learned from evaluation increases whenever the project budget increases	0.916	0.000
5.	Possibility of applying what is learned from evaluation increases whenever the number of project implementers increases	0.952	0.000
6.	Possibility of applying what is learned from evaluation increases whenever the number of project beneficiaries increases	0.878	0.000

Table 4-6 Correlation coefficient of each paragraph of "Executive management skills" and the total of this field

#	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
	Years of experience		
1.	Level of learning from evaluation increases whenever the total number of experience years of project staff increases	0.916	0.000
2.	Level of learning from evaluation increases whenever the number of experience years of project staff related to the project increases	0.921	0.000
3.	Level of learning from evaluation increases whenever the number of experience years of project staff which is relevant to evaluation processes increases	0.901	0.000

#	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
4.	Possibility of applying what is learned from evaluation increases whenever the total number of experience years of project staff increases	0.849	0.000
5.	Possibility of applying what is learned from evaluation increases whenever the number of experience years of project staff which is related to the project increases	0.913	0.000
6.	Possibility of applying what is learned from evaluation increases whenever the total number of experience years of project staff which is related to evaluation processes increases	0.889	0.000
Academic background			
1.	Level of learning from evaluation increases whenever the staff academic background is relevant to the project	0.947	0.000
2.	Level of learning from evaluation is affected by project staff academic background	0.853	0.000
3.	Level of learning from evaluation increases when the project staff have an academic background about evaluation processes	0.931	0.000
4.	Possibility of applying what is learned from evaluation increases when the project staff academic background is more relevant to the project	0.857	0.000
5.	Possibility of applying what is learned from evaluation is affected by project staff academic background	0.870	0.000
6.	Possibility of applying what is learned from evaluation increases when the project staff have an academic background relevant to evaluation processes	0.812	0.000

Table 4-7 Correlation coefficient of each paragraph of "Learning organization" and the total of this field

#	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
	Information sharing		
1.	Level of learning from evaluation increases whenever an information sharing system is available within the organization	0.770	0.000
2.	Level of learning from evaluation increases whenever the volume of shared information about the evaluated project increases	0.767	0.000
3.	Level of learning from evaluation increases whenever the volume of shared information about the organization in general increases	0.741	0.000
4.	Possibility of applying what is learned from evaluation increases when there is an information sharing system within the organization	0.840	0.000
5.	Possibility of applying what is learned from evaluation increases when the volume of shared information about the evaluated project increases	0.906	0.000
6.	Possibility of applying what is learned from evaluation increases when the volume of shared information about the organization in general increases	0.802	0.000
	Information interpretation		
1.	Level of learning from evaluation increases when there is interpretation for the information related to the evaluation process	0.912	0.000
2.	Level of learning from evaluation increases when there is interpretation for the results of the evaluation process	0.900	0.000
3.	Level of learning from evaluation increases when there is interpretation for the results of the project itself	0.948	0.000

#	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
4.	Possibility of applying what is learned from evaluation increases when there is an interpretation for the information related to the evaluation process	0.947	0.000
5.	Possibility of applying what is learned from evaluation increases when there is an interpretation for the results of the evaluation process	0.875	0.000
6.	Possibility of applying what is learned from evaluation increases when there is an interpretation for the results of the project itself	0.898	0.000
	Organizational memory		
1.	Level of learning from evaluation increases when the project results are archived	0.846	0.000
2.	Level of learning from evaluation increases when the results of the evaluation process are archived	0.888	0.000
3.	Level of learning from evaluation increases when there is an archiving system within the organization	0.914	0.000
4.	Possibility of applying what is learned from evaluation increases when the results of the project are archived	0.885	0.000
5.	Possibility of applying what is learned from evaluation increases when the results of the evaluation process are archived	0.934	0.000
6.	Possibility of applying what is learned from evaluation increases when there is an archiving system within the organization	0.897	0.000
	Supportive learning environment		
1.	Level of learning from evaluation increases when there is a supportive learning environment	0.747	0.000
2.	Level of learning from evaluation increases when there is exchange of experience among organization staff	0.733	0.000

#	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
3.	Level of learning from evaluation increases when the management interest in the results of evaluation process increases	0.726	0.000
4.	Level of learning from evaluation increases when organization is aware of the importance of learning from evaluation	0.873	0.000

Table 4-8 Correlation coefficient of each paragraph of "Learning from evaluation" and the total of this field

#	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Learning from evaluation contributes to increased efficiency of project implementation	0.848	0.000
2.	Learning from evaluation contributes to increased quality of project results	0.773	0.000
3.	Evaluation is considered as a learning opportunity for project staff	0.703	0.000
4.	Learning from evaluation is considered an essential requirement of donors	0.781	0.000
5.	Learning from evaluation is considered essential for work development	0.670	0.000
6.	Learning from evaluation increases the organization success opportunities in projects implementation	0.787	0.000
7.	Learning from evaluation increases the organization opportunities in getting fund	0.863	0.000
8.	Learning from evaluation helps improving the organization image before donors	0.760	0.000
9.	Learning from evaluation is considered a secondary factor in projects success	0.309	0.049

#	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
10.	The organization which cares for learning from evaluation is considered a successful one	0.630	0.000

4.4.3.2. Structure Validity of the Questionnaire

Structure validity is the second statistical test used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of Likert Scale.

Table 4-9 clarifies the correlation coefficient for each field and for the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all fields are significant at $\alpha \leq 0.05$, so it can be said that all fields are valid to be measure what they are intended for.

Table 4-9 Correlation coefficient of each field and the whole of questionnaire

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Evaluation type	0.516	0.002*
	Project frequency	0.710	0.000*
	Project duration	0.659	0.000*
	Project type	0.745	0.000*
	Project size	0.871	0.000*
2.	Project characteristics	0.732	0.000*
	Years of experience	0.895	0.000*
	Academic background	0.887	0.000*
3.	Executive management skills	0.872	0.000*
	Information sharing	0.877	0.000*
	Information interpretation	0.909	0.000*
	Organizational memory	0.914	0.000*
	Supportive learning environment	0.822	0.000

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
4.	Learning organization	0.811	0.000
5.	Learning from evaluation	0.712	0.000

4.5. Reliability of the Research

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring (George. *et al.*, 2006). The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient (George. *et al.*, 2006). To insure the reliability of the questionnaire, Cronbach's Coefficient Alpha should be applied.

4.5.1. Cronbach's Coefficient Alpha

Cronbach's alpha (George. *et al.*, 2006) is designed as a measure of internal consistency, that is, do all items within the instrument measure the same thing? The normal range of Cronbach's coefficient alpha value is between 0.0 and + 1.0, where the higher values reflects a higher degree of internal consistency. In this research, Cronbach's coefficient alpha was calculated for each field of the questionnaire.

Table 4-10 shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from 0.747 and 0.963. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.959 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

Table 4-10 Cronbach's Alpha for each field of the questionnaire

No.	Field	Cronbach's Alpha
1.	Evaluation type	0.747
2.	Project characteristics	0.923
3.	Executive management skills	0.941
4.	Learning organization	0.963
5.	Learning from evaluation	0.834
	All paragraphs of the questionnaire	0.959

Thereby, it can be said that the researcher proved that the questionnaire was valid, and reliable.

Chapter 5

Data Analysis and Discussion

Chapter 5: Data Analysis and discussion

5.1. Personal data

According to the analysis of personal data of participants collected through the questionnaire, the following was found:

a) Gender

Table 5-1 Personal Data) shows that participants were equally divided as 50.0% of them are females, and 50.0% are males. The contribution of the females in the workforce in national NGOs is equal to male contribution in this sector. Referring to the Palestinian central bureau of statistics PCBS 2013, the females' contributions in the workforce are limited to 17.3%.

b) Age

Table 5-1 Personal data) shows that 4.1% of the sample are of ages less than 25 years, while 44.6% of them are of age between 25 and 34 years old, 24.3% are of age between 35 to 44 year old, and 27.0% are more than 45 years old. This means that the majority of national NGO employees in Gaza Strip are considered mature which reflects that national NGOs are relying on hiring experienced employees.

c) Academic level

Table 5-1 Personal data) shows that 2.7% of the sample hold diploma degree, 55.4% of the sample hold bachelor degree, 40.5% of the sample hold master degree and 1.4% of the sample holds PhD degree. The fact that more than 97.0% of the employees are educated (bachelor, master or PhD) is reflecting the interest of national NGO in hiring educated employees.

d) Work

Table 5-1 Personal data) shows that 41.9% from the sample work as Project coordinator, 23.0% from the sample work as Programs/ Projects officer, 10.8% from the sample work as M&E specialist, and 24.3% from the sample work as Executive/ General manager. This reflects that "project coordinator" is the dominant job in the national NGO sector.

e) Years of experience:

Table 5-1 Personal data) shows that 4.1% of the sample has less than 2 years of experience, 14.9% of the sample is having experience from 3 to 5 years, 27.0% of the sample is having experience from 6 to 10 year, and 54.1% of the sample is having more than 10 years of experience. From the researcher's point of view this could be attributed to the fact that most of the organizations in this sector were established in the 90s. These percentages also reflect that local NGOs are interested in hiring experienced employees.

f) Number of external evaluations conducted in your organization

Table 5-1 Personal data) shows that 18.9% of the sample have experienced 1 to 2 external evaluations in the organization. 35.1% of the sample have experienced 3 to 5 external evaluations in the organization and 45.9% of the sample have experienced more than 5 external evaluations in the organization. This reflects that national NGOs are interested in external evaluation to their projects, and could be a positive indicator on a change of attitude towards evaluation as it is used more often.

g) Number of external evaluations you have been part of

Table 5-1 Personal data) shows that 33.8% of the sample have participated in 1 to 2 external evaluations in the organization. 31.1% of the sample have participated in 3 to 5 external evaluations in the organization and 35.1% of the sample have participated in more than 5 external evaluations in the organization. This means that the entire sample has participated in at least 1 external evaluation which reflects the commitment of the national NGO in engaging their employees in evaluations. It is worthy to note that all participants who were not involved in external evaluations were neglected as it is a required condition for this research to get input from those who experienced at least 1 external evaluation.

