The Cultural Adaptation of Health Promotion Projects in International Development

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Table of Contents

List of Tables and Figures

Acronyms

Acronym	Meaning
ATIP	Access to Information and Privacy
ABCD	Asset-based Community Development
CRCID	Canadian Rotary Collaboration for International Development
DAC	Development Assistance Committee
DFATD	Department of Foreign Affairs, Trade and Development (former name of Global Affairs Canada)
EBI	Evidence-based Intervention
EVD	Ebola Virus Disease
GAC	Global Affairs Canada
HP	Health Promotion
ID	International Development
IDH	Instituto para el Desarrollo Hondureño
IDP	Internally Displaced Persons
IM	IMPACT Water
MEC	Monitoring, Evaluation and Control
NGO	Nongovernmental Organization
KAP	Knowledge, Attitudes, and Practices
OECD	Organisation for Economic Co-operation and Development
PIP	Project Implementation Plan
PM	Project Management
PM4DEV	Project Management for Development Organizations
PMD Pro	Project Management for Development Professional
PMF	Performance Management Framework
REP	Ripple Effect Project
WD	Water Directorate
WASH	Water, Sanitation, and Hygiene
WV	World Vision

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Abstract

While the imperative of taking into account the cultural dimension in international development project management is widely recognized, there is relatively little discussion in the literature about how this is put into practice. To address this gap, this paper explores the cultural adaptation of health promotion initiatives and its relation to project success by way of a multiple case study of four such international development projects funded by Global Affairs Canada. To this aim, project cases were studied through the analytical lens of Resnicow's surface/deep structure framework, while also drawing on Ika's concept of international development project success.

The findings align with the argument posited in this paper and supported by many researchers and experts that adequate cultural adaptation positively affects project success and, more precisely, encourages participation and local ownership and supports project relevance and sustainability. Moreover, the use of more comprehensively participative methodologies appears to be a significant factor in attaining greater adaptation. Thus, this study adds to the existing literature arguing that cultural adaptation is a factor, and even a condition, of project success, and can also inform ID practitioners unsure of the best approach to promote the cultural fit of initiatives.

Keywords: Cultural Adaptation, International Development, Project Management, Project Success

CHAPTER 1: Introduction

1.1 Context

For more than two decades now, funding agencies and international development (ID) organizations have adopted results-based management as one of the leading ID project management (PM) strategies. Through this approach, the notion of project success progressed from completing activities and producing outputs to achieving outcomes and generating lasting impact (Global Affairs Canada, 2016; United Nations Development Programme, 2009). It could be argued, however, that much is still left to understand when it comes to ID project success. Indeed, various estimates produced between 2000 and 2011 suggest that between 40% to a staggering 64% of ID projects did not achieve their intended impact (Ika & Hodgson, 2014, p. 1191), and some recent independent assessments based on a dataset of over 14,000 ID projects compiled by Honig (2018) suggest that almost 40% of analyzed projects were failures (Warner, 2019).

ID project failure is a multidimensional concept (Boakye & Liu, 2016, p. 87), and it is impossible to pinpoint a singular cause. However, considering the unique nature of ID projects characterized, among other specificities, by "high complexity and subtleness, [an often] profound cultural and geographical gap between project designers and their beneficiaries, [and] the asymmetrical distribution of power" (Ika, 2012, p. 30), the imperative of taking into account the cultural dimension in ID PM is widely recognized (Cuche, 2016; Ika & Hodgson, 2014; Ika, 2012; Ika et al., 2010; Khang & Moe, 2008; Cernea, 1998; Noël, 1996; Sanchez-Arneau & Desjeux, 1994, among many). Empirical evidence from Khang and Moe's (2008) research into ID project success supports this and shows that effective consultations in all project phases "are far more important" than the competence of the PM team in influencing ID project success (p. 82). Likewise, an empirical study conducted by Heinrich and Lopez (2009) to assess whether a participatory

approach improved project outcomes and target group's perception of effectiveness found that community participation is indeed considered to improve both measures (as cited in Ika & Hodgson, 2014, p. 1189). While the question of the cultural dimension in ID PM is multifaceted and should not be reduced to consultation and participation only, these studies illustrate its value to the success of initiatives.

Integrating the cultural dimension could be even more paramount to health promotion (HP) projects for the personal nature of the interventions, often involving people whose circumstances make vulnerable, and because of the complexity of generating behavioural and social changes (Bicchieri, 2016; Veen et al., 2014; Morrison et al., 2009; Schouten & Meeuwesen, 2006; Alarcón et al., 2003). Many authors studying the interaction of culture and health emphasize that beyond the observable manifestations of culture, it is just as critical to consider the values, beliefs, and social norms of the target population, which will influence community members' perceptions of an issue and their opinion of the relevance or appropriateness of a promoted behaviour, practice, or solution (Bicchieri, 2016; Abma & Heijsman, 2015; Ramos & Alegría, 2014; Veen et al., 2014; Morrison et al., 2009; Maclachlan, 2000; Kleinman et al., 1978, among others). Similarly, the cultural values explicitly or implicitly embedded in the project may not fully correspond to those of the target group, hindering the adoption of the intervention, and consequently, its success (Abma & Heijsman, 2015, p. 461). Some studies even maintain that cultural incompatibilities have a more decisive impact than linguistic barriers (Schouten & Meeuwesen, 2006; Alarcón et al., 2003). Therefore, a lack of correspondence with the target population's culture can have severe consequences for the success of the initiative.

The concept of cultural adaptation offers a response to this challenge. Castro and colleagues (2010), in one of the most cited definitions of cultural adaptation in recent literature,

describe it as “a planned, organised, iterative and collaborative process that often includes the participation of persons from the targeted populations for whom adaptation is being developed” (p. 216). The cultural adaptation of interventions is a strategy that has amassed increasing support across several health disciplines (Liu et al., 2016, p. 326), and has, for some, already cemented its place as a best practice (Barrera et al., 2012; Reinschmidt et al., 2010; Morrison et al., 2009). Thus, considering both the need for a deeper understanding of the factors that influence ID project success and the relative consensus on the decisive role that an adequate cultural fit may play in that success, cultural adaptation in HP ID projects appears a promising area of research.

1.2 Problem Statement

1.2.1 Study Rationale

The theory of cultural adaptation is still developing, as is the understanding of the factors that need to be considered when adapting interventions (Netto et al., 2010, p. 249). However, more research is particularly needed regarding practice, where it has been highlighted that there is a need “to learn about the processes associated with adapting interventions, as there are few papers in the published literature” (Liu et al., 2016, p. 332). This is particularly true concerning ID projects, as while there is literature discussing the cultural dimension in ID PM, the vast majority of the publications explicitly discussing the cultural adaptation of HP initiatives focuses on evidence-based interventions (EBI) aimed at ethnocultural minorities, although some sources do examine the adaptation of HP EBI between countries or the adaptation of humanitarian or development HP initiatives (for such examples, see Marais et al., 2016; Nöstlinger et al., 2015; Kevany & et al.,

2012; Gillespie & Porras Gómez, 2011; Gillespie, 2010; Poulsen et al., 2010; Kumpfer et al., 2008; Ashforth & Nattrass, 2005; Lee, 2004).

As such, this research project aims to contribute to the general ID PM body of knowledge by specifically addressing the cultural adaptation of HP ID projects. More precisely, this research studies the relationship between cultural adaptation and HP ID project success, taking into account both PM success, or the achievement of specific objectives in a timely and efficient manner, and deliverable success, defined by project relevance, impact and sustainability (Ika & Donnelly, 2017; Ika et al., 2012, Ika et al., 2010; Köster, 2010). The analysis is supplemented by an examination of the approaches, techniques, and tools applied as part of the adaptation process as there appears to be a paucity of information on the topic in ID PM, as reported by Golini (2015) who points out that several authors have identified a need for more research regarding PM tools and approaches (pp. 650-651). To this end, this research focuses on the cultural adaptation of HP ID projects funded by Global Affairs Canada (GAC) and implemented by nongovernmental organizations (NGOs).

1.2.2 Research Questions and Hypotheses

Considering the knowledge gaps identified above, this research project sought to answer the following questions:

Q1. To what extent ID projects financed by GAC and led by NGOs in the field of HP have integrated cultural adaptation to their practice?

This first question aimed to detect concrete strategies and processes that indicated an awareness of and a preoccupation with the cultural dimension throughout the different phases of the project. To this end, culture was conceptualized as a variable influencing project success, leading to the second question:

Q2. To what extent does cultural adaptation matter to project success and the project success dimensions?

As was outlined in the introduction, cultural adaptation is recognized by many researchers and experts as positively affecting project success. More precisely, it is thought to encourage participation and local ownership and be essential to project relevance and sustainability (Gillespie & Porras Gómez, 2011; Reinschmidt et al., 2010).

This research also sought to identify the means used in the adaptation process:

Q3. What are the approaches, techniques, and tools of cultural adaptation used in the selected projects?

In this regard, the general theory of cultural adaptation suggests that these approaches, techniques, and tools would be developed and implemented as participatory processes with the target population (Liu et al., 2016; Castro et al., 2014; Chen et al., 2013; Castro et al., 2010; Poulsen et al., 2010; Reinschmidt et al., 2010).

The last questions consider which cultural dimension these means aimed to address, and how they appeared to influence project success:

Q4. Do these approaches, techniques and tools address the surface structure of the target population's culture, the deep structure, or both?

Q5. To what extent do these approaches, techniques and tools contribute to PM success and deliverable success?

Based on the theoretical and analytical frameworks, it was expected that projects perceived as successful would address both surface structure and deep structure. It was also expected that while those approaches, techniques, and tools which addressed the surface structure would contribute to PM success, those that addressed the deep structure would contribute to deliverable success.

Indeed, adaptation to surface structure is reported to improve feasibility by increasing receptivity, comprehension and acceptance (Resnicow et al., 2000, p. 274), all of which facilitate PM success, while adaptation to deep structure affects project impact (Ibid.), associated with the deliverable success dimension. By studying these questions within the experience of ID NGOs, it was anticipated that this research would contribute to closing the selected gaps.

1.2.3 Methodology

This research project was developed as a deductive qualitative descriptive research using a multiple case study design and a deductive content analysis process. This design was chosen as the most appropriate to attempt to answer the research questions as it provides a reasonably in-depth perspective while also allowing for comparison between cases. Selective purposeful sampling was conducted to determine eligible cases, which were identified using GAC's online Project Browser. Documentation obtained through an Access to Information and Privacy (ATIP) request submitted to GAC, complemented by additional research, provided sufficient material for the inclusion of four cases.

1.3 Outline

Following this introduction, Chapter 2 presents a review of the literature and the theoretical and analytical frameworks of this study. Chapter 3 elaborates on the research methodology. Chapter 4 discusses the results derived from the content analysis within the theoretical and analytical frameworks. Chapter 5 revisits the research questions to present the findings, then assesses the study's limitations, contributions, and potential implications for the cultural adaptation of ID projects, before ending with an overview of future research avenues.