Table 5-1 Personal data

Personal data		Frequency	Percent
Gender	Male	37	50.0%
	Female	37	50.0%
Age	Less than 25	3	4.1%
	More than 25 and less than 35	33	44.6%
	More than 35 and less than 45	18	24.3%
	45 yeas +	20	27.0%
Academic level	Diploma	2	2.7%
	Bachelor	41	55.4%
	Master	30	40.5%
	PhD	1	1.4%
Work	Project coordinator	31	41.9%

Personal data		Frequency	Percent
	Programs/ Projects officer	17	23.0%
	M&E specialist	8	10.8%
	Executive/ General manager	18	24.3%
Years of experience	Less than 2 years	3	4.1%
	More than 2 years and less than 5	11	14.9%
	More than 5 and less than 10	20	27.0%
	More than 10 years	40	54.1%
Number of external evaluations conducted in your organization	1-2	14	18.9%
	3 to 5	26	35.1%
	More than 5	34	45.9%
Number of external evaluations you have been part of	1-2	25	33.8%
	3 to 5	23	31.1%
	More than 5	26	35.1%

5.2. Questionnaire variables

5.2.1. Evaluation type

Table 5-2 Means and Test values for “Evaluation type”) shows the following results:

- The mean of paragraph #3 “Possibility of learning from evaluation increases whenever evaluation processes diversify” equals 8.55 (85.54%), Test-value = 85.54, and P-value = 0.000 which is smaller than the level of significance. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this paragraph.
- The mean of paragraph #4 “Results of learning from evaluation vary when evaluation type varies” equals 7.81 (78.11%), Test-value = 8.33, and P-value = 0.000 which is smaller than the level of significance. The sign of the test is

positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this paragraph.

- The mean of the field “Evaluation type” equals 8.29 (82.86%), Test-value = 14.77, and P-value=0.000 which is smaller than the level of significance. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to field of “Evaluation type”.

These results show that there is high agreement on “evaluation type” as a factor that affects learning from evaluation, which is considered as a good sign that different evaluations types indeed enrich expertise and promotes learning among staff related to the projects being evaluated. The results confirm that variation in evaluation type can contribute to more learning. The researcher thinks that when a professional is exposed to more than one type of evaluation, he/she will gain new knowledge in terms of evaluation process itself as well as the results of evaluation.

Table 5-2 Means and Test values for “Evaluation type”

	Item	Mean	S.D	Proportiona l mean (%)	Test value	P-value (Sig.)	Rank
1.	It is possible to learn from any evaluation process regardless of its type	8.38	1.63	83.78	12.57	0.000	3
2.	Learning from evaluation is affected by type of evaluation process	8.14	1.67	81.35	10.97	0.000	4
3.	Possibility of learning from evaluation increases whenever evaluation processes diversify	8.55	1.43	85.54	15.31	0.000	1
4.	Results of learning from evaluation vary when evaluation type vary	7.81	1.87	78.11	8.33	0.000	5
5.	Acquired experiences diversify according to evaluation processes diversification	8.55	1.50	85.54	14.65	0.000	1

Item	Mean	S.D	Proportiona l mean (%)	Test value	P-value (Sig.)	Rank
All paragraphs of the field	8.29	1.33	82.86	14.77	0.00 ¹	

5.2.2. Project characteristics

Table 5-3 Means and Test values for “Project”) shows the following results:

- The mean of the sub field “Project frequency” equals 7.28 (72.77%), Test-value = 6.50, and P-value=0.000 which is smaller than the level of significance. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to sub field of “Project frequency”.
 - Such results are in line with Fuller who stressed the usefulness of lessons learnt and its application in similar experience in order to promote learning and improve quality (Fuller *et al.*, 2011). In addition, from his experience, the researcher believes that repeating a project that has been evaluated provides the opportunity to create suitable environment for project staff to utilize what they learned from evaluation and apply it in similar projects. In addition, a project that has been previously implemented could have documented lessons learned and/or residual experiences in the project staff who could utilize such experience and lessons learned to learn and improve performance and avoid previous problems. Similar results were mentioned by Aponte and Zapata who asserted that learning is a linear process where repeating involves implementing and manifesting the results of learning (Aponte *et al.*, 2013). In addition, as Boateng explained (Boateng, 2011); in order for learning to happen the staff need to create meaningful structures which includes recognizing what they already know –from previous experiences- into a new configuration -repeating or similar experience- to create new knowledge. This is the same when re-implementing a project or conducting a similar one which is a new opportunity to practice what was learned and learn new knowledge. Other studies also confirmed such result by asserting how applying project histories can contribute to project learning (Maqsood *et al.*, 2006).

¹ The mean answers are significantly different from 6 (the average answer from set of answers on the used scale)

- The mean of the sub field “Project duration” equals 6.74 (67.43%), Test-value = 3.36, and P-value=0.001 which is smaller than the level of significance. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to sub field of “Project duration”.
 - These results show that level of agreement among respondents was agreed upon as a factor that affects learning, however, the agreement percentage was low compared to other factors. This could be attributed to the fact that people usually tend to be bored of long projects as well as long evaluation processes. This complies with what was mentioned by Abu Aisheh as negative perception of M&E is one of the constraints affecting evaluation practices in Palestinian NGOs (Aisheh, 2013). The researcher thinks that the longer a project is, will provide more chances for project staff to learn and accumulate experience, which leads ultimately to learning. However, “project duration” could include more sub-factors that could encourage or discourage learning, which is interesting to be further investigated. The previous studies did not focus on the duration of projects as a factor that affects learning nor evaluation.
- The mean of the sub field “Project type” equals 7.62 (76.17%), Test-value = 7.67, and P-value=0.000 which is smaller than the level of significance. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to sub field of “Project type”.
 - The researcher believes that this is linked with conditions of different project types, as different project types have different conditions that may encourage or discourage learning from evaluation. For example, emergency projects are conducted in hard conditions that is focused on the activities itself with no priority given for learning, which is the opposite for developmental projects which have a priority for learning and making use of lessons learned. Previous studies didn’t tackle project types, but across the studies where each of them tackled a different project in type and nature –projects included construction, libraries, health and training- the variance of results hints that different types of projects are related to a degree with the variance of levels of learning. This research provided an evidence that project type affects learning from evaluation, which opens the way for other researchers to dig deep in such relation and effect.
- The mean of the sub field “Project size” equals 6.12 (61.19%), Test-value = 0.53, and P-value=0.299 which is greater than the level of significance. The mean of this field is insignificantly different from the hypothesized value 6. It is concluded that the respondents (Do not know, neutral) to sub field of “Project size ”.
 - The results reflect that this factor is not affecting learning from evaluation. However, the researcher believes that project size is

reflected through the size of relevant evaluation process which increases proportionally with project size. This is believed to attract more attention to the project and its evaluation leading to more possibility of learning. Moreover, previous studies did not focus on the size of the project as it is, but mentioned that larger projects could entail larger number of participants which encourages more interaction and exchange of experience which leads to learning (Sense, 2011). The result that project size does not affect learning from evaluation could be explained in terms of that there are other factors which have much evident effect of learning from evaluation other than project size. This is an interesting results and could be tackled in further research to identify what size characteristics have more impact on learning and how it is affecting learning.

- The mean of the field “Project characteristics” equals 6.80 (68.03%), Test-value = 4.62, and P-value=0.000 which is smaller than the level of significance. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to field of “Project characteristics ”.
 - Based on these results, it is safe to claim that project characteristics namely: frequency, duration and type are affecting learning from evaluation, while project size does not seem to be of significant effect. These results are in compliance with all previous studies specially in terms of duration and frequency (Aisheh, 2013; Fuller *et al.*, 2011). From this results, it is of importance to take into consideration how project characteristics are influencing learning for its evaluation, which should be utilized in designing projects with characteristics to maximize learning for evaluation. The agreement of participants on this variable is not high which suggests that there are other factors or variables that have more significant impact on learning from evaluation.