CHAPTER 2: Literature Review

2.1 Literature Review

2.1.1 Culture

Culture as an anthropological notion is a complex and multidimensional idea, and one that has evolved considerably since its inception (see Appendix A, section 1). Clifford Geertz, one of the most influential cultural anthropologists of the 20th century, conceptualized culture in his seminal work *The Interpretation of Cultures* (1973) as a "historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and attitudes toward life" (p. 89). While there remain significant distinctions or contradictions between theoretical approaches to culture (Cuche, 2016; Martin, 2002; Sanchez-Arneau & Desjeux, 1994), echoes of Geertz's description are still present in most of the definitions found in the literature consulted.

Beyond theoretical differences, modern approaches share a common preoccupation to avoid the reification of culture, a critical pitfall in cultural analysis: culture is an abstraction and, therefore, it cannot be observed in itself (Cuche, 2016, p. 45). Geertz (1973) similarly cautions that "culture is not a power, something to which social events, behaviors, institutions, or processes can be causally attributed; it is a context, something within which they can be intelligibly [...] described" (p. 14). Culture should also not be seen as static and immutable: it is continuously in renewal (Desjeux, 1991 in Cuche, 2016, p. 120; Liu et al., 2016, p. 332).

Culture is similarly dynamic as a strategic element at the individual level (Desjeux, 1991 in Cuche, 2016, p. 120). Indeed, culture must also be understood as a problem-solving model in which actors make calculations, whether conscious or implicit, rational or irrational, in a social system where everyone does not benefit from change (Ibid.). In the same vein, cultural relations should be studied

within different frameworks of social relations which can promote integration, competition, or conflict (Ibid., p. 63) and, in intercultural or minority situations, taking into account asymmetric power relations (Ibid., p. 150). As explained by Abma and Heijsman (2015), using a "cultural dynamic view on diversity prevents us from thinking in static cultural categories […], and we need to ensure that we do not reduce a person to his or her ethnic and cultural background" (p. 470). Further insight from Cuche (2016), drawing from Desjeux (1991) and Copans (2006), can help contextualize these observations in the present research. Cuche argues that the failure of ID projects has nothing to do with a target population's alleged cultural inability to change or supposed propensity toward irrationality - both of which are often claimed to be characteristics of so-called "traditional" societies -, but rather with the fact that ID practitioners are often unaware of the real interests and rationalities of beneficiaries in their cultural context (Ibid., pp. 120-121).

2.1.2 Cultural Dimension in International Development Project Management

Understanding the specificities of ID PM is a prerequisite to discussing the cultural dimension in ID PM (see Appendix A, section 2 for disambiguation with cross-cultural and intercultural PM). ID projects are a specific type of undertaking, and although they share commonalities with standard projects, they also present particularities:

> ID projects are characterized by high complexity and subtleness, strong front-end activity, the relative intangibility of their ultimate objective of poverty reduction, a large array of heterogeneous stakeholders, divergent perspectives among these stakeholders, the need for compromise, project appeal in the eyes of politicians, the profound cultural and geographical gap between project designers and their beneficiaries, the asymmetrical distribution of power between the world's richest countries, institutions and people and its poorest, and the prevalence of rather bureaucratic rules and procedures. (Ika, 2012, p. 30)

ID projects are thus technical and social, but also political, and "the choice of project options, such as locations or target groups, is often a political decision made by ID agencies, donors, national political leaders, and policymakers" (Ibid., p. 29). Although mostly not-for-profit initiatives, ID projects are not neutral endeavours. ID PM must consequently not only integrate culture, but also consider whose culture is taken into account, and to which purpose (Sanchez-Arneau & Desjeux, 1994, p. 31). Therefore, considering the cultural dimension in ID PM also requires a reflection on the cultural dimension of the project itself in relation to the context in which it will be implemented (Ibid.).

Due to their specificity, the management of ID projects requires a specific approach (Ika, 2012, p. 29). To address this, PM guidelines were developed for NGOs managing ID projects, such as PM4DEV or PMD Pro, used in this research. Both are "well known among practitioners and are considered a good alternative to or integration of the standard methodologies" (Golini et al., 2015, p. 650). ID PM also makes specific use of PM approaches, techniques, and tools (Ika, 2012, p. 29), especially in the "planning and implementation phases [which] are known to be tools-intensive" (Ika et al., 2010, p. 64). However, just as ID projects, PM approaches and tools are neither neutral nor universal, and they convey ideas of organization and work specific to the cultural context that created them (Chevrier, 2013 in Cuche, 2016, p. 134).

The last layer to take into account when considering the cultural dimension of ID PM, and arguably the most critical, is the culture of the target population. In that regard, Alarcón and colleagues (2003) highlight that failing to take culture into account in international health projects can lead to complications such as rejection, lack of adhesion to promoted practices, power struggles between traditional agents and staff, or even disorganization of social structures (pp. 1063-1064). Likewise, Noël's (1996) conclusions from a multiple case study analysis support that while the merits of

introducing a new practice or service may be demonstrated, neglecting to consider the impacts that this change can entail in the lifestyles and livelihoods of the local population increases the risk of failure (p. 168). However, knowledge of the cultural dimension is insufficient to bring about change, which also requires the implementation of a process that will either adapt the situation to allow for change or help stakeholders adapt to the new conditions (Ibid., p. 108). As such, attention to the cultural dimension in ID PM cannot be limited to the initial phases of the project cycle. Therefore, it appears clear that the unique nature of ID projects and the ensuing complexity of ID PM call for particular attention to all aspects of the cultural dimension throughout the project cycle to increase the potential for success.

2.1.3 Project Success in International Development Project Management

Conventionally, project success has been defined according to the "Magic Triangle" of cost, time and quality (Köster, 2010, p. 20). However, as argued by Ika et al. (2010), "projects have often been delivered within time, cost, and quality standards, only to be considered failures some time later. Also, other projects that exceeded time or cost constraints were considered successful" (p. 71). This has led several PM authors to endorse the distinction made by de Wit (1988) "between project success and PM success" (Ibid.), and to stress that care must be taken not to confuse successful PM, as measured by the triangle, with the success of a project (Köster, 2010, p. 20).

Subsequent research by Ika and colleagues (2012) reveals there is now widespread agreement on a more comprehensive set of project success criteria that include relevance, efficiency, effectiveness, impact, and sustainability:

> Relevance refers to the extent to which the project suits the priorities of the target group, the recipient and the donor. Efficiency refers to the extent to which the project uses the least

> costly resources possible to achieve the desired results. Effectiveness refers to the extent to which the project meets its objectives. Impact refers to the positive and negative changes produced by the project, directly or indirectly, intentionally or not. Sustainability refers to whether the benefits of the project are likely to continue after donor funding has been withdrawn. (p. 107)

While the authors affirm that project success is still ultimately "a matter of perspective" (Ibid.), this set of criteria nonetheless provides more specific guidance on the assessment of overall project success. It combines the two dimensions of ID project success: the short-term PM success, which relates to the delivery of the project on time and within cost (efficiency), and to specific objectives (effectiveness), and the long-term "deliverable success", which relates to impact, sustainability, and relevance for both country and beneficiaries (Ika & Donnelly, 2017; Ika, 2015; Ika et al., 2010). This conceptualization of project success in ID PM was chosen to operationalize the concept in this research.

It is also necessary to distinguish between success criteria, as defined above, and success factors, which refer to "conditions, events and circumstances contributing to project success" (Ika et al., 2012, p. 107). Some PM authors also assert that there is a nuance between success factors and success conditions, defining success conditions as "the necessary states of being, circumstances or pre-requisites that must exist for project success to occur (Turner, 2004)" (Ika & Donnelly, 2017, p. 47). Conditions are not only seen as contributing to project success (as factors do), but rather as critical. Thus, adequate cultural adaptation could be considered a success condition for ID projects, especially with regard to the long-term deliverable success dimension.

2.1.4 Cultural Adaptation in Health Promotion Initiatives

2.1.4.a Terminology and Approaches

As stated in the introduction, this research defines cultural adaptation as "a planned, organised, iterative and collaborative process that often includes the participation of persons from the targeted populations for whom adaptation is being developed" (Castro et al., 2010, p. 216). However, many different terms are used in cultural adaptation literature, sometimes interchangeably, but sometimes to indicate nuances in the approach. In this regard, Castro and colleagues (2010) concluded that there exists a continuum ranging from making no adaptations to using a culturally-grounded approach, with in-between "alterations that change few or many of the features of an intervention to affect engagement and/or the intervention's core components that influence mediating mechanisms of change" (p. 219). A brief overview of the most frequently used terms and the associated approaches are presented in Table 1, organized by the researcher based on Castro and colleagues' (2010) continuum proposition.

Table 1

Cultural Adaptation Terminology

Term	Description
Culturally Informed	The term *culturally informed* is used to describe interventions to which specific additions have been made to include major cultural components, for example, additions to the regular intervention modules catering for collectivism and spirituality (Castro et al., 2010, p. 2019). However, some criticize this term as misleading, as it may "convey a sense that culture is a more primary consideration than it is […] (Falicov 2009)" (Ibid.).
Culturally Attuned	C*ultural attunement* describes additions to the initiative that aim to increase reach, engagement and retention, such as providing services in the clients' native language or incorporating familiar cultural traditions; however, attunement does not modify core components (Barrera et al., 2013, p. 197). As such, it is a surface structure adaptation (Castro et al., 2010, p. 219).

Term	Description
Culturally Tailored / Culturally Targeted	While the two approaches could be said to be similarly situated on the continuum, they have a different focus. *Culturally tailored* approaches "identify cultural dimensions relevant to health (e.g., religiosity, racial pride), measure individual differences on those dimensions, and deliver individualized health promotion messages matching an individual's endorsement of cultural dimensions" (Barrera et al., 2013, p. 197). By contrast, *culturally targeted* interventions are designed based on characteristics common to group members, and most culturally targeted interventions assume group homogeneity (Ibid., pp. 197-198).
Culturally Sensitive	"The *cultural sensitivity approach* is directed toward the goal of producing health interventions that incorporate the cultural characteristics, values, beliefs, experiences, and norms of the target populations in the design, delivery, and evaluation phases of the intervention (Resnicow et al., 2002)" (Dutta, 2007, p. 306). However, critics argue that this approach "co-opts the participatory engagement of cultural members by pushing the status quo agenda while simultaneously marginalizing the agendas of subaltern groups" (Ibid., pp. 313–314), and "conceptualizes expertise in the knower located in the academy, the funding agency, the provider; […] actors [that] are typically removed from the setting of the culture" (Ibid., p. 317).
Culturally Grounded / (Culture-centred Approach)	The *culture-centred approach*, "is concerned with the ways in which conditions of subalternity are created, reiterated, and sustained by health promotion efforts (Dutta, 2007, p. 306). It "opens up possibilities for exploring the ways in which structure influences the health choices of cultural members" (Ibid. p. 320). In this framework, the expertise "is located within the culture instead of fundamentally being attributed to the external actors […] To sum up, the emphasis, therefore, is on solidarity and dialogue that are built upon the communicative act of listening as opposed to more top-down notions of sending out messages directed at the local communities based on the expertise of the outsider" (Ibid., p. 322).

In this study, the progression presented in the above table was used to consider the extent of cultural adaptation integration into practice in the selected HP projects.