Table 5-3 Means and Test values for “Project”

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Level of learning from evaluation increases whenever the evaluated project is repeated	8.03	1.97	80.27	8.84	0.000*	2
2.	Level of learning from evaluation increases whenever the waiting	6.35	2.41	63.51	1.25	0.107	4

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
	time between repeating the project is increased						
3.	Possibility of applying what is learned from evaluation increases whenever the evaluated project is repeated	8.16	1.66	81.62	1.24	0.000*	1
4.	Possibility of applying what is learned from evaluation increases whenever the waiting time before repeating the project is increased	6.57	2.56	65.68	1.91	0.030*	3
	Project frequency	7.28	1.69	72.77	6.50	0.000*	
5.	Level of learning from evaluation increases whenever the project duration increases	7.07	2.14	70.68	4.29	0.000*	1
6.	Level of learning from evaluation increases whenever the duration of project evaluation increases	6.46	2.08	64.59	1.90	0.031*	4
7.	Possibility of applying what is learned from evaluation increases whenever the project duration increases	6.95	2.10	69.46	3.88	0.000*	2
8.	Possibility of applying what is learned from evaluation increases whenever the duration of project evaluation increases	6.50	2.18	65.00	1.97	0.026	3
	Project duration	6.74	1.90	67.43	3.36	0.001	
9.	Level of learning from evaluation increases whenever the project type was close to its implementers academic background	7.80	2.07	77.97	7.48	0.000	1
10	Learning from evaluation is affected by the evaluated project type and nature	7.50	1.99	75.00	6.49	0.000	3

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
11	Possibility of applying what is learned from evaluation increases whenever the type of evaluated project is close to its implementers academic background	7.55	2.01	75.54	6.64	0.000	2
	Project type	7.62	1.81	76.17	7.67	0.000*	
12	Level of learning from evaluation increases whenever the project budget increases	5.89	2.37	58.92	-0.39	0.348	5
13	Level of learning from evaluation increases whenever the number of project implementers increases	6.36	2.25	63.65	1.39	0.084	2
14	Level of learning from evaluation increases whenever the number of project beneficiaries increases	6.42	2.26	64.19	1.60	0.057	1
15	Possibility of applying what is learned from evaluation increases whenever the project budget increases	5.81	2.34	58.11	-0.69	0.245	6
16	Possibility of applying what is learned from evaluation increases whenever the number of project implementers increases	6.05	2.09	60.54	0.22	0.412	4
17	Possibility of applying what is learned from evaluation increases whenever the number of project beneficiaries increases	6.18	2.41	61.76	0.63	0.266	
	Project size	6.12	1.94	61.19	0.53	0.299	
	All paragraphs of the field	6.80	1.49	68.03	4.62	0.000	

* The mean is significantly different from 6

5.2.3. Executive management skills

Table 5-4 Means and Test values for “Executive management skills”) shows the following results:

- The mean of the sub field “Years of experience” equals 7.83 (78.29%), Test-value = 8.84, and P-value=0.000 which is smaller than the level of significance. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to sub field of “Years of experience”.
 - Many studies and research highlighted experience of staff as a factor affecting learning in general (Anbari *et al.*, 2008). The results here are in line with those studies and indicate a relationship between the years of experience and learning (Abu Mansor *et al.*, 2012). Richard Boateng emphasizes that accumulated experiences of individuals in an organization contributes to its learning (Boateng, 2011). This result confirms that having experienced staff is an encouraging factor for learning from evaluation, which could be explained staff with experience are more capable of and skilled in identifying lessons learned and gaining new knowledge generated by evaluation. Other studies have shown that involving staff in the process of evaluation is also an important factor in the learning process to happen (Almeida *et al.*, 2014; Sørensen *et al.*, 2015),.
- The mean of the sub field “Academic background” equals 7.78 (77.84%), Test-value = 10.00, and P-value=0.000 which is smaller than the level of significance. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to sub field of “Project duration”.
 - This means that academic background of staff is a factor affecting the process of learning from evaluation. Through previous studies, many researchers discussed that staff and organizations are learning through single and double loops (Balbastre *et al.*, 2003), as well as individual’s knowledge which is referred to as “private meaning structures” as mentioned by Boateng (Boateng, 2011). Such results are consistent with the researchers’ experience and observation where academic background is considered as a facilitator and catalyst for learning from evaluation to happen. This could be attributed to the fact that when staff have relevant academic background about the project nature and/or intervention, they tend to learn more about it and make use of the evaluation results. During this research, the researcher received feedback from different participants that people have the tendency to learn new things about things they previously studied, however, this is limited to other factors such as the age of staff and their attitudes towards evaluation and the work environment itself. The result mentioned here is encouraging to conduct further

research to investigate the relation of academic background and people’s learning capabilities and/or attitudes. Another aspect for further research should be the quality and relativity of staff academic background which the researcher believes to have more effective relation on learning from evaluation. This was also highlighted in one of the previous studies which found that highly educated employees could act as facilitators for learning (Rebelo *et al.*, 2011).

- The mean of the field “Executive management skills” equals 7.81 (78.07%), Test-value = 10.18, and P-value=0.000 which is smaller than the level of significance. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to field of “Executive management skills”.
 - Skills of the executive management –as revealed through the results- are significant factors on learning from evaluations. The fact that executives’ experience as well as their academic background are related to learning is clear from previous studies (Abu Mansor *et al.*, 2012; Balbastre *et al.*, 2003; Boateng, 2011). In addition, executives in NGOs are playing a major role in facilitating or hindering learning process, were the more they are literate and experienced, the more they are willing to learn and encouraging others to learn as well. According to the result of Rebelo (Rebelo *et al.*, 2011); educated staff are facilitators for learning, and as the results indicated, both experience and academic background are important factors that affect learning from evaluation. Other factors related to skills of executive management could be addressed in further research to investigate their effect on learning from evaluation, such as experience in evaluation itself, quality of education, training courses acquired and management skills. All of these could be also affecting learning from evaluation.

Table 5-4 Means and Test values for “Executive management skills”

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Level of learning from evaluation increases whenever the total number of experience years of project staff increases	7.74	2.09	77.43	7.16	0.000*	5
2.	Level of learning from evaluation increases whenever	7.88	2.15	78.78	7.51	0.000*	2

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
	the number of experience years of project staff related to the project increases						
3.	Level of learning from evaluation increases whenever the number of experience years of project staff which is relevant to evaluation processes increases	8.01	1.88	80.14	9.23	0.000*	1
4.	Possibility of applying what is learned from evaluation increases whenever the total number of experience years of project staff increases	7.62	1.96	76.22	7.13	0.000*	6
5.	Possibility of applying what is learned from evaluation increases whenever the number of experience years of project staff which is related to the project increases	7.88	1.84	78.78	8.77	0.000*	2
6.	Possibility of applying what is learned from evaluation increases whenever the total number of experience years of project staff which is related to evaluation processes increases	7.84	1.83	78.38	8.65	0.000*	4
	Years of experience	7.83	1.78	78.29	8.84	0.000*	
7.	Level of learning from evaluation increases whenever the staff academic background is relevant to the project	7.81	1.91	78.11	8.17	0.000*	3
8.	Level of learning from evaluation is affected by project staff academic background	7.81	1.83	78.11	8.50	0.000*	3
9.	Level of learning from evaluation increases when the project staff have an academic	7.93	1.73	79.32	9.60	0.000*	1

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
	background about evaluation processes						
10	Possibility of applying what is learned from evaluation increases when the project staff academic background is more relevant to the project	7.85	1.86	78.51	8.58	0.000*	2
11	Possibility of applying what is learned from evaluation is affected by project staff academic background	7.65	1.56	76.49	9.11	0.000*	5
12	Possibility of applying what is learned from evaluation increases when the project staff have an academic background relevant to evaluation processes	7.59	1.65	75.92	8.12	0.000*	6
	Academic background	7.78	1.54	77.84	10.00	0.000*	
	All paragraphs of the field	7.81	1.53	78.07	10.18	0.000*	

* The mean is significantly different from 6

5.2.4. Learning organization

Table 5-5 Means and Test values for “Learning organization”) shows the following results:

- The mean of the sub field “Information sharing” equals 8.18 (81.80%), Test-value = 13.35, and P-value=0.000 which is smaller than the level of significance. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to sub field of “Project frequency ”.
 - This shows that information sharing as part of learning organizations’ characteristics is a significant factor in learning from evaluations. This results is confirming what previous studies indicated that information sharing (Boateng, 2011) (Almeida *et al.*, 2014) is essential for encouraging learning (Sørensen *et al.*, 2015) and exchange of experiences (Anbari *et al.*, 2008; Aponte *et al.*, 2013). Almost all previous studies that discussed organizational learning mentioned information

sharing or exchange of expertise as an essential component in learning on the individual and organizational levels, which confirms what was found in these results. The researcher thinks that this factor is essential for learning as it maximizes the number of people who receive the knowledge which increases the possibility of learning to happen. In addition, sharing information makes it more accessible and available for more people which widens the scope of its effect on people and their learning. One of the previous studies (Sørensen *et al.*, 2015) have found that learning from experience report is even more important than learning from evaluation itself, on the other hand, many studies have found that sharing information (Boateng, 2011), sharing lessons learned (Fuller *et al.*, 2011), and dissemination of knowledge (Maqsood *et al.*, 2006) are all important aspects in learning from evaluation.

- The mean of the sub field “Information interpretation” equals 8.38 (83.78%), Test-value = 14.87, and P-value=0.000 which is smaller than the level of significance. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to sub field of “Information interpretation”.
 - As mentioned in the previous studies (Boateng, 2011); (Aponte *et al.*, 2013), it is confirmed here by the results that information interpretation is affecting learning from evaluation. This is believed to be a catalyst for learning as this process provides more information and makes information easier to understand, and easier to practice, which could lead to increased learning. Many previous studies asserted the important role of not only sharing information but also explaining and interpreting such information. One of the previous studies (Frusciante, 2014) mentioned that research which builds analytic capacity is one of the requirement for learning from evaluation. In addition, a study (Almeida *et al.*, 2014) found that knowledge codification is a feasible solution to overcome problems of knowledge sharing. The research believes that information interpretation is a requirement factor which completes information sharing as it explains the shared information and ensures it is perceived as required and in the rightful meaning. Previous research didn't tackle how information interpretation is applied to affect learning from evaluation, which is an interesting topic worthy for further research.
- The mean of the sub field “Organizational memory” equals 7.90 (78.99%), Test-value = 10.04, and P-value=0.000 which is smaller than the level of significance. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to sub field of “Organizational memory”.

- According to the results, organizational memory is also another factor affecting learning from evaluations. This is compatible with many of previous studies which highlighted the importance of organizational memory on organizational learning (Rebelo *et al.*, 2011);(Anbari *et al.*, 2008). This one combined with the two previous factors, are the most affecting factors on learning from evaluation, as they provide the layout for learning to happen and facilitate it by sharing, interpretation as well as establishing repository of information for future use. It is easy to note that all these factors are parts of knowledge management parameters which are recognized to be affecting learning(Almeida *et al.*, 2014). The researcher believes that organizational memory facilitates the other two factors to take place, as it provides the repository of data to be shared and interpreted.
- The mean of the sub field “Supportive learning environment” equals 8.69 (86.93%), Test-value = 17.15, and P-value=0.000 which is smaller than the level of significance. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to sub field of “Supportive learning environment”.
 - Researchers such as Futris (Futris *et al.*, 2015), Almeida (Almeida *et al.*, 2014) and Sense (Sense, 2011) recognized the importance of supportive learning environment as a factor of learning, which is confirmed by the results of this research. The researcher thinks that such relation between learning supportive environment is required to encourage and increase learning not only from evaluation but from other processes as well. Even though the previous studies have discussed different aspects of the supportive learning environment, but they shared aspects that are essential in any supportive environment which are management involvement, knowledge management, and organizational culture(Rebelo *et al.*, 2011). The researcher from his experience, this that there could be other variables under this category that could attribute to providing a supportive learning environment which could be subject to further research.
- The mean of the field “Learning organization” equals 8.25 (82.51%), Test-value = 15.29, and P-value=0.000 which is smaller than the level of significance. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to field of “Learning organization”.
 - The results confirm what previous studies has concluded regarding the relationship between learning organizations and learning itself (Abu Mansor *et al.*, 2012) (Aponte *et al.*, 2013)(Almeida *et al.*, 2014). This confirms that in order to learn from evaluation, organizations need to be learning ones (Edmonstone, 2013). According to the results, this variable has the most agreement of the participants, which indicates its high

importance and contribution to learning from evaluation. The previous studies confirmed that being a learning organization contributes to learning in general (Futris *et al.*, 2015), which also found to be facilitating learning from evaluation (Rebello *et al.*, 2011)(Chen, 2007).

Table 5-5 Means and Test values for “Learning organization”

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Level of learning from evaluation increases whenever an information sharing system is available within the organization	8.66	1.45	86.62	15.84	0.000*	1
2.	Level of learning from evaluation increases whenever the volume of shared information about the evaluated project increases	8.32	1.61	83.24	12.45	0.000*	2
3.	Level of learning from evaluation increases whenever the volume of shared information about the organization in general increases	8.09	1.75	80.95	10.32	0.000*	4
4.	Possibility of applying what is learned from evaluation increases when there is an information sharing system within the organization	8.26	1.68	82.57	11.55	0.000*	3
5.	Possibility of applying what is learned from evaluation increases when the volume of shared information about the evaluated project increases	8.05	1.69	80.54	10.47	0.000*	5
6.	Possibility of applying what is learned from evaluation increases when the volume of shared information about the organization in general increases	7.69	1.92	76.89	7.59	0.000*	6

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
	Information sharing	8.18	1.40	81.80	13.35	0.000*	
7.	Level of learning from evaluation increases when there is interpretation for the information related to the evaluation process	8.45	1.66	84.46	12.64	0.000*	2
8.	Level of learning from evaluation increases when there is interpretation for the results of the evaluation process	8.72	1.41	87.16	16.58	0.000*	1
9.	Level of learning from evaluation increases when there is interpretation for the results of the project itself	8.41	1.44	84.05	14.35	0.000*	3
10.	Possibility of applying what is learned from evaluation increases when there is an interpretation for the information related to the evaluation process	8.23	1.62	82.30	11.86	0.000*	5
11.	Possibility of applying what is learned from evaluation increases when there is an interpretation for the results of the evaluation process	8.23	1.50	82.30	12.75	0.000*	5
12.	Possibility of applying what is learned from evaluation increases when there is an interpretation for the results of the project itself	8.24	1.56	82.43	12.37	0.000*	4
	Information interpretation	8.38	1.38	83.78	14.87	0.000*	
13.	Level of learning from evaluation increases when the project results are archived	7.84	1.89	78.38	8.34	0.000*	4

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
14.	Level of learning from evaluation increases when the results of the evaluation process are archived	8.03	1.70	80.27	10.28	0.000*	1
15.	Level of learning from evaluation increases when there is an archiving system within the organization	8.03	1.82	80.27	9.58	0.000*	1
16.	Possibility of applying what is learned from evaluation increases when the results of the project are archived	7.77	1.76	77.70	8.63	0.000*	6
17.	Possibility of applying what is learned from evaluation increases when the results of the evaluation process are archived	7.84	1.78	78.38	8.87	0.000*	4
18.	Possibility of applying what is learned from evaluation increases when there is an archiving system within the organization	7.89	1.87	78.92	8.71	0.000*	3
	Organizational memory	7.90	1.63	78.99	10.04	0.000*	
19.	Level of learning from evaluation increases when there is a supportive learning environment	8.59	1.55	85.95	14.38	0.000*	4
20.	Level of learning from evaluation increases when there is exchange of experience among organization staff	8.66	1.46	86.62	15.64	0.000*	3
21.	Level of learning from evaluation increases when the management interest in the results of evaluation process increases	8.74	1.70	87.43	13.91	0.000*	2
22.	Level of learning from evaluation increases when organization is	8.77	1.50	87.70	15.85	0.000*	1

#	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
	aware of the importance of learning from evaluation						
	Supportive learning environment	8.69	1.35	86.93	17.15	0.000*	
	All paragraphs of the field	8.25	1.27	82.51	15.29	0.000*	

* The mean is significantly different from 6

5.2.5. Learning from evaluation

Table 5-6 Means and Test values for “Learning from evaluation”) shows the following results:

- The mean of paragraph #10 “The organization which cares for learning from evaluation is considered a successful one” equals 9.00 (90.00%), Test-value = 18.37, and P-value = 0.000 which is smaller than the level of significance. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to this paragraph.
- The mean of paragraph #9 “Learning from evaluation is considered a secondary factor in projects success” equals 5.09 (50.95%), Test-value = -2.65, and P-value = 0.005 which is smaller than the level of significance. The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 6. It is concluded that the respondents disagreed to this paragraph.
- The mean of the field “Learning from evaluation” equals 8.28 (82.76%), Test-value = 16.94, and P-value=0.000 which is smaller than the level of significance. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. It is concluded that the respondents agreed to field of “Learning from evaluation”.
 - These results confirm what previous studies indicated about the relation between learning from one side and the other variables of this research (Abu Mansor *et al.*, 2012; Aisheh, 2013; Almeida *et al.*, 2014; Sense, 2011). The results show that learning from evaluation is contributing to the success of the organization itself and increases its competency as mentioned by Anbari (Anbari *et al.*, 2008). It is also perceived by the participants that donors have a role in encouraging learning which is in line with what was raised by Aisheh (Aisheh, 2013)

regarding the drivers of monitoring and evaluation in Palestinian NGOs. Such results are promoting for more in-depth analysis and research in the relation between donors' attitudes and organizational learning as well as the relation between organizational image before the society and donors, and its learning nature.

Table 5-6 Means and Test values for “Learning from evaluation”

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Learning from evaluation contributes to increased efficiency of project implementation	8.80	1.51	87.97	15.96	0.000*	5
2.	Learning from evaluation contributes to increased quality of project results	8.84	1.46	88.38	16.70	0.000*	4
3.	Evaluation is considered as a learning opportunity for project staff	8.53	1.84	85.27	11.83	0.000*	7
4.	Learning from evaluation is considered an essential requirement of donors	7.57	2.20	75.68	6.12	0.000*	9
5.	Learning from evaluation is considered essential for work development	8.92	1.35	89.19	18.57	0.000*	2
6.	Learning from evaluation increases the organization success opportunities in projects implementation	8.86	1.44	88.65	17.16	0.000*	3
7.	Learning from evaluation increases the organization opportunities in getting fund	8.51	1.56	85.07	13.69	0.000*	8
8.	Learning from evaluation helps improving the organization image before donors	8.64	1.56	86.35	14.55	0.000*	6

9.	Learning from evaluation is considered a secondary factor in projects success	5.09	2.93	50.95	-2.65	0.005*	10
10	The organization which cares for learning from evaluation is considered a successful one	9.00	1.40	90.00	18.37	0.000*	1
	All paragraphs of the field	8.28	1.16	82.76	16.94	0.000*	

* The mean is significantly different from 6

5.3. Research Hypothesis

5.3.1. Hypothesis # 1:

“Evaluation type” affects the level of learning from evaluation at a statistically significant level ($\alpha \leq 0.05$) in local NGOs working in the Gaza strip.

The researcher used simple linear regression, and obtained the following results:

- Table 5-7 Result of simple linear regression analysis - Evaluation type) shows the correlation coefficient $R = 0.628$ and $R\text{-Square} = 0.394$. This means 38.6% of the variation in Learning from evaluation is explained by Evaluation type.
- Table 5-7 Result of simple linear regression analysis - Evaluation type) shows the Analysis of Variance for the regression model. $F=46.897$, $\text{Sig.} = 0.000$, so there is a significant relationship between the dependent variable “Learning from evaluation” and the independent variable "Evaluation type".

The estimated regression equation is:

$$\text{Learning from evaluation} = 3.758 + 0.545 * (\text{Evaluation type})$$

The estimated regression equation is used to predict the value of “Learning from evaluation” for any given value (responses) to the independent variable "Evaluation type".