2.1.4.b Bases for Cultural Adaptation in HP Initiatives

This review of the literature has led to the identification of various methods for culturally adapting an intervention. Courses of action are notably stricter when adapting EBIs due to the tension between adaptation to the cultural characteristics and fidelity to the science-based components of

the EBI (Chen et al., 2013; Castro et al., 2010; Poulsen et al., 2010; Reinschmidt et al., 2010; Morrison et al., 2009, among others). The cultural adaptation process is not as prescriptive when it comes to wider-ranging, non-condition-specific HP initiatives such as nutrition, water, sanitation and hygiene (WASH), or education projects, as in this research. Still, recommended methods for both types of intervention include conducting anthropological studies and social analyses and using participative and community-based approaches in the design and planning phases to develop the required adaptations and obtain buy-in from stakeholders, and to subsequently maintain these approaches in the implementation and evaluation phases (Abma & Heijsman, 2015; Gillespie & Porras Gómez, 2011; Gillespie, 2010; Poulsen et al., 2010; Reinschmidt et al., 2010; Lee, 2004).

Gillespie and Porras Gómez (2011), researchers and practitioners with considerable experience of a cultural approach to nutrition and food systems ID projects, explain that anthropological studies "help to identify not only the relevant practices […] but also the logic behind these habits and the structures within which family life [and/or community life] operates" (p. 3). More examples of the type of social analysis that can be undertaken in ID PM can be drawn from a 2010 article by Ika and colleagues, in which the authors listed and categorized several PM tools and techniques, such as social assessments or gender-based analyses (p. 69). Gillespie and Porras Gómez (2011) also highlight how "[t]his type of research contributes to an in depth [sic] site-specific understanding of factors [at play]" (p. 3), and thus avoid assumptions of what the most effective and appropriate interventions might be (Ibid.).

Going further, the researchers write that

> [a]s is generally agreed, an approach built on understanding the local cultural [sic] helps guarantee the sustainability and relevance of the intervention by incorporating the beliefs, preferences and vision of the local population not only in the baseline phase - understanding

> the culture in question -, but also in the community-based approach - for example, identifying the stakeholders through whom we can gain the confidence of the community -, methodological techniques suited to the local lifestyle and, finally, in those recommendations that may fit within their specific production system. (Ibid., p. 2)

Poulsen and colleagues (2010) also describe community involvement as critical and state that an "intervention's success is not viable without attaining the community's 'buy-in' and that the community is best placed to determine the intervention strategies that are likely to be acceptable and sustainable in their setting" (p. 283). Participative and community-based methods have also been recognized as a way to access and use the "often unrecognized or unappreciated knowledge and experience" of communities (Marais et al., 2016, p. 441). These various methods will often be customized to the project and to the specificities and context of the community in which they will be implemented, and "[e]ffective community-based program design often involves both 'top-down' (social planning) and 'bottom-up' (locality development) approaches" (Castro et al., 2004, p. 42).

2.1.4.c Overview of Main Adaptation Areas

The literature also reveals several cultural adaptation dimensions that appear to make consensus. Indeed, although authors may differ in the names they give to each of those dimensions, on what exactly is encompassed by each one, or on the importance of a dimension relative to the others, most of the reviewed articles discuss some or all of the following elements:

- beliefs, worldview and lifestyle dimension;
- the affective-motivational dimension, which refers to "characteristics as related to gender, ethnic background, religious background, socioeconomic status" (Castro et al., 2010, p. 218);

- the environmental/ecological dimension (including human ecology), which can be understood to include both the "*[e]nvironmental* characteristics that include ecological aspects of the local community" (Castro et al., 2004, p. 43), but perhaps more importantly, "the ways in which structure influences the health choices of cultural members" (Dutta, 2007, p. 320);
- the cognitive/cognitive-informational dimension (including translation), which involves the"*[c]ognitive-information processing* characteristics" (Castro et al., 2004, p. 43), for instance, the "effects of framing messages in terms of gain or loss" (Betsch et al., 2015, p. 2), and;
- project delivery, which comprises the full range of adaptations that can be made to the form of delivery.

Due to space constraints, a full presentation of the dimensions mentioned above, including expanded descriptions selected from the literature and a non-exhaustive list of authors discussing each aspect, is offered in section 3 of Appendix A.

Different frameworks exist to operationalize these dimensions in terms of adaptation. Among them, one of the most well-known and frequently used is the surface/deep structure framework[1] developed by Resnicow and colleagues. This framework has since guided many researchers in the elaboration of their studies and models of cultural adaptation (Liu et al., 2016; Veen et al., 2014; Wang-Schweig et al., 2014; Castro et al., 2010; Netto et al., 2010, to name but a few). According to this framework,

[1] This framework is sometimes referred to as the cultural sensitivity framework; however, to prevent confusion with the cultural sensitivity approach previously discussed, this paper will use the term surface/deep structure framework.

> *[s]urface structure* involves matching intervention materials and messages to observable, "superficial" (though nonetheless important) characteristics of a target population. […] Surface structure also includes identifying what channels (e.g., media) and settings (e.g., churches, schools) are most appropriate for delivery of messages and programs. […] In effect, surface structure refers to the extent to which interventions meet the target population where they are; how well they *fit* within their culture and experience. (Resnicow et al., 1999, pp. 11–12)

Deep structure, then, addresses the invisible and intangible elements of the target population's culture, and considering deep structure requires considering not only its cultural manifestations but also how other dynamics come to influence the cultural. In the words of Resnicow and colleagues (1999), "deep structure involves how sociodemographic and racial/ethnic populations differ in general (i.e., core cultural values), as well as how ethnic, cultural, social, environmental, and historical factors may influence specific […] behaviors" (p. 12). The authors suggest that the relation between the two types of structures can be paralleled to that of face validity and construct validity, in that the former is a necessary but insufficient prerequisite for the latter (Ibid.). The authors also bring nuance to the dichotomy, stating that "these concepts can also be mapped as poles of a continuum [or] considered differences in degree rather than kind" (Ibid., p. 17). Interestingly, the notion of deep structure can also provide a conceptual space to interpret intersectionality. For instance, Liu and colleagues (2016) discuss the variables of age and gender which, although they are "traditionally perceived as 'population demographics' [..], can alter the way people interact, interpret and participate in adapted interventions" (p. 329) and argue that "[w]hile age and gender may be considered 'observable' and therefore 'surface' level, the intersection of age, ethnicity and gender may speak to 'deep' socio-cultural influencers" (Ibid.).

Using the surface/deep structure framework allows all the cultural adaptation dimensions presented above to be taken into account. Moreover, while a few other frameworks have also gained some recognition, Barrera and colleagues demonstrated in their 2013 review of influential cultural adaptation literature that most of them could be linked to or integrated into the framework developed by Resnicow and colleagues. As recently as 2016, this framework was said to have "shaped the last decade or so of empirical studies as well as models and theories crafted to guide cultural adaptation" (Liu et al., 2016, p. 326), emerging as the main reference framework for cultural adaptation.

2.2 Theoretical and Analytical Frameworks

As shown in the literature review, the concept of culture is the starting point of this research. However, the object of this study is not the concept of culture, but rather the cultural adaptation of HP projects in ID PM. In this sense, culture was operationalized in this research as a variable (Smircich, 1983 in Martin, 2002, p. 4); specifically, as an independent variable that affects the project and its success. Thus, while Geertz's conception of culture might be the most sophisticated from an anthropological standpoint, a more practical conceptualization of culture was used for the purpose of this study, as presented by Castro and colleagues (2010):

> A distinct group of people (a tribe, an ethnic group, professional organisation, a nation) can be described as 'having a culture', meaning that its members share a collective system of values, beliefs, expectations, and norms, including traditions and customs, as well as sharing established social networks and standards of conduct that define them as a cultural group (Betancourt & Lopez, 1993). Their cultural heritage is transmitted from elders to children, and it confers members of this cultural group with a sense of peoplehood, unity, and

> belonging, a collective identity or ethnicity (McGoldrick & Giordano 1996). Language is a distinct facet of culture that encodes symbols, meanings, forms of problem solving [sic], and adaptations that also facilitate the group's survival (Harwood 1981, Thompson 1969 as cited by Baldwin & Lindsley, 1994). (p. 216)

By explicitly stating the main elements composing the complex construct of culture and situating them in their social functions, this composite description offers relatively defined guidelines for apprehending a target population's culture, while also drawing on the main contributions highlighted in the literature review.

This research approached cultural adaptation through the analytical lens of the surface/deep structure framework developed by Resnicow and colleagues (2000; 1999), presented above. This framework also provides another analytical layer as it associates each type of structure adaptation to a different effect on project success. Resnicow and colleagues (2000) report that addressing surface structure "increases the receptivity, comprehension, or acceptance", whereas addressing deep structure "conveys *salience*"; adaptation to surface structure "establishes feasibility, whereas adaptation to deep structure determines program impact" (p. 274). Accordingly, surface structure adaptation would correspond more closely to PM success, whereas deep structure adaptation would more likely lead to deliverable success. In light of this, articulating the analysis based on the surface/deep structure framework guided the identification of the key elements to look for in the adaptation of the selected projects and suggested the direction of their influence on project success.

CHAPTER 3: Methodology

3.1 Research Design

This research was conducted following a deductive approach to further explore the hypothesis that cultural adaptation positively impacts project success in HP ID initiatives. The project was developed as a qualitative descriptive research using a multiple case study design. As the name suggests, descriptive research is used "to observe and describe a research subject or problem without influencing or manipulating the variables in any way" (Center for Innovation in Research and Teaching, n.d., para. 3). Thus, it is essential to highlight that while this type of study can suggest a correlation, it cannot demonstrate causality (Ibid.). It nevertheless "provide[s] a rich data set that often brings to light new knowledge or awareness that may have otherwise gone unnoticed or encountered" (Ibid., para. 4).

The multiple case study design was chosen as it provides a reasonably in-depth perspective while also allowing for comparison between cases, identification of cross-case patterns and themes, and an extended potential for generalizability (Fletcher & Plakoyiannaki, 2010, p. 838). The case study approach is also considered by Stake (2002) to be "beneficial to study programs[2]", and "particularly instrumental for program evaluation" by Yin (1995), both preeminent methodologists (Yazan, 2015, pp. 138–139). Although this study is not evaluation research, it nevertheless examines the cultural adaptation of ID projects and its relation to project success. Cases were studied through document analysis, a method that has been characterized as "particularly applicable to qualitative case studies" (Bowen, 2009, p. 29). Although it is often used in combination with other techniques, it has also been used as a standalone method (Ibid.).

[2] In the context of this source, the term program was not differentiated from project.

3.2 Case Selection

3.2.1 Sampling Technique

Case study research offers flexibility in sampling techniques (Fletcher & Plakoyiannaki, 2010, p. 837). Among those techniques, purposeful sampling is the most widely adopted, as there is a relative consensus that the objectives of a case study should inform case selection (Ibid.). More precisely, the selective purposeful sampling technique, in which subjects are sampled according to a preconceived initial set of criteria (Ibid.), was chosen to further ensure that selection would result in relevant cases. However, with purposeful sampling "it can be difficult for the reader to judge the trustworthiness of sampling if full details are not provided" (Elo et al., 2014, p. 4). To address this concern, sampling is further described in the following subsections.

3.2.2 Sampling Frame and Sample Criteria

In case study research, establishing the sampling frame consists of defining the cases eligible to be included in the sample (Given & Morgan, 2008, p. 801). The criteria identified should refer to the characteristics that need to be reflected in the sample to attempt to answer the research questions (Wilmot, 2005, p. 221). These criteria and the principles underlying them are presented in Table 2 below so that the dependability of the data and the transferability of the results can be assessed (Elo et al., 2014, p. 4).

Table 2

Inclusion Criteria

Criterion	Rationale
ID projects funded by GAC.	As per main research question. Motivated by research interest, since the federal government is one of the main funders of ID projects in Canada.
Projects led by international, national or regional NGOs.	As per main research question. Choice of focus made considering the particular motivations, opportunities, and limitations of NGOs as development actors (in contrast to, e.g. private sector actors).
Projects in the field of HP.	As per main research question. Motivated by research interest.
Completed projects.	Necessary criterion for the assessment of cultural adaptation throughout the project cycle and of project success.
Start date on or after April 1, 2014.	Established using fiscal years and based on an average project length of three years, with 2017-2018 allowing for delays in closing and processing. *Justification for limit:* Set so that projects can be assumed to have been developed and implemented under the currently accepted principles and best practices in cultural adaptation and ID PM.

Cases eligible for the multiple case study were identified using GAC's online Project Browser (GAC, 2017a), which provides access to project data per the International Aid Transparency Initiative (GAC, 2017b). Available filters were used to best match the criteria detailed above and are presented in Appendix B.

This query resulted in a set of 17 projects meeting inclusion criteria, summarized in Appendix C. Ten projects that consisted of providing funding for international meetings or youth internships were excluded, as these types of projects do not involve cultural adaptation as articulated in this research. This produced a sample of seven projects, which was in line with Fletcher and Plakoyiannaki's (2010) guidance that recommendations from the literature range from four to 15 cases for a multiple case study (p. 838).

3.2.3 Data Collection

Data collection required obtaining the following documents for each identified project: project implementation plan (PIP) or other documents prepared in the pre-implementation phases, mid-term progress or evaluation report, and final report or evaluation report. These three categories of documents were selected to allow the researcher to consider what was planned at project initiation in terms of cultural adaptation, then take stock of implementation at mid-point, and, last, assess project success after its completion with a focus on cultural adaptation.

An ATIP request was submitted to GAC to obtain the necessary documents (see Appendix D, section 1). Eligible projects for which documents were provided in at least two of the three categories were included in the case study, as any analysis would have been limited without minimal documentation to follow at least partially project execution or gauge project success. Additional online research returned supplementary information for one of the cases, which allowed the project to be included in the research (see Appendix D, section 2). Table 3 below presents a summary of the documentation gathered in the data collection phase.

Table 3

Documentation Collected

Official Project Name	Project Initiation	Progress/ Mid-Term Report	End of Project	Notes
Promoting Health to Improve Living Conditions of Street Children in Kinshasa				Excluded: project still in progress.
Advancing Health, Education and Development for Children and Youth				Excluded: no documentation provided.

Official Project Name	Project Initiation	Progress/ Mid-Term Report	End of Project	Notes
Support to Child Survival		- Annual Progress Report		Excluded: lack of sufficient documentation.
Preventing the Spread of the Ebola Virus Disease (EVD) in Burkina Faso	- Baseline Report - PIP	- Mid-Term Evaluation Report		
Preventing the Spread of the EVD in Benin	- PIP	- Annual Progress Report	- Summary Report of End-of-Project Workshops - Summary of Project Results	
Improve Water, Sanitation, and Hygiene in the Dohuk and Erbil Regions	- Baseline Report - PIP		- Final Report - Second Monitoring Mission Report	
Improving the Quality of Life of Vulnerable People in Central America	- Project Work Plan		- Final Report	

3.2.4 Case Selection Outcomes

Data collection produced sufficient documentation for four of the eligible projects to be included (see Appendix D, section 3), which remains within the recommendations found in the literature (Fletcher & Plakoyiannaki, 2010, p. 838). The sample provided valuable diversity, as the projects used different HP processes to reach a range of outcomes, notably in WASH, infectious disease prevention, education, and microfinance, and were implemented in different geographic areas. Following Lincoln and Gruba's (1985) recommendation for establishing credibility in content analysis (as cited in Elo et al., 2014, p. 4), project profiles are presented in Appendix E. Table 4 below presents a summary.

Table 4

Summary of Project Cases

Case Project	Location	Objective and Expected Results	Duration Months	Budget $ CAD	Main Partners
Case 1: EVD Prevention in Burkina Faso Oxfam-Quebec *Background:* Initiated following a government call to NGOs and other actors, harmonized with the National Preparedness and Response Plan for EVD.	Burkina Faso (Border regions of Hauts-Bassins and Cascades)	Reduced risk of spread of EVD and infectious diseases in two at-risk border regions through 1) strengthened good practices in the prevention and identification of EVD and other infectious diseases by populations in areas at risk; and 2) improved capacity of health workers, authorities, and local stakeholders in prevention, detection, and protection in connection with EVD and other infectious diseases.	12	939,030	Ministry of Health, Ministry of Education, local health and school authorities, Association Munyu des Femmes de la Comoé, Association Wouol, Union Provinciale de Producteurs des Fruits et Légumes de la Comoé.
Case 2: EVD Prevention in Benin Oxfam-Quebec *Background:* Identified to meet the needs expressed in consultations with the Government of Benin, international and local NGOs, and other civil society actors to support the National Ebola Epidemic Preparedness and Response Plan.	Benin (Departments of Ouémé, Atlantique, and Littoral)	Reduced risk of spread of EVD and other infectious diseases in three at-risk Departments through 1) strengthened good practices in the prevention and identification of EVD and other infectious diseases by people in areas at risk; and 2) improved capacity of health workers, authorities, and local stakeholders in prevention, detection, and protection in connection with EVD and other infectious diseases.	18	1,871,066	Croix-Rouge Béninoise Programme Accès Innovation, Ministry of Health, National Directorate of Public Health, local health and school authorities, Collectif des organisations de la société civile à So-Âva, Assovie, Parlement National de la Jeunesse pour l'Eau et l'Assainissement d'Akpro-Missérété.

Case Project	Location	Objective and Expected Results	Duration Months	Budget $ CAD	Main Partners
Case 3: WASH Project in Iraq World Vision (WV) Canada *Background:* Aligned with the government's pre-crisis water and sanitation plans and policies, the WASH priorities of its Internally Displaced Persons (IDP) Response Plan, and with the needs identified by the WASH cluster.	Kurdistan Region of Iraq (Erbil and Dohuk Governorates, including Garmawa and Khanke IDP camps)	Reduced vulnerability to waterborne and hygiene related disease among IDP and host communities in the targeted areas through: 1) improved access to adequate clean water supply, water and sanitation knowledge and skills among IDP and host community populations, and; 2) increased knowledge and capacity of Water Directorates (WD) and local government staff of water resource management to help prevent incidents of waterborne or hygiene relate diseases.	14	4,050,000	Kurdistan Regional Government, Erbil and Dahuk Water Directorates, Erbil Refugee Committee, Board of Relief and Humanitarian Assistance (Dahuk).
Case 4: Basic Education, in Guatemala; Microfinance and Water Systems in Honduras Canadian Rotary Collaboration for International Development (CRCID) *Background:* Designed to add to previous initiatives by the CRCID.	*Case 4a:* Guatemala (14 municipalities in 10 Departments) *Case 4b:* Honduras (Villages of Las Camelias and Quebrada Chiquita in the Department of El Paraíso, Department of Santa Bárbara)	Improved quality of life and well-being of at the individual, community and regional levels in the target areas through: 1) increased access to quality basic education; 2) improved access to better water and sanitation facilities, and improved hygiene practices and knowledge regarding public health; and 3) increased access to affordable microfinance for poor entrepreneurs, and particularly women.	13	1,545,535	*Guatemala:* Guatemalan Rotary Clubs, FUNSEPA, Hearts & Hands, Carlos F. Novella Foundation, Ministry of Education, municipal authorities. *Honduras*: Opportunity International Canada, Guatemalan Rotary Clubs, Instituto para el Desarrollo Hondureño (IDH), IMPACT Water (IM), local authorities.

3.3 Methods

3.3.1 Literature Exploration

The preliminary literature review contributed to the researcher's understanding of the concepts and themes central to the research, as well as of the theoretical context and current state of knowledge regarding cultural adaptation. The review also served to ground the research in the dynamics and practices being investigated. Moreover, the literature supplied the theories, models, and concepts used to develop the coding framework. Exploration of the literature thus fulfilled a valuable purpose as a primary method and provided the foundations for content analysis.

3.3.2 Content Analysis

Content analysis is “a research method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify specific phenomena” (Downe-Wamboldt, 1992, p. 314). The purpose of this method is to “provid[e] knowledge, new insights, a representation of facts and a practical guide to action (Krippendorff 1980)” (Elo & Kyngäs, 2008, p. 108), which corresponds well to the objectives of this research. Documents, such as the reports studied in this project, can also provide a means of studying change and development, for instance, by examining "periodic and final reports (where available) to get a clear picture of how an organisation or a program fared over time" (Bowen, 2009, p. 30), providing an opportunity to assess the case projects over their duration.

While Elo and Kyngäs (2008) argue that there are no definite guidelines for content analysis (p. 113), a deductive content analysis generally involves three main phases: preparation, organization, and reporting (Elo et al., 2014; Elo & Kyngäs, 2008). In the preparation phase, case projects were identified as units of analysis, and project documents were selected as units of

observation. This choice was guided by the research questions, as recommended by Downe-Wamboldt (1992, p. 315), and circumscribed according to the advice provided by Graneheim and Lundham (2004, p. 106). Upon receipt, the documentation received was prepared and uploaded in the computer-aided qualitative data analysis software NVivo 12.

The organization phase involved the development of a categorization matrix (Elo et al., 2014, p. 2), or coding framework (see Appendix F for the complete framework). The coding framework was elaborated from the research questions, the literature review, and the theoretical and analytical frameworks, and applied to guide the coding and structure the analysis. However, using a coding framework does not imply that all the categories can be anticipated before the material is coded (Downe-Wamboldt, 1992, p. 316). Accordingly, the coding process also allowed for progressive refining and validating of the framework.

The coding of the data was conducted following an Eclectic Coding approach using a selection of methods, as defined by Saldaña (2012). Considering the deductive nature of this study, the choice of the Hypothesis Coding method appears self-evident. Saldaña (2012) describes the method as "the application of a researcher-generated, predetermined list of codes to qualitative data specifically to assess a researcher-generated hypothesis" (p. 147), which corresponds in this research to the predefined coding framework. The method is often applied to content analysis and is said to be a strategic choice for studies with focused investigation parameters (Ibid.). In addition, Attribute Coding was used to provide essential descriptive information and as a data management technique (Ibid., p. 70), while Evaluation Coding (see Appendix F, Table F6) supplemented by Magnitude Coding (see Appendix F, Table F7) were used to complement the exploration of the research questions. The coded content, so organized under the framework, was analyzed by sub-categories and categories as well as in relation to their intersections to progress toward conceptual

and thematic interpretations. The analysis, its results, strengths, and limitations are reported in the following chapters.