According to these results, there is a statistically significant effect of “evaluation type” on “learning from evaluation” which approves the researchers’ hypothesis.

Such results are consistent with a number of studies such as Edmonstone who stated that even though evaluations differ, however, they share significant learning themes (Edmonstone, 2013). This was also agreed by Abu Aisha and Abu Mansour, who indicated that evaluation is sought as learning opportunity (Abu Mansor *et al.*, 2012) and that employees could learn from external consultants (Aisheh, 2013).

Table 5-7 Result of simple linear regression analysis - Evaluation type

Variable	B	T	Sig.	R	R-Square	F	Sig.
(Constant)	3.758	5.626	0.000*	.628	0.394	46.897	0.000**
Evaluation type	0.545	6.848	0.000*				

* The variable is statistically significant at 0.05 level

** The relationship is statistically significant at 0.05 level

5.3.2. Hypothesis # 2:

"Project characteristics" affect the level of learning from evaluation at a statistically significant level ($\alpha \leq 0.05$) in local NGOs working in the Gaza strip.

The researcher used simple linear regression, and obtained the following results:

- Table 5-8 Result of simple linear regression analysis - Project) shows the correlation coefficient $R = 0.377$ and $R\text{-Square} = 0.142$. This means 14.2% of the variation in "Learning from evaluation" is explained by "Projects".
- Table 5-8 Result of simple linear regression analysis - Project) shows the Analysis of Variance for the regression model. $F = 11.904$, $\text{Sig.} = 0.001$, so there is a significant relationship between the dependent variable "Learning from evaluation" and the independent variable "Projects".

The estimated regression equation is:

$$\text{Learning from evaluation} = 6.294 + 0.291 * (\text{Project characteristics})$$

The estimated regression equation is used to predict the value of "Learning from evaluation" for any given value (responses) to the independent variable "Project characteristics".

According to these results, there is a statistically significant effect of "projects characteristics" on "learning from evaluation" which approves the researchers' hypothesis.

These results are in line with what the findings of the previous studies specially in terms of duration and frequency as Fuller (Fuller *et al.*, 2011) mentioned that lessons learned from previous projects can be utilized when projects are repeated or in similar projects, while Abu Aisheh (Aisheh, 2013) found that project duration and staff

attitudes towards evaluation affect their interaction and thus their learning. Other previous studies didn't tackle projects characteristics but it was implied that project frequencies are of importance due to extraction of lessons learned and their application in similar projects (Anbari *et al.*, 2008).

The meaning of such results, is that project characteristics affect learning from evaluation and should be taken into consideration to increase the possibility of learning.

Table 5-8 Result of simple linear regression analysis - Project

Variable	B	T	Sig.	R	R-Square	F	Sig.
(Constant)	6.294	10.703	0.000*	.377	0.142	11.904	0.001**
Project	0.291	3.450	0.001*				

* The variable is statistically significant at 0.05 level

** The relationship is statistically significant at 0.05 level

5.3.3. Hypothesis # 3:

“Executive management skills” affect the level of learning from evaluation at a statistically significant level ($\alpha \leq 0.05$) in local NGOs working in the Gaza strip.

The researcher used simple linear regression, and obtained the following results:

- Table 5-9 Result of simple linear regression analysis - Executive management skills) shows the correlation coefficient $R = 0.540$ and $R\text{-Square} = 0.292$. This means 29.2% of the variation in “Learning from evaluation” is explained by “Executive management skills”.
- Table 5-9 Result of simple linear regression analysis - Executive management skills) shows the Analysis of Variance for the regression model. $F=29.647$, $\text{Sig.} = 0.000$, so there is a significant relationship between the dependent variable “Learning from evaluation” and the independent variable "Executive management skills".

The estimated regression equation is:

$$\text{Learning from evaluation} = 5.083 + 0.409 * (\text{Executive management skills})$$

The estimated regression equation is used to predict the value of Learning from evaluation for any given value (responses) to the independent variable "Executive management skills".

According to these results, there is a statistically significant effect of “Executive management skills” on “learning from evaluation” which approves the researchers’ hypothesis.

This results show the significance of executive management skills in learning from evaluations. Previous studies (Abu Mansor *et al.*, 2012; Balbastre *et al.*, 2003; Boateng, 2011) are in line with this result and no one study has shown different or disagreement on such factor.

This result means that executives in NGOs are playing a major role in facilitating or hindering learning process. According to the result of Rebelo (Rebelo *et al.*, 2011); educated staff are facilitators for learning,

Table 5-9 Result of simple linear regression analysis - Executive management skills

Variable	B	T	Sig.	R	R-Square	F	Sig.
(Constant)	5.083	8.511	0.000*	0.540	0.292	29.647	0.000**
Executive management skills	0.409	5.445	0.000*				

* The variable is statistically significant at 0.05 level

** The relationship is statistically significant at 0.05 level

5.3.4. Hypothesis # 4:

“Being a learning organization” affects the level of learning from evaluation at a statistically significant level ($\alpha \leq 0.05$) in local NGOs working in the Gaza strip.

The researcher used simple linear regression, and obtained the following results:

- Table 5-10 Result of simple linear regression analysis - Learning organization) shows the correlation coefficient $R = 0.801$ and $R\text{-Square} = 0.641$. This means 64.1% of the variation in Learning from evaluation is explained by Learning organization.
- Table 5-10 Result of simple linear regression analysis - Learning organization) shows the Analysis of Variance for the regression model. $F=128.637$, $\text{Sig.} = 0.000$, so there is a significant relationship between the dependent variable Learning from evaluation and the independent variable "Being a learning organization".

The estimated regression equation is:

$$\text{Learning from evaluation} = 2.245 + 0.731 * (\text{Being a learning organization})$$

The estimated regression equation is used to predict the value of Learning from evaluation for any give value (responses) to the independent variable "Being a learning organization".

According to these results, there is a statistically significant effect of “being a learning organization” on “learning from evaluation” which approves the researchers’ hypothesis.

This result confirms what previous studies has concluded regarding the relationship between learning organizations and learning itself (Abu Mansor *et al.*, 2012);(Aponte *et al.*, 2013);(Almeida *et al.*, 2014). This confirms that in order to learn from evaluation, organizations need to be learning ones (Edmonstone, 2013). The relation as indicated by the equation reflects the high impact of being a learning organization on learning from evaluation. Such relation is very important in encouraging organizations to become learning ones to promote their learning from evaluation. None of the previous studies mentioned any different results, as all of them focused on learning as an essential characteristic of any organization that learns from evaluations.

Table 5-10 Result of simple linear regression analysis - Learning organization

Variable	B	T	Sig.	R	R-Square	F	Sig.
(Constant)	2.245	4.175	0.000*	.801	0.641	128.637	0.000*
Learning organization	0.731	11.342	0.000*				

* The variable is statistically significant at 0.05 level

** The relationship is statistically significant at 0.05 level

5.3.5. Hypothesis # 5:

There are statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “Factors affecting learning from projects’ evaluations in local NGOs working in the Gaza strip” due to (Gender, Age, Academic level, Work, Years of experience, Number of external evaluations

conducted in the organization, and Number of external evaluations respondents have been part of).

This hypothesis can be divided into the following sub-hypotheses:

- **There are statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “Factors affecting learning from projects’ evaluations in local NGOs working in the Gaza strip” due to gender.**
 - Table 5-11 Independent Samples T-test of the fields and their p-values for gender) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among the respondents toward each field due to gender. It is concluded that the personal characteristics’ gender has no effect on each field.

Table 5-11 Independent Samples T-test of the fields and their p-values for gender

No.	Field	Means		Test Value	Sig.
		Male	Female		
1.	Evaluation type	8.21	8.36	-0.486	0.629
2.	Project	6.68	6.92	-0.684	0.497
3.	Executive management skills	7.71	7.90	-0.532	0.597
4.	Learning organization	8.15	8.35	-0.665	0.509
5.	Learning from evaluation	8.08	8.47	-1.484	0.143
	All paragraphs of the questionnaire	7.69	7.92	-0.898	0.373

- **There are statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “Factors affecting learning from projects’ evaluations in local NGOs working in the Gaza strip” due to age.**
 - Table 5-12 ANOVA test of the fields and their p-values for age) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the field “Executive management skills”, then there is significant difference among the respondents toward this field due to age. It is concluded that the personal characteristics’ age has an effect on this field.
 - For the field “Executive management skills”, The mean for the category " 45 yeas +" respondents have the highest among the other age categories, then It is concluded that the category " 45

years +" respondents is agreed much more than the other age categories.

- Table 5-12 ANOVA test of the fields and their p-values for age) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the other fields, then there is insignificant difference among the respondents regarding to these fields due to age. It is concluded that the respondents' age has no effect on this fields.

Table 5-12 ANOVA test of the fields and their p-values for age

No.	Field	Means			Test Value	Sig.
		Less than 35	35 and less than 45	45 years +		
1.	Evaluation type	7.97	8.40	8.75	2.365	0.101
2.	Project	6.98	6.27	6.96	1.508	0.228
3.	Executive management skills	7.77	7.15	8.47	3.828	0.026*
4.	Learning organization	7.97	8.38	8.64	1.988	0.145
5.	Learning from evaluation	8.01	8.40	8.64	2.105	0.129
	All paragraphs of the questionnaire	7.68	7.62	8.18	1.678	0.194

* The mean difference is significant a 0.05 level

- **There are statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “Factors affecting learning from projects’ evaluations in local NGOs working in the Gaza strip” due to academic level.**
 - Table 5-13 Independent Samples T-test of the fields and their p-values for academic level) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among the respondents toward each field due to academic level. It is concluded that the personal characteristics’ academic level has no effect on each field.