CHAPTER 4: Results

4.1 Assessment of Project Success

This section presents a case-by-case overview of project success, as can be determined from the data provided by the documents. A summary of each project's assessment is also presented at the end of this chapter (Table 5).

4.1.1 Case 1: Ebola Virus Disease Prevention in Burkina Faso

The project was deemed successful, to the extent that this can be assessed at mid-point (see Appendix G, Table G1 for the full assessment). The project reached or exceeded targets for all its completed activities and associated immediate and intermediate outcomes indicators. The mid-term evaluation indicates that the project was performing above expectations in the PM success dimension. Deliverable success can hardly be assessed at mid-point; however, the project had so far met expectations regarding the Relevance criterion and was progressing toward an acceptable performance regarding Impact and Sustainability, although the evaluation identified risks and recommendations concerning this last criterion.

The regional security situation which led Oxfam to impose strict movement restrictions on the project team was the main challenge reported. In response, collaborations were developed with local actors in the targeted areas. This approach not only addressed the security issues but also contributed to the capacity-building objectives of the project. The implementation of conditions and tools allowing the project team to hand over responsibilities and tasks to the local partners was identified as promoting sustainability.

4.1.2 Case 2: Ebola Virus Disease Prevention in Benin

The project was deemed successful by the project team and stakeholders that took part in the end-of-project workshops. However, in the absence of both the final report and the end-of-project Knowledge, Attitudes, and Practices (KAP) survey meant to inform the performance indicators, accurately assessing success proved challenging (see Appendix G, Table G2 for the full assessment). Based on available information, the project appears to have performed well on the PM success dimension. At closure, the project appeared to have met expectations on Relevance Community/Country and plausibly met expectations on Relevance Target Group. Qualitative information provided in the consolidated workshop report and the final blog post suggests that the project achieved satisfactory performance on Impact and Sustainability, although stakeholders identified risks and recommendations in relation concerning the Sustainability criterion. Still, the lack of quantitative data and external evaluation affects the reliability of the assessment.

The project faced several contextual challenges out of the project team's control, to which the team responded with flexibility. However, the documentation also reveals several challenges arising from shortcomings in the Identification and Design phase. A lack of clarity and communication regarding the selected health zones and communities reportedly led to confusion for the project team and partners, frustration for some stakeholders, and a general lack of preparation. Several meetings were necessary to remediate those situations, which could have been at least partly avoided with better coordination and stakeholder engagement in this preliminary phase.

4.1.3 Case 3: WASH Project in Iraq

While this case study benefitted from a post-project monitoring mission report conducted approximatively two years after completion, it suffered from the complete Performance

Management Framework (PMF) not being included in the documentation provided. Consequently, project success could only be assessed based on narrative reports, with a few exceptions (see Appendix G, Table G3 for the full assessment). With regard to PM success, the project was successful in terms of efficiency; however, in terms of effectiveness, while outputs were completed, events out of the project team's control prevented some targets from being accurately measured (e.g. change in camps populations) or fully met (gender equality targets in WD capacity building activities). Concerning deliverable success, expectations were met in terms of Relevance but were not fully met regarding the Impact and Sustainability criteria. Still, it is relevant to point out that this is the only case for which a post-project monitoring report could fully inform the assessment of deliverable success. The initiative scored 4.05 out of 5 ("very good, very sound") in the post-project evaluation, although the monitoring mainly focused on the infrastructure component.

The project faced several challenges out of the project team's control, such as unexpected delays between project proposal and implementation, changes in political, economic, and conflict situations, weather and infrastructure issues, and population changes in targeted areas. The reports describe how the project team responded proactively to the changing contexts, and the partnership between WV and the WD was identified as a critical factor in maintaining project acceptance despite these challenges.

4.1.4 Case 4a: Basic Education in Guatemala

This initiative was part of a long-term intervention led by CRCID and its partners since 2000, the Ripple Effect Project (REP), to invest in education in Guatemala. Based on available information, it appears that the initiative performed well in the PM success dimension, and met expectations at project closure for the Relevance and Sustainability criteria (see Appendix G, Table G4 for the full

assessment). However, little information is provided to assess the achievement of the intermediate outcome, and narratively, the report expands more on the success of past iterations of the REP than of the latest one. However, this is perhaps more a reporting issue than a project issue.

4.1.5 Case 4b: Microfinance and Water Systems in Honduras

Both project components in Honduras have met or exceeded expectations for both the PM and deliverable success dimensions, to the extent that the latter can be assessed at project closure (see Appendix G, Table G5 for the full assessment). A substantial delay in disbursement from the funder was the main reported challenge, but all activities were completed within budget and on time with a one-month no-cost extension. It emerges from the analysis of the documents that the choices in local implementation partners and specific approaches were crucial to project success, which will be further discussed below. The project also reported unexpected positive impacts. In the first village, the installation of a water system led families who had originally left for the capital to return. In the other, a leader capitalized on this improvement to successfully petition the government to build a middle school.

4.2 Cultural Adaptation of Case Projects

4.2.1 Distribution throughout Project Cycle

In the studied cases, cultural adaptation strategies were found almost throughout the project cycle, with the exception of the Set Up phase. This could be explained by the nature of this phase, which consists largely of formalizing and putting in place what was identified and designed in the previous phase (e.g. obtaining official authorizations, establishing the governance structure). Cultural adaptation strategies are shown to be used the most in the Identification and Design and

Planning phases, while also appearing to be quite useful in the Implementation and, to a lesser extent, the Monitoring, Evaluation and Control (MEC) phases. The use of a strategy in the End of Project and Transition phase was only reported in two cases. The use of approaches, techniques, and tools is relatively spread throughout the phases cited above, and whether one type is used more than another in a specific phase varies across cases.

The resulting adaptations are shown to be overwhelmingly carried out in the Implementation phase and, to a lesser extent, the Planning phase. This suggests that the phases in which most strategies are employed are somewhat followed by the phases in which most adaptations are implemented (with the exception of the Set Up phase). Only one case reported an adaptation in the Identification and Design phase, while two reported an adaptation in the MEC phase.

Figures 1 to 5 below provide a visual representation of the distribution of cultural adaptation strategies and adaptations throughout the project cycle. However, it is relevant to point out that the data reflect only the strategies and adaptations mentioned in the provided documentation.

Figure 1

Cultural Adaptation throughout Project Cycle: EVD Prevention in Burkina Faso:

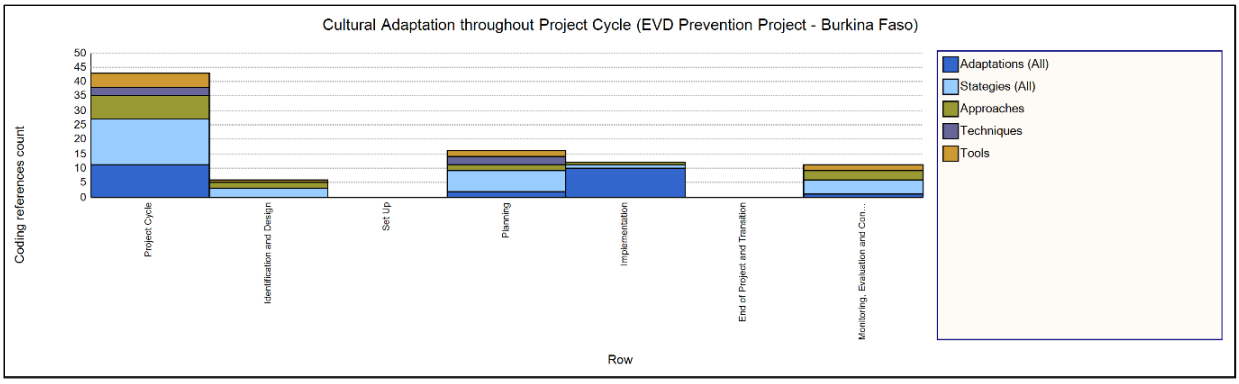


Figure 2

Cultural Adaptation throughout Project Cycle: EVD Prevention in Benin:

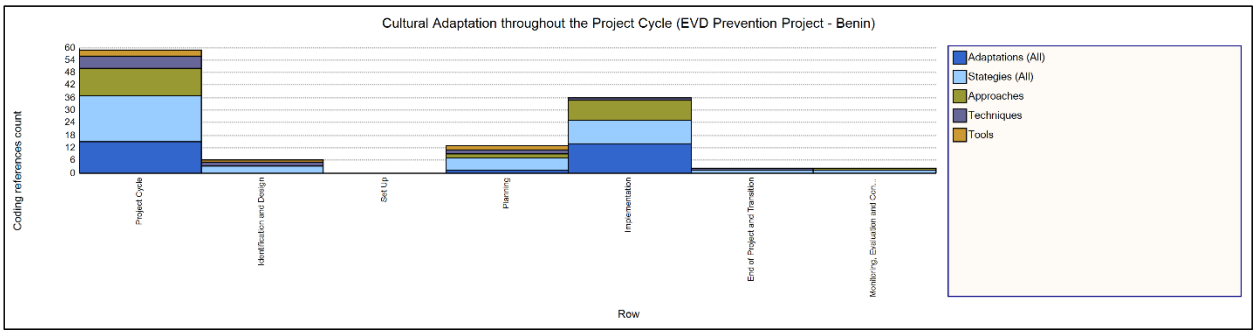


Figure 3

Cultural Adaptation throughout Project Cycle: WASH Project in Iraq

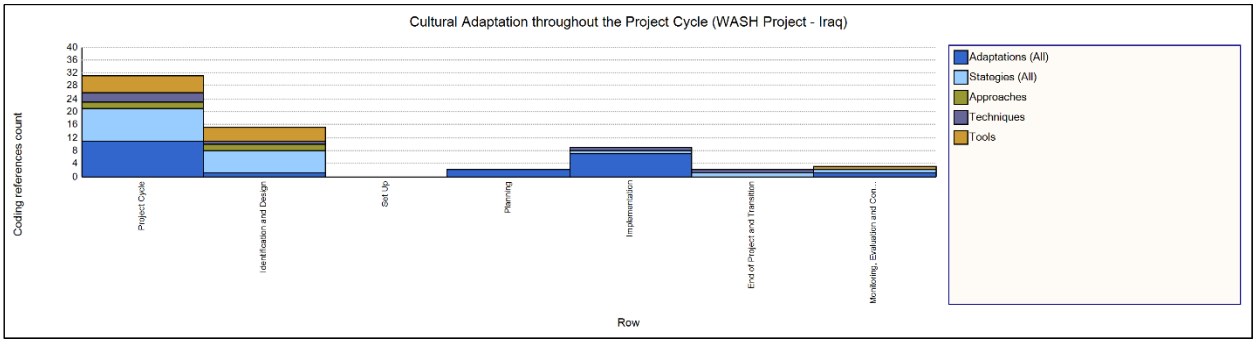


Figure 4

Cultural Adaptation throughout Project Cycle: Basic Education in Guatemala

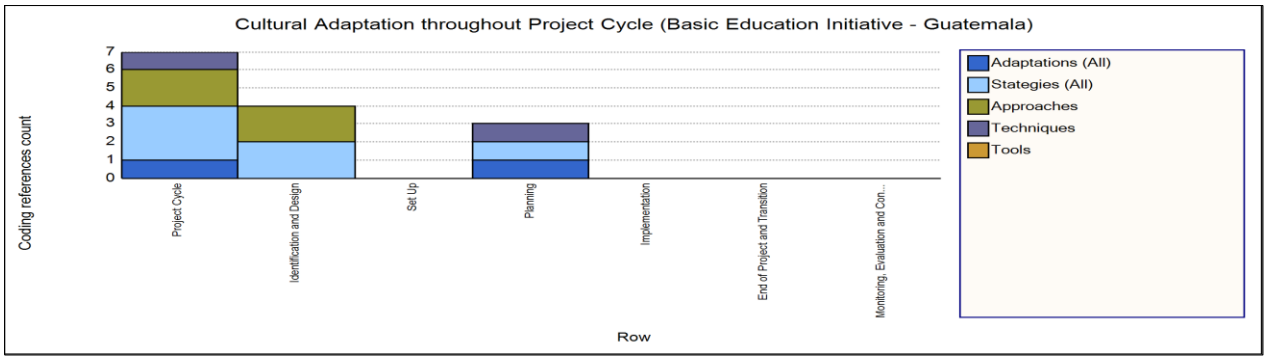
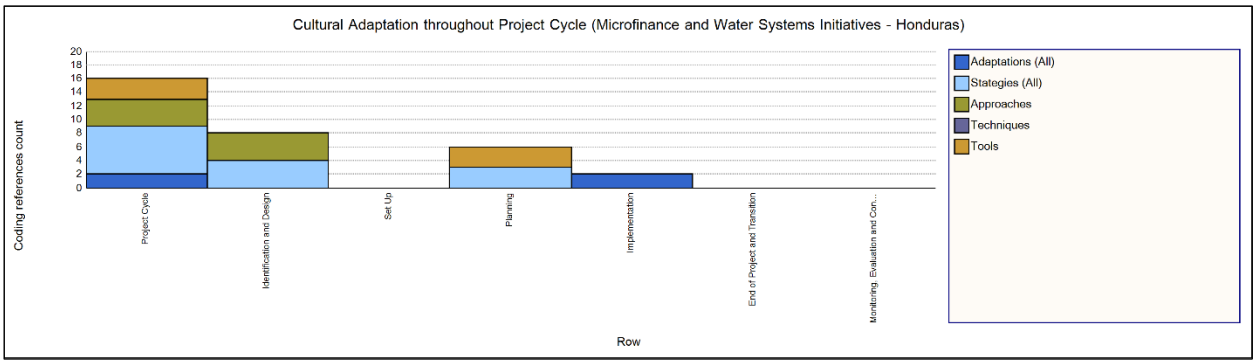


Figure 5

Cultural Adaptation throughout Project Cycle: Microfinance and Water Systems in Honduras



4.2.2 Cultural Adaptation Strategies

This section presents a case-by-case discussion of the tools, techniques, and approaches used to promote an adequate cultural fit. A summary of the strategies for each project is also presented in at the end of this chapter (Table 5).

Case 1: EVD Prevention in Burkina Faso

This project was built on a previous Oxfam EVD prevention project, which informed the Identification and Design phase of this intervention. In terms of tools, both a baseline study and a second study for the mid-term evaluation were conducted. However, it appears that while both measured environment (e.g., water and sanitation installations, access to soap) and knowledge and practices regarding EVD – all referring to surface structure –, both missed the opportunity to ask respondents about the social norms surrounding the targeted behaviours or their beliefs and ideas about EVD, which would have allowed the project to consider the deep structure. Elements of gender analysis were also taken into account in the intervention as women in the targeted areas were found to be at higher risk of contracting EVD due to their traditional roles.

Cultural fit was also promoted through collaborative and capacity-building approaches. Oxfam worked closely with regional government authorities in health, education, and culture in almost all project phases. Oxfam also worked in partnership with local associations with in-depth knowledge of the intervention area and which were active on the issue since the start of the EVD epidemic. These partners contributed to the development of awareness-raising messages, the delivery of activities, the joint development of project exit plans in the villages, and monitoring. Beneficiary involvement in the adaptation process seems to have been limited. While it is said in the PIP that beneficiaries participated in the identification of activities and intervention strategies and in subsequent project phases, no further information is provided to assess the nature of this participation. A feedback and complaints mechanism was available to beneficiaries, however, this ranks low both on an engagement scale and as a cultural adaptation tool.

Case 2: EVD Prevention in Benin

This project was built on previous actions in EVD prevention undertaken in Benin and informed by pre-existing context and power dynamics analyses, as well as stakeholder consultations conducted in the Identification and Design phase. This approach resulted in the identification of a suitable intervention logic and relevant activities but, as previously mentioned, proved a missed opportunity to frame the project ahead of the Set Up phase properly. In the Planning phase, several tools and techniques were used to identify further adaptation needs, such as an environmental scan of the targeted public spaces, participatory diagnoses in targeted schools, a KAP survey, and consultations with traditional healers, religious leaders, and customary chiefs.

This project emphasized the use of participative approaches in all areas, for instance, in the development of capacity-building and training activities, the adaptation of the awareness and education campaigns, the delivery of project activities, project monitoring, and project closure.

The aim was, first, to promote cultural fit, but also to generate stakeholder ownership and accountability by actively involving them from the early stages. To achieve this, partnerships were built with local and regional government actors in education and health, local NGOs and community associations, youth associations, school stakeholders, community leaders, market seller groups, the media, and more. The project team's approach was to play mainly coordinating and supporting roles with partners and to provide spaces and mechanisms for them to develop their collaboration. It was highlighted, however, that this approach also sometimes slowed processes or made them more cumbersome. Nevertheless, both the project team and stakeholders emphasized the positive effects of this approach above these inconveniences.

Case 3: WASH Project in Iraq

In this case, project Identification and Design was informed by previous studies conducted by other actors in the area, a baseline study, an environmental impact assessment, and a social impact assessment through public discourse and interactions. A complaint mechanism was also in place throughout the project, although this is of minimal value in terms of cultural adaptation, as previously stated. As for techniques, a validation workshop was held following the baseline study, and stakeholder consultations were conducted throughout the Implementation, End of Project and Transition, and MEC phases. The project's approach was developed through what WV calls a Partnership Process Framework, through which the WD informed, validated, and collaborated in each stage of the project. The partnership process also enhanced the WD's ownership of the process and the project in its entirety. In its final report, WV states that the "significance of the collaborative working relationship with the local WD should not be undervalued and is certainly an approach that highlights best practice" (p. 32).

Case 4a: Basic Education in Guatemala

CRCID mobilized its existing partnerships in Canada and Guatemala and strengthened the relationships established with the targeted communities as early as the Identification and Design phase. This also corresponded to the first steps of the participative approach put forward by the REP. While the main components of the intervention were already set by the REP and PM is assigned to the local Rotary club, community members were involved in identifying the priority needs for the local school and determining how the REP could best support the community. Municipal authorities and community members were also involved in all phases of the project. They contributed by providing labour and other in-kind donations and managing the execution of project activities through the community committees and parent councils.

Case 4b: Microfinance and Water Systems in Honduras

In this case, baseline studies were conducted for both project components, while environmental assessments were also used to inform the water system initiatives in both targeted villages. However, this intervention particularly stands out for its approach. From project inception, CRCID worked with well-established partners in Honduras experienced in community-based approaches. For the microfinance initiative, a holistic microfinance approach was used, which included a community-based assessment, local staff training by a facilitator from the Honduran partner organization, and the development and implementation of training (e.g. financial literacy) and ongoing support for clients. The water system initiative was conducted through Asset-Based Community Development (ABCD) facilitated by a local organization specialized in ABCD water projects, ensuring that the intervention responded to the needs of the communities, that the selected solutions were appropriate, that the local capabilities, skills, and resources were meaningfully mobilized, and that the communities retained complete ownership of the project.

4.2.3 Adaptations

The cultural adaptations evidenced in the documents provided almost exclusively addressed surface structure, with only a few instances of deep structure adaptations. Yet, it is critical to keep in mind that only reported adaptations could be coded, which might have skewed the data considering that surface structure adaptation is often more tangible and observable, hence easier to report. Likewise, the documents at times did not offer much detail to determine whether a certain adaptation addressed only surface structure, or both surface structure and deep structure.

In the first case, EVD Prevention in Burkina Faso, the adaptations documented at mid-term appear to only address surface structure (see Figure 6) and are primarily aimed at adapting established messages and delivery methods. The second case, EVD Prevention in Benin, also mainly discusses adaptations addressing surface structure (see Figure 7), primarily aimed at adapting messages and methods of delivery. A notable exception addresses the deep structure of gender roles and power relations. In addition to tailoring some messages to women's specific needs, risk factors and lifestyle and recruiting women to conduct some project activities with women, the project also aimed to put in place conditions supporting increased participation of women in the public sphere. Efforts were made to address stereotypical assumptions on the matter in capacity-building and awareness-raising activities and strengthen women's capacity to advocate for their health and safety with the managing public market authorities. However, participants to the end-of-project workshops, comprising of only 30% of women, mentioned that there remained a strong reluctance toward women's involvement and challenges in ensuring that women are selected in community roles. The third case, WASH Project in Iraq, also mostly addressed surface structure (see Figure 8). However, concerns over social cohesion between the different groups in the target areas were important in project design. This likely indicates adaptations to deep structure, as it would involve

taking into account how different cultural, social, environmental, and historical dynamics come to influence behaviours. Regrettably, few details of the specific measures taken were provided to confirm this assessment.

Adaptations were particularly challenging to assess in the initiatives assembled under the fourth case, Basic Education in Guatemala and Microfinance and Water Systems in Honduras. Only one instance of adaptation was reported in the Basic Education project, addressing surface structure (see Figure 9). However, as previously mentioned, it is hard to determine if this reflects a lack of adaptation, if explicit adaptation measures were not necessary due to the participatory approach implemented, or if this is to be attributed to the reporting. In the case of the Microfinance and Water Systems project, while there are very few mentions of adaptations (see Figure 10), it could be argued that with community-based approaches, communities come up with their own "adaptations", as illustrated by this quote from the local partner facilitator transcribed in the final report:

> OK, the leaders there are SO proactive!! They already thought on their own that they will not only have one representative from each family join in the work […] But they will involve the teenagers already who will one day marry, build their own house and connect to the system!! They say it's only fair that they also invest in the system that will serve them, and since they will be the future leaders, they need to be involved in building and maintenance even now. They will keep track of how many hours they (the young men) work, and then it will be a "deposit" for when they connect to the system in the future. […] I was fascinated by that!

Another notable exception, CRCID and its partners promoted a particular focus in addressing the deep structure of gender as it relates to economic empowerment and decision-making power within

the communities. While documentation analysis is not a sufficient base to draw conclusions on the merits of an approach versus another concerning gender equality, it is interesting to point out that while such measures were more or less successful in the EVD Prevention intervention in Benin, women represented 85% of microfinance program clients and respectively 50% and 80% of the members in the two water committees in Honduras, also reported as a strongly patriarchal society, suggesting a more impactful adaptation.