Table 5-13 Independent Samples T-test of the fields and their p-values for academic level

No.	Field	Means		Test Value	Sig.
		Bachelor / Diploma	Master and more		
1.	Evaluation type	8.20	8.41	-0.655	0.514
2.	Project	6.86	6.72	0.388	0.699
3.	Executive management skills	7.98	7.57	1.124	0.265
4.	Learning organization	8.24	8.27	-0.085	0.933
5.	Learning from evaluation	8.32	8.21	0.411	0.683
	All paragraphs of the questionnaire	7.85	7.74	0.388	0.699

- **There are statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “Factors affecting learning from projects’ evaluations in local NGOs working in the Gaza strip” due to work.**
 - Table 5-14 ANOVA test of the fields and their p-values for work) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among the respondents toward each field due to work. It is concluded that the personal characteristics’ work has no effect on each field.

Table 5-14 ANOVA test of the fields and their p-values for work

No.	Field	Means				Test Value	Sig.
		Project coordinator	Programs/ Projects officer	M&E specialist	Executive/ General manager		
1.	Evaluation type	7.94	8.64	7.93	8.71	1.962	0.128
2.	Project	6.84	6.47	6.75	7.08	0.487	0.692

3.	Executive management skills	7.69	7.69	7.51	8.25	0.686	0.564
4.	Learning organization	8.00	8.27	7.90	8.83	1.926	0.133
5.	Learning from evaluation	8.20	8.02	7.75	8.89	2.727	0.051
	All paragraphs of the questionnaire	7.67	7.69	7.51	8.27	1.484	0.226

- **There are statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “Factors affecting learning from projects’ evaluations in local NGOs working in the Gaza strip” due to years of experience.**

- Table 5-15 ANOVA test of the fields and their p-values for years of experience) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among the respondents toward each field due to years of experience. It is concluded that the personal characteristics’ years of experience has no effect on each field.

Table 5-15 ANOVA test of the fields and their p-values for years of experience

No.	Field	Means			Test Value	Sig.
		Less than 5 years	5 and less than 10	More than 10 years		
1.	Evaluation type	7.93	8.04	8.54	1.569	0.215
2.	Project	7.15	6.94	6.62	0.757	0.473
3.	Executive management skills	7.79	8.04	7.70	0.338	0.714

4.	Learning organization	8.08	8.01	8.43	0.857	0.429
5.	Learning from evaluation	8.17	7.97	8.47	1.308	0.277
	All paragraphs of the questionnaire	7.79	7.74	7.84	0.058	0.944

- **There are statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “Factors affecting learning from projects’ evaluations in local NGOs working in the Gaza strip” due to number of external evaluations conducted in your organization.**

- Table 5-16 ANOVA test of the fields and their p-values for number of external evaluations conducted in your organization) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the field “Evaluation type”, then there is significant difference among the respondents toward this field due to number of external evaluations conducted in your organization. It is concluded that the personal characteristics’ number of external evaluations conducted in your organization has an effect on this field.
- For the field “Evaluation type”, The mean for the category " More than 5" respondents have the highest among the other number of external evaluations conducted in your organization categories, then It is concluded that the category " More than 5" respondents is agreed much more than the other number of external evaluations conducted in your organization categories.
- Table 5-16 ANOVA test of the fields and their p-values for number of external evaluations conducted in your organization)shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the other fields, then there is insignificant difference among the respondents regarding to these fields due to number of external evaluations conducted in your organization. It is concluded that the respondents’ number of external evaluations conducted in your organization has no effect on this fields.

Table 5-16 ANOVA test of the fields and their p-values for number of external evaluations conducted in your organization

No.	Field	Means		Sig.
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		1-2	3 to 5	More than 5	Test Value	
1.	Evaluation type	7.57	8.15	8.68	3.944	0.024*
2.	Project	6.59	7.03	6.72	0.488	0.616
3.	Executive management skills	7.47	7.99	7.81	0.512	0.601
4.	Learning organization	8.06	8.01	8.52	1.434	0.245
5.	Learning from evaluation	7.78	8.43	8.36	1.654	0.199
	All paragraphs of the questionnaire	7.49	7.83	7.91	0.711	0.495

* The mean difference is significant a 0.05 level

- **There are statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “Factors affecting learning from projects’ evaluations in local NGOs working in the Gaza strip” due to number of external evaluations you have been part of.**
 - Table 5-17 ANOVA test of the fields and their p-values for “number of external evaluations you have been part of”) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the field “Evaluation type”, then there is significant difference among the respondents toward this field due to number of external evaluations you have been part of. It is concluded that the personal characteristics’ number of external evaluations you have been part of has an effect on this field.
 - For the field “Evaluation type”, The mean for the category " More than 5" respondents have the highest among the other number of external evaluations you have been part of categories, then It is concluded that the category " More than 5" respondents is agreed much more than the other number of external evaluations you have been part of categories.
 - Table 5-17 ANOVA test of the fields and their p-values for “number of external evaluations you have been part of”) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the other fields, then there is insignificant difference among the respondents regarding to these fields due to number of external evaluations you have been part of. It is concluded that the respondents’ number of external evaluations you have been part of has no effect on this fields.

Table 5-17 ANOVA test of the fields and their p-values for “number of external evaluations you have been part of”

No.	Field	Means			Test Value	Sig.
		1-2	3 to 5	More than 5		
1.	Evaluation type	7.62	8.37	8.85	6.290	0.003*
2.	Project	6.79	6.71	6.90	0.102	0.903
3.	Executive management skills	7.67	7.69	8.04	0.469	0.628
4.	Learning organization	7.90	8.22	8.61	2.038	0.138
5.	Learning from evaluation	8.02	8.35	8.45	0.941	0.395
	All paragraphs of the questionnaire	7.57	7.77	8.06	1.258	0.290

* The mean difference is significant a 0.05 level

Chapter 6

Findings and recommendations

Chapter 6: Findings and recommendations

6.1. Introduction

This study explored 4 factors which were expected to be relevant to and affecting learning from evaluation. In this chapter, the researcher will present the findings and recommendations as well as suggested topics for further research.

6.2. Findings

The research aimed at answering the question of **“What are the factors affecting NGOs’ learning from projects’ evaluations?”**.

Based on the results and data analysis, it was found that all the hypothesized variables namely: evaluation type, project characteristics, being a learning organization and executive management skills, are affecting learning from projects evaluations.

In terms of the sub-questions, the research provided answers as follows:

- *In what way does those factors affect NGOs’ learning from projects’ evaluations?*
 - All the factors proved to be affecting learning from projects’ evaluations by increasing it. As the variation of evaluation types, different project characteristics such as the increase in project budget, or number of beneficiaries, or implementation duration, being a learning organization, and the higher the skills of executive management, then learning is increased. This is evident from the relation equations mentioned in the previous chapter.
- *To what extent does those factors affect NGOs’ learning from projects’ evaluations?*
 - The research revealed that assumed factors have a significant effect on learning from project’s evaluations. Such results lead to the notion that focusing on promoting those factors leads to increased learning. The identified equations indicate the relation of each factor with learning from evaluation and provide information on the level to which each of those factors affect learning from evaluation.
- *How such learning is affecting or affected by organizational learning?*
 - Being a learning organization is a facilitating factor for learning from projects’ evaluations. According to the results, when the organization has the characteristics of a learning organization, then it is an encouraging environment for learning. This conclusion was evident from the equations relating the four aspects of a learning organization namely: information interpretation, information sharing, organizational memory, and supportive learning environment, with learning from evaluations.

In terms of objectives; this research has achieved its intended ones as follows:

- *Determine if there is any statistically significant relation between the research variables and learning from projects evaluations.*
 - The research has identified a statistically significant relation between the all independent variables and the dependent variable.
- *Shed light on the importance of learning from evaluations in improving and developing performance.*
 - The research with its findings and recommendations has contributed to highlighting the relationship that exists between projects evaluation and learning from it, which in turn provides a new perspective for the importance of learning from evaluation. The research also introduced an evidence that learning from projects' evaluations is already taking place –to some extent- within local NGOs, however, it still needs more attention to be promoted.
- *Identify factors affecting learning from projects' evaluations in local NGOs.*
 - The research has identified four factors that are affecting learning from projects' evaluation. However, it is believed that there are other factors that should be explored such as evaluators' characteristics and skills, staff attitudes towards evaluation and conditions of evaluations.
- *Provide recommendations on best practices to learn and benefit from project evaluations.*
 - The research provides a number of recommendations on how to promote organizational learning from projects' evaluations as in the next section.

6.3. Recommendations

Based on the findings and data analysis, the researcher recommends the following:

1. Local NGO should focus more on involving its staff in projects' evaluations in order to maximize their learning.
2. Local NGOs should encourage their staff to perceive projects' evaluations as learning opportunities which could benefit them in other projects and promote quality of their work.
3. Local NGOs should improve their capacities as learning organizations to promote their learning from projects' evaluations.
4. Information sharing and interpretation are vital aspects that local NGOs should focus on and invest in them to facilitate information utilization among their staff.
5. Local NGOs should pay more attention to sharing information about evaluation processes as well as their results, and disseminating such information to relevant staff. Doing so will increase learning from projects' evaluations, which would benefit the organization as a whole.

6. Organizational memory and establishing information repositories which are easy to access and understand, are important aspects to facilitate learning from projects' evaluations. Local NGOs should pay more attention and invest more resources in these aspects to improve their learning capabilities.
7. Local NGOs should invest in knowledge management activities and make it a priority to establish knowledge repositories and implement efficient ways to manage and utilize them. Knowledge management is vital to promote organizational memory, and promote organizational learning on all its levels.
8. Local NGOs should invest in their staff learning; as individual learning is an important aspect in realizing organizational learning. This could be done by encouraging staff to participate in evaluation processes and discuss evaluation results.
9. It is of importance for local NGOs to provide suitable conditions to realize a learning supportive environment for its staff. This would guarantee increased level of learning among the staff and consequently will lead to the improvement of performance.
10. Internal evaluations in local NGOs should be promoted and used more often to promote the culture of evaluation for learning and improvement.
11. Local NGOs should encourage internal evaluations and include as many as possible of its staff in the process to promote their perception of evaluation as means for learning and promote evaluation as a culture.
12. External evaluators should take into consideration when conducting evaluations, that project staff could learn from them in terms of the evaluation process its self as well as its results. This should encourage them to be more open to include and explain more about the evaluation process and results for stakeholders.
13. Donors are recommended to pay more attention to the aspect of learning from evaluation, and to reform their strategies to encourage such form of learning.
14. Donors should encourage local NGOs to share information about their evaluation within and outside the organization itself in order to promote an atmosphere of knowledge sharing.

6.4. Suggested topics for future research

Based on the findings and data analysis, the researcher suggests the following topics to be subject for further research and study according to what he experienced during the research.

1. Other factors are expected to be affecting learning from evaluations, which were not addressed in this research. Factors such as: evaluators' experience and quality, level of staff involvement in evaluation processes, timing and conditions of the evaluation processes, attitudes towards evaluation and donors' involvement in evaluation processes are all worthy for further investigation to assess to what degree they are related to and affecting learning from evaluation.

2. This research identified some factors affecting learning from evaluation, but did not assess to which degree they are affecting it. Those factors could be further investigated to identify to what extent they affect learning from evaluations.
3. This research focused on external evaluation, and it is advisable to conduct a similar study to investigate what factors are affecting learning from internal evaluation.
4. The level to which learning from evaluation is benefiting the organization and how it affects its image before donors as well as community.
5. Being a learning organization was found as one of the major factors affecting learning from evaluation. It is worthy to study which of the other characteristics of learning organizations are affecting learning from evaluations and to what degree.
6. Knowledge management was found to be one of the important factors affecting learning from evaluation. This should be further investigated in order to assess how it affects learning and what could be done to promote learning from knowledge management practices.
7. Further research could be done to establish data warehouses and computerized model to identify the different factors affecting learning from evaluations. Such warehouse and model could serve as a platform to identify all the factors affecting the relation.

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ANNEXES

ANNEX I: LIST OF REFEREES

#	Name	University
1.	Prof. Dr. Yousef Ashour	Islamic University - Gaza
2.	Dr. Samy Abo Rous	Islamic University – Gaza
3.	Dr. Nafeth Barakat	Islamic University – Gaza
4.	Dr. Khaled Al Dehleez	Islamic University – Gaza
5.	Dr. Yousef Bahar	Islamic University – Gaza
6.	Dr. Wael Thabet	Al Azhar University – Gaza
7.	Dr. Wafiq Al Agha	Al Azhar University – Gaza

ANNEX II: ENGLISH QUESTIONNAIRE

Part one: Personal data:

Gender

Male

Female

Age

Less than 25

More than 25
and less than 35

More than 35
and less than 45

45 yeas +

Academic level

Diploma

Bachelor

Master

PhD

Work

Project
coordinator

Programs/
Projects officer

M&E sepcialist

Executive/
General
manager

Years of experience

Less than 2
years

More than 2
years and less
than 5

More than 5 and
less than 10

More than 10
years

Number of external evaluations conducted in your organization

0

1-2

3 to 5

More than 5

Number of external evaluations you have been part of:

0

1-2

3 to 5

More than 5

Part two: Questionnaire:

Please answer the following questions by writing the suitable degree from **1 to 10** which represents the most accurate answer based on your opinion. Keep in mind that 1 represents “Strongly disagree” while “10” represents Strongly agree”

First: Terminology:

- **Evaluation:** is an accurate and independent practice which is applied to identify and assess the level to which activities has reached in realizing the set objectives.
- **Evaluation type:** evaluation includes external (which is the type meant in this questionnaire) where somebody from outside the organization conducts the evaluation process, and internal when it is conducted by somebody from within the organization.
- **Learning from evaluation:** is the process of acquiring skills, knowledge and attitudes from the evaluation process and/or its results, where these can be utilized in other similar or different projects.
- **Being part of the evaluation:** it means to have a role in providing information for the evaluator or being part of the discussion and reviewing evaluation results.
- **Project type:** its category whether it is a developmental or emergency.
- **Learning organization:** which is interested in utilizing its expertise and its employees’ through information sharing, interpretation and archiving and supporting efforts to increase its staff expertise.
- **Information sharing:** is an organized process to disseminate information across the organization and its staff and stakeholders with the purpose of increasing their knowledge and expertise and build their capacities.
- **Information interpretation:** is an organized process for analysis and explanation of information with the aim of facilitating staff understanding and utilization of such information.
- **Organizational memory:** is the accumulative experiences and information which was previously gained from past expertise.
- **Supportive learning environment:** is the set of conditions which encourages and facilitates learning and accumulating expertise. It also

includes management support for staff learning and development.

Second: Questionnaire questions:

#	Statement	Degree
	Evaluation type	
.1	It is possible to learn from any evaluation process regardless of its type	
.2	Learning from evaluation is affected by type of evaluation process	
.3	Possibility of learning from evaluation increases whenever evaluation processes diversify	
.4	Results of learning from evaluation vary when evaluation type vary	
.5	Acquired experiences diversify according to evaluation processes diversification	
	Project	
	Project frequency	
.6	Level of learning from evaluation increases whenever the evaluated project is repeated	
.7	Level of learning from evaluation increases whenever the waiting time between repeating the project is increased	
.8	Possibility of applying what is learned from evaluation increases whenever the evaluated project is repeated	
.9	Possibility of applying what is learned from evaluation increases whenever the waiting time before repeating the project is increased	
	Project duration	
.10	Level of learning from evaluation increases whenever the project duration increases	
.11	Level of learning from evaluation increases whenever the duration of project evaluation increases	
.12	Possibility of applying what is learned from evaluation increases whenever the project duration increases	
.13	Possibility of applying what is learned from evaluation increases whenever the duration of project evaluation increases	
	Project type	
.14	Level of learning from evaluation increases whenever the project type was close to its implementers academic background	
.15	Learning from evaluation is affected by the evaluated project type and nature	

#	Statement	Degree
.16	Possibility of applying what is learned from evaluation increases whenever the type of evaluated project is close to its implementers academic background	
	Project size	
.17	Level of learning from evaluation increases whenever the project budget increases	
.18	Level of learning from evaluation increases whenever the number of project implementers increases	
.19	Level of learning from evaluation increases whenever the number of project beneficiaries increases	
.20	Possibility of applying what is learned from evaluation increases whenever the project budget increases	
.21	Possibility of applying what is learned from evaluation increases whenever the number of project implementers increases	
.22	Possibility of applying what is learned from evaluation increases whenever the number of project beneficiaries increases	
	Executive management skills	
	Years of experience	
.23	Level of learning from evaluation increases whenever the total number of experience years of project staff increases	
.24	Level of learning from evaluation increases whenever the number of experience years of project staff related to the project increases	
.25	Level of learning from evaluation increases whenever the number of experience years of project staff which is relevant to evaluation processes increases	
.26	Possibility of applying what is learned from evaluation increases whenever the total number of experience years of project staff increases	
.27	Possibility of applying what is learned from evaluation increases whenever the number of experience years of project staff which is related to the project increases	
.28	Possibility of applying what is learned from evaluation increases whenever the total number of experience years of project staff which is related to evaluation processes increases	
	Academic background	

#	Statement	Degree
.29	Level of learning from evaluation increases whenever the staff academic background is relevant to the project	
.30	Level of learning from evaluation is affected by project staff academic background	
.31	Level of learning from evaluation increases when the project staff have an academic background about evaluation processes	
.32	Possibility of applying what is learned from evaluation increases when the project staff academic background is more relevant to the project	
.33	Possibility of applying what is learned from evaluation is affected by project staff academic background	
.34	Possibility of applying what is learned from evaluation increases when the project staff have an academic background relevant to evaluation processes	
	Learning organization	
	Information sharing	
.35	Level of learning from evaluation increases whenever an information sharing system is available within the organization	
.36	Level of learning from evaluation increases whenever the volume of shared information about the evaluated project increases	
.37	Level of learning from evaluation increases whenever the volume of shared information about the organization in general increases	
.38	Possibility of applying what is learned from evaluation increases when there is an information sharing system within the organization	
.39	Possibility of applying what is learned from evaluation increases when the volume of shared information about the evaluated project increases	
.40	Possibility of applying what is learned from evaluation increases when the volume of shared information about the organization in general increases	
	Information interpretation	
.41	Level of learning from evaluation increases when there is interpretation for the information related to the evaluation process	