Figures 6 to 10 below provide a visual representation of surface structure and deep structure adaptations throughout the project cycle, as reported in the provided documentation.

Figure 6

Surface Structure and Deep Structure Adaptations: EVD Prevention in Burkina Faso

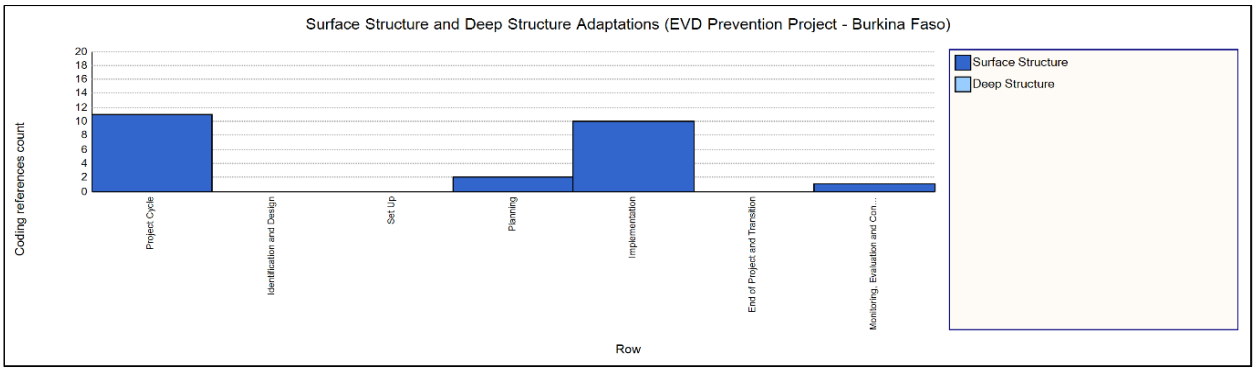


Figure 7

Surface Structure and Deep Structure Adaptations: EVD Prevention in Benin

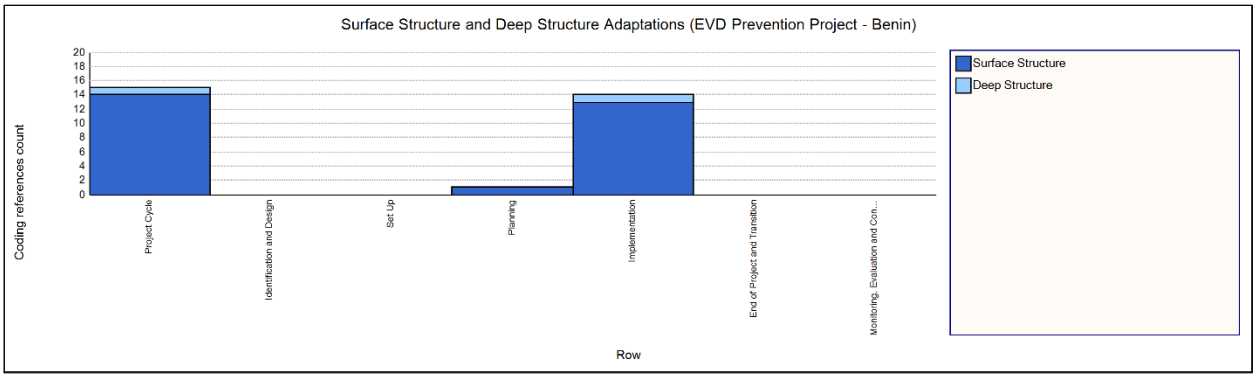


Figure 8

Surface Structure and Deep Structure Adaptations: WASH Project in Iraq

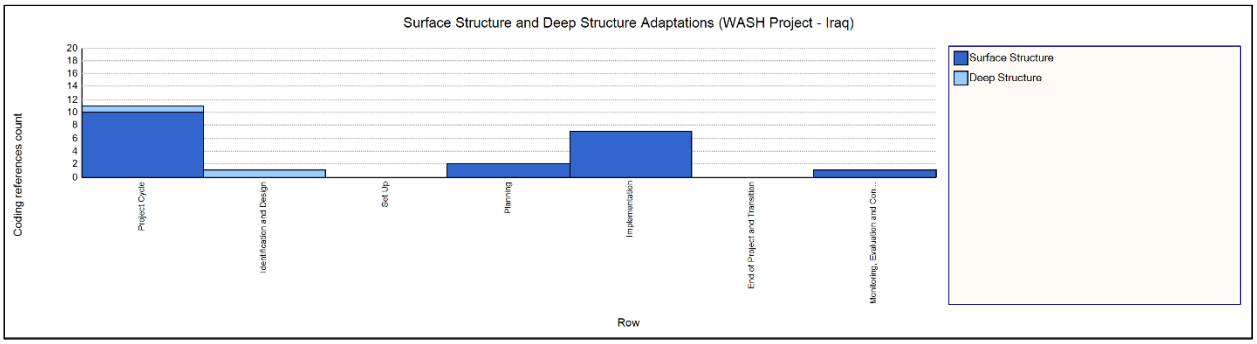


Figure 9

Surface Structure and Deep Structure Adaptations: Basic Education in Guatemala

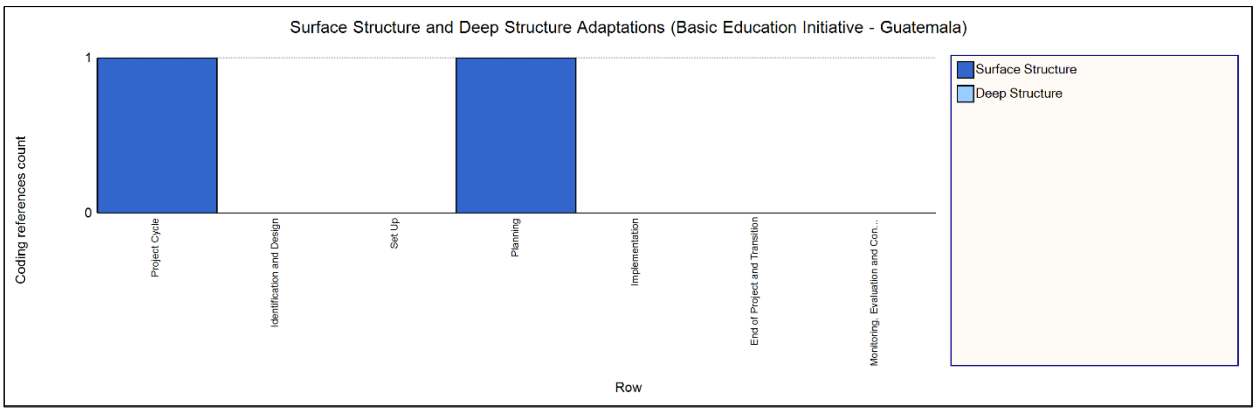
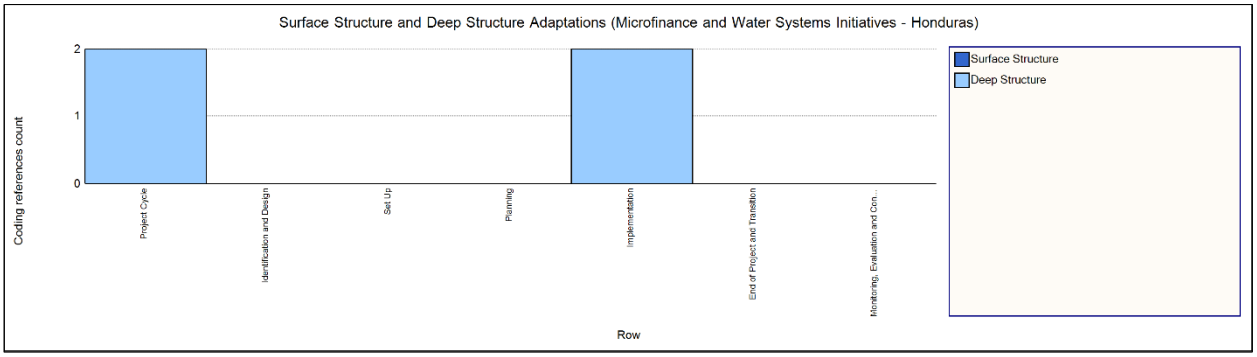


Figure 10

Surface Structure and Deep Structure Adaptations: Microfinance and Water Systems in Honduras



In terms of cultural dimensions, the coded adaptations mainly addressed the Project Delivery dimension, which generally corresponds to surface structure adaptation. Adaptations also often addressed the Affective-Motivational, Cognitive/Cognitive-Informational, and, to some extent, the Beliefs, Worldview, and Lifestyle dimensions, although generally at a surface structure level. Two projects also tackled the Environmental/Ecological dimension through cultural adaptation, although one addressed surface structure (EVD Prevention in Benin) and the other likely deep structure (WASH in Project Iraq). However, it is important to recall that these dimensions are neither definite nor mutually exclusive and should be understood as interconnected. It is also worth clarifying that this does not imply other dimensions were not taken into account in other elements of the projects, but that the reported adaptations best correspond to these dimensions.

4.2.4 Cultural Adaptation Continuum

This section presents a case-by-case assessment of each initiative's positioning on the cultural adaptation continuum developed in section 2.1.5.a. This is also included in Table 5 at the end of this chapter.

Case 1: EVD Prevention in Burkina Faso

Based on available information, this project could be situated as culturally attuned/culturally targeted. The implemented adaptations aimed to increase reach and engagement but were surface structure adaptations, and although some messages and methods of delivery were differentiated on gender and age, adaptations assumed cultural group homogeneity. While there were community consultations and collaboration with local organizations, knowledge, expertise and decision power were ultimately still ascribed to external experts (funder, project team, government officials, etc.). Similarly, power relations and structures do not appear to have been discussed or challenged.

Case 2: EVD Prevention in Benin

This project could be situated as culturally sensitive. The documentation reveals a concern with integrating the cultural dimension, to different extents, in almost all project phases through the use of tools and participatory approaches, but the project still comes short of a culturally-grounded approach. While community input and engagement was indeed a pillar of the development and implementation of the intervention, the project still mostly situated the expertise in external actors that would orient activities, review messages, and lead training. Furthermore, as the project was created to advance the National Ebola Epidemic Preparedness and Response Plan and included government representatives in all its committees and working groups, it could also be said from a critical perspective that stakeholder engagement was co-opted to push the dominant agenda, to reference Dutta (2007, pp. 313–314). Likewise, while the project also intended to address some power structures, this was only a secondary objective, and, in the case of gender norms, measures were still quite top-down (e.g. requiring a specific men-to-women ratio in consultations and activities). However, it was expected that the scope of a short-term project addressing an urgent health threat would be very targeted.