#	Statement	Degree
.42	Level of learning from evaluation increases when there is interpretation for the results of the evaluation process	
.43	Level of learning from evaluation increases when there is interpretation for the results of the project itself	
.44	Possibility of applying what is learned from evaluation increases when there is an interpretation for the information related to the evaluation process	
.45	Possibility of applying what is learned from evaluation increases when there is an interpretation for the results of the evaluation process	
.46	Possibility of applying what is learned from evaluation increases when there is an interpretation for the results of the project itself	
	Organizational memory	
.47	Level of learning from evaluation increases when the project results are archived	
.48	Level of learning from evaluation increases when the results of the evaluation process are archived	
.49	Level of learning from evaluation increases when there is an archiving system within the organization	
.50	Possibility of applying what is learned from evaluation increases when the results of the project are archived	
.51	Possibility of applying what is learned from evaluation increases when the results of the evaluation process are archived	
.52	Possibility of applying what is learned from evaluation increases when there is an archiving system within the organization	
	Supportive learning environment	
.53	Level of learning from evaluation increases when there is a supportive learning environment	
.54	Level of learning from evaluation increases when there is exchange of experience among organization staff	
.55	Level of learning from evaluation increases when the management interest in the results of evaluation process increases	
.56	Level of learning from evaluation increases when organization is aware of the importance of learning from evaluation	
	Learning from evaluation	

#	Statement	Degree
.57	Learning from evaluation contributes to increased efficiency of project implementation	
.58	Learning from evaluation contributes to increased quality of project results	
.59	Evaluation is considered as a learning opportunity for project staff	
.60	Learning from evaluation is considered an essential requirement of donors	
.61	Learning from evaluation is considered essential for work development	
.62	Learning from evaluation increases the organization success opportunities in projects implementation	
.63	Learning from evaluation increases the organization opportunities in getting fund	
.64	Learning from evaluation helps improving the organization image before donors	
.65	Learning from evaluation is considered a secondary factor in projects success	
.66	The organization which cares for learning from evaluation is considered a successful one	

ANNEX III: ARABIC QUESTIONNAIRE

The Islamic University- Gaza
Deanship of Graduates Studies
Faculty of Commerce
Business Administration Department



الجامعة الإسلامية- غزة
عمادة الدراسات العليا
كلية التجارة
قسم إدارة الأعمال

السادة الكرام
تحية طيبة وبعد...

الاستبانة التي بين أيديكم هي أداة دراسة لاستكمال متطلبات درجة الماجستير في إدارة الأعمال وعنوانها "العوامل المؤثرة في التعلم من تقييم المشاريع في المؤسسات الأهلية العاملة في قطاع غزة" والتي تهدف للتعرف على العوامل التي تؤثر في عملية التعلم من عمليات التقييم الخارجي للمشاريع المنفذة في المؤسسات الأهلية وذلك بغرض توضيح هذه العوامل لتعزيزها وبالتالي تعزيز التعلم والاستفادة من التقييم.

لذا نرجو من سيادتكم التكرم بتخصيص 10 دقائق من وقتكم الثمين للإجابة على أسئلة الاستبانة بأدق درجة ممكنة.

كما ننوه لسيادتكم أن جميع المعلومات التي سيتم الحصول عليها ستستخدم لأغراض البحث العلمي فقط.

شاكرين لكم حسن تعاونكم

الباحث
وليد حماد النباهين

الجزء الأول: البيانات الشخصية:

الجنس			
<input type="checkbox"/> ذكر	<input type="checkbox"/> أنثى		
العمر			
<input type="checkbox"/> أقل من 25 سنة	<input type="checkbox"/> أكبر من 25 سنة وأقل من 35 سنة	<input type="checkbox"/> أكبر من 35 سنة وأقل من 45 سنة	<input type="checkbox"/> 45 سنة فأكثر
المؤهل العلمي			
<input type="checkbox"/> دبلوم	<input type="checkbox"/> بكالوريوس	<input type="checkbox"/> ماجستير	<input type="checkbox"/> دكتورة
المستوى الوظيفي			
<input type="checkbox"/> منسق مشروع	<input type="checkbox"/> مدير مشاريع/برامج	<input type="checkbox"/> مسؤول متابعة وتقييم	<input type="checkbox"/> مدير تنفيذي/ عام
عدد سنوات الخبرة			
<input type="checkbox"/> أقل من 2 سنة	<input type="checkbox"/> أكثر من 2 سنة وأقل من 5 سنوات	<input type="checkbox"/> أكثر من 5 سنوات وأقل من 10 سنوات	<input type="checkbox"/> أكثر من 10 سنوات
عدد المرات التي تم فيها عمل تقييم خارجي للمشاريع التي نفذتها المؤسسة			
<input type="checkbox"/> 0 مرة	<input type="checkbox"/> 1-2	<input type="checkbox"/> من 3 إلى 5 مرات	<input type="checkbox"/> أكثر من 5 مرات
عدد المرات التي كنت فيها جزءاً من عملية تقييم			
<input type="checkbox"/> 0 مرة	<input type="checkbox"/> 1-2	<input type="checkbox"/> من 3 إلى 5 مرات	<input type="checkbox"/> أكثر من 5 مرات

الجزء الثاني: الاستبانة:

نرجو الإجابة على الأسئلة التالية وذلك بوضع الدرجة المناسبة من 1 إلى 10 والتي تمثل أدق إجابة مع العلم أن "1" تمثل "غير موافق بشدة" بينما "10" تمثل "موافق بشدة".

أولاً: تعريف المصطلحات المستخدمة:

- **التقييم:** هو إجراء دقيق ومستقل يطبق لمعرفة وتحديد المدى الذي تم الوصول إليه في تحقيق الأهداف الموضوعية.
- **نوع التقييم:** ينقسم التقييم حسب الجهة المقيمة إلى تقييم خارجي (وهو المقصود في الاستبانة) تعقده جهة خارج المؤسسة وتقييم داخلي أو ذاتي تعقده نفس المؤسسة، كما ينقسم وفقاً للغرض منه إلى تقييم إجرائي يبحث في إجراءات التنفيذ ومراحل المشروع، وتقييم نهائي يبحث في أثر المشروع.
- **التعلم من التقييم:** عملية اكتساب مهارات ومعارف وتوجهات من عملية التقييم أو نتائجها، بحيث يمكن الاستفادة منها في نفس المشروع أو مشاريع أخرى.
- **المشاركة في التقييم:** أو أن تكون جزءاً من عملية التقييم يقصد بها أن يكون لك دور في تزويد المعلومات للمقيم أو المشاركة في نقاش أو استعراض عملية التقييم أو نتائجها.
- **نوع المشروع:** هو تصنيف المشروع إذا ما كان مشروعاً إغائياً أم تنموياً.
- **المنظمة المتعلمة:** هي المنظمة التي تحرص على الاستفادة من خبراتها وخبرات الموظفين لديها عبر مشاركة المعلومات وتحليلها وتوثيقها ودعم الجهود التي تساهم في زيادة خبرة العاملين فيها.
- **مشاركة المعلومات:** هي عملية منظمة لنشر المعلومات داخل المؤسسة للأشخاص والجهات ذات العلاقة بهدف زيادة معرفتهم وتطوير قدراتهم.
- **تفسير المعلومات:** هي عملية منظمة لتحليل وتوضيح المعلومات بحيث يسهل فهمها والاستفادة منها في العمليات الأخرى.
- **ذاكرة المنظمة:** هي الخبرات والتجارب والمعلومات المتراكمة لدى المؤسسة و المكتسبة من خلال تجاربها السابقة.
- **البيئة الداعمة للتعلم:** هي مجموعة الظروف التي تحفز وتسهل عملية التعلم وتراكم الخبرات وتشمل دعم الإدارة للموظفين للتعلم والتطوير.

ثانياً: أسئلة الاستبانة:

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.68	يتأثر التعلم من التقييم بنوع عملية التقييم	
.69	تزيد إمكانية التعلم من التقييم كلما تنوعت عمليات التقييم	
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.73	تزداد نسبة التعلم عندما تطول الفترة الزمنية الفاصلة بين تكرار تنفيذ المشروع الذي تم تقييمه	
.74	تزداد احتمالية تطبيق ما تم تعلمه من التقييم كلما تكرر تنفيذ المشروع الذي تم تقييمه	
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.81	تتأثر نسبة التعلم من التقييم بنوع وطبيعة المشروع الذي تم تقييمه	
.82	تزداد احتمالية تطبيق ما تم تعلمه من التقييم كلما كان نوع المشروع قريباً من الخلفية الأكاديمية لمنفذه	
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.84	تزداد نسبة التعلم من التقييم كلما زاد عدد المنفذين للمشروع الذي تم تقييمه	
.85	تزداد نسبة التعلم من التقييم كلما زاد عدد المستفيدين من المشروع الذي تم تقييمه	

#	البند	الدرجة
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.93	تزداد احتمالية تطبيق ما تم تعلمه من التقييم كلما ازدادت سنوات الخبرة لدى طاقم العمل ذات العلاقة بطبيعة المشروع الذي تم تقييمه	
.94	تزداد احتمالية تطبيق ما تم تعلمه من التقييم كلما ازدادت سنوات الخبرة لدى طاقم العمل ذات العلاقة بعمليات التقييم	
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.96	تتأثر نسبة التعلم من التقييم بالخلفية الأكاديمية لدى طاقم العمل	
.97	تزداد نسبة التعلم من التقييم كلما كان لمنفذي المشروع خلفية أكاديمية عن عمليات التقييم	
.98	تزداد احتمالية تطبيق ما تم تعلمه من التقييم كلما كانت الخلفية الأكاديمية أكثر صلة بمحتوى المشروع	
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106.	تزداد احتمالية تطبيق ما تم تعلمه من التقييم كلما ازاد حجم المعلومات التي يتم مشاركتها في المنظمة بشكل عام	
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120.	تزداد نسبة التعلم من التقييم عند تبادل الخبرات بين العاملين في المؤسسة	
121.	تزداد نسبة التعلم من التقييم كلما زاد اهتمام الإدارة بنتائج عمليات التقييم	
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126.	يعتبر التعلم من التقييم مطلباً أساسياً للممولين	
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