Case 3: WASH Project in Iraq

This project could be situated as culturally sensitive, considering the measures taken to integrate the cultural characteristics, values, experiences, and norms of the target groups into most phases of the intervention. However, despite the significant involvement and collaboration of stakeholders and partners through the Partnership Process Framework Approach, the project was conducted in a top-down manner, with the expertise predominantly situated with external experts. Still, it is noteworthy that the organization recognized that a water infrastructure construction project is not inherently neutral and that cultural and gender-specific considerations were taken into account

(e.g. the importance of water in Islam, women and girls' sanitary needs, traditional gender roles making women key agents in family WASH practices). Similarly, an awareness of power structures and relations is reported throughout the project, with an understanding that decisions could reduce or accentuate tensions between ethnic groups and between IDP and host populations. Nevertheless, it remains difficult to definitively situate the project as the documents do not expand much on how these concerns translated into specific actions, and few details are provided about the adaptations mentioned.

Case 4a: Basic Education in Guatemala

Based on available information, this initiative could be situated as culturally sensitive. While there is a strong emphasis on community involvement throughout the project, which allowed the initiative to be developed and implemented in a culturally appropriate manner, this participation must still fit the parameters set by Rotary project managers and the overarching REP plan. However, considering that the documents offer limited details on the unfolding of the project and that no information is provided in the final report regarding beneficiary satisfaction or feedback, this positioning cannot be assessed with certainty.

Case 4b: Microfinance and Water Systems in Honduras

This project could be situated as culturally grounded/culture-centred approach. Indeed, the initiatives have placed the communities at the helm by using community-based approaches and left them space to explore and address some of the core concepts of the culture-centred approach, such as the links between culture and structure, agency and voice, and an emphasis on solidarity and dialogue (Dutta, 2007, pp. 320, 322). In these initiatives, the knowledge, expertise and skills of the communities were brought to the forefront, supported by external actors. Power structures and dynamics were also challenged, to some extent, by providing access to microfinance

opportunities in disadvantaged communities and supporting increased participation of women in the local economy and decision-making spaces.

4.3 Case Project Analysis Summary Table

Table 5

Summary of Project Cases Analysis

Angle of Analysis		*Case 1:* EVD Prevention in Burkina Faso	*Case 2:* EVD Prevention in Benin	*Case 3:* WASH Project in Iraq	*Case 4a:* Basic Education in Guatemala	*Case 4b:* Microfinance and Water Systems in Honduras
PM Success	On Time	Met expectations	Appears to have met expectations	Met expectations	Met expectations	Met expectations
	On Budget	Met expectations	Unclear	Met expectations	Met expectations	Met expectations
	On Scope	Met or exceeded expectations.	Mostly met or exceeded expectations for indicators for which sufficient and accurate information was provided. Impossible to assess further.	Mostly met expectations.	Met or exceeded expectations.	Met or exceeded expectations.
Deliverable Success	Relevance – Community/ Country	Met expectations.	Met expectations.	Met expectations.	Met expectations.	Met expectations.
	Relevance – Target Group	Met expectations.	Appears to have met expectations	Met expectations.	Appears to have met expectation.	Met expectations.
	Impact	Met expectations at mid-term. Impossible to assess further.	Appears to have met expectations at project closure for indicators for which sufficient and accurate information was provided. Impossible to assess further.	Met some expectations, assessed two years on.	Impossible to assess from the information provided.	Met or exceeded expectations at project closure.
	Sustainability – Capacity	Met expectations at mid-term. Impossible to assess further.	Appears to have met expectations at project closure. Impossible to assess further.	Met most expectations at project closure. Criterion not assessed in monitoring mission.	Met expectations at project closure.	Met expectations at project closure.

Angle of Analysis		*Case 1:* EVD Prevention in Burkina Faso	*Case 2:* EVD Prevention in Benin	*Case 3:* WASH Project in Iraq	*Case 4a:* Basic Education in Guatemala	*Case 4b:* Microfinance and Water Systems in Honduras
	Sustainability – Continuity	Met some expectations at mid-term, some potential risks identified. Impossible to assess further.	Appears to have met expectations at project closure. Impossible to assess further.	Met some expectations, assessed two years on.	Met expectations at project closure.	Met expectations at project closure.
Types of Cultural Adaptation Strategies Used		Previous studies/initiatives, baseline studies, KAP surveys, feedback/complaint mechanisms, project orientation meetings, validation workshops, beneficiary consultations, stakeholder consultations, restitution workshops, partnerships with authorities, leveraging authorities and leaders for advocacy/"project champions", partnerships with local organizations/ associations.	Previous studies/initiatives, environmental scans, participatory diagnoses, KAP surveys, stakeholder consultations, consultations with traditional leaders, capitalization workshops, partnerships with authorities, partnerships with local organizations/ associations/other civil society actors, participatory approaches.	Previous studies/initiatives, baseline studies, environmental impact assessments, social impact assessments, feedback/complaint mechanisms, validation workshops, beneficiary consultations, stakeholder consultations, post-implementation consultations, partnerships with local organizations/ associations, Partnership Process Framework Approach.	Beneficiary consultations, stakeholder consultations, partnerships with authorities, partnerships with local organizations/ associations, community engagement and participatory approaches.	Baseline studies, environmental assessments, partnerships with local organizations/ associations, community-based approaches (i.e. "holistic microfinance approach"), Asset-Based Community Development.
Principal Cultural Dimensions Addressed by Reported Adaptations		Beliefs, Worldview and Lifestyle, Affective-motivational, Cognitive/Cognitive-informational, Project Delivery.	Beliefs, Worldview and Lifestyle, Affective-motivational, Cognitive/Cognitive-informational, Project Delivery, some limited attention paid to the Environmental/ Ecological.	Affective-Motivational, Cognitive/Cognitive-informational, Environmental/Ecological Project Delivery.	Project Delivery.	Beliefs, Worldview and Lifestyle, Affective-motivational.
Position on the Continuum		Culturally Attuned/ Culturally Targeted.	Culturally Sensitive.	Culturally Sensitive.	Culturally Sensitive.	Culturally Grounded/ Culture-centred Approach.

CHAPTER 5: Conclusion

5.1 Findings

This research project set out to study the cultural adaptation of HP ID initiatives and explore the potential relationship of adaptation and project success through a multiple case study. To this end, the first line of investigation aimed to determine the extent to which the selected projects had integrated cultural adaptation to their practice (Q.1). A careful analysis of the available documents indicates an awareness of and a preoccupation with the cultural dimension throughout most of the studied projects. This result could be seen as somewhat unexpected for some, considering that three of the five interventions studied were rolled out in complex emergency or humanitarian contexts in which time is an acute constraint. On the continuum established for this study, initiatives ranged from culturally attuned/targeted to culturally grounded, with most cases situated as culturally sensitive. While cultural adaptation was not an explicit objective in any of the cases, this finding indicates that ensuring an adequate cultural fit is a prevalent consideration in HP ID projects funded by GAC, leading to the exploration of the effect of cultural adaptation on project success (Q.2), an inquiry tightly connected to the remaining three research questions.

First, to further study the process of cultural adaptation, this research sought to identify the approaches, techniques, and tools used in the selected projects (Q3). As hypothesized in the introduction, the findings coincide with the theory of cultural adaptation in that these strategies most often call upon some form of involvement and engagement of project stakeholders and beneficiaries. While in a few instances it was recounted that the use of such tools, techniques, and approaches brought on delays or required added efforts to reach decisions in light of competing values, priorities or agendas, reports from all studied projects stressed the benefits of such strategies in increasing the relevance and acceptance of the initiative throughout the project. In

some cases, the relationships developed with local authorities, stakeholders, and beneficiaries through the implementation of these strategies were directly credited for helping the project overcome internal and external challenges while maintaining buy-in.

Moreover, the use of the more actively participative methodologies, such as participatory processes and community-based approaches, appears to be a significant factor in moving an initiative along the continuum of cultural adaptation. Interestingly, as pointed out in section 4.2.3, there was less discussion of specific tools and techniques in the documentation of projects classified as culturally grounded or closer to it, possibly because the adaptation process happened in a more "organic" way. In addition, while these approaches might be more work-intensive in the earliest moments to establish relationships and mobilize the community from project Identification and Design, it was also noted that the collaborations subsequently did not generate as many of the issues mentioned above. The analysis of those cases suggests that this could be because the implementing organization reportedly placed itself in a supportive and collaborative position from inception, as opposed to organizations proposing a mostly or entirely designed project and attempting to adapt the components within this structure.

In articulating its hypothesis about the relationships between cultural adaptation, the surface/deep structure framework (Q.4), and project success dimensions (Q.5), this study posited that surface structure adaptation, reported to improve feasibility by increasing receptivity, comprehension and acceptance (Resnicow et al., 2000, p. 274), would facilitate PM success and that deep structure adaptation, reported to increase project impact (Ibid.), would contribute to deliverable success. However, it would appear that in HP ID projects, the connection between surface structure adaptation and PM success and deep structure adaptation and deliverable success may not be as direct. Indeed, while the available data suggest that the adaptations resulting from the

implementation of the cultural adaptation strategies primarily addressed surface structure, the analysis revealed that these strategies were reported to have positively impacted both the PM success and deliverable success dimensions. Yet, keeping in mind the caveats discussed in section 4.2.3 and the limitations of document analysis, it would be delicate to affirm a direct correlation between surface structure and deep structure adaptation and project success dimensions. Nonetheless, a case-by-case review offers valuable insights.

In the first case, EVD Prevention in Burkina Faso, it was impossible to assess cultural adaptation and success for the entire project as documents were provided only until mid-term. It appears that the surface structure adaptations proved effective based on the mid-term performance assessment and beneficiary and stakeholder satisfaction rates, and supported strong PM success. However, the apparent lack of attention paid to the deep structure and the short duration of the project with regard to generating lasting behaviour change and putting in place self-sufficient procurement structures leave doubts about the achievement of deliverable success, especially the criteria regarding impact and sustainability. In the second case, EVD Prevention in Benin, it is important to recall that shortcomings in the information provided in the documents made it difficult to assess project success accurately. As such, it proved equally difficult to assess the relationship between cultural adaptation and success. In this intervention, adaptations almost exclusively addressed surface structure to adapt messages and methods of delivery. However, project team and stakeholder feedback collected from the available documents seems to indicate that they viewed the tools, techniques, approaches, and adaptations as contributing to project success and their satisfaction with the intervention.

The third case, WASH Project in Iraq, is another project for which insufficient data makes the analysis troublesome, although in this case mostly due to challenges during the project

Implementation and MEC phases. First, it is impossible to assess the effects of the surface structure adaptations made to the awareness and education campaign on PM success, as the endline survey could not be conducted following a complete change in camp population. While success concerning the water infrastructure management capacity-building component was adequately measured, little information is provided as to how this component was adapted, if at all. In addition, due to the local cultural and religious norms, it was not possible to include women in the capacity-building component (although they were included in other areas of the project including in supervisory and advisory roles), and the organization modified project activities and indicators accordingly (see Appendix G, Table G3). Nevertheless, it appears that stakeholder consultations throughout the project and, especially, the use of the Partnership Process Framework approach contributed to PM Success, and are reported to have contributed to project Impact, Relevance, and Sustainability. Indeed, effective consultations in all project phases and the use of a participative approach are known to improve project success and target groups' perceptions (Heinrich and Lopez (2009) in Ika and Hodgson, 2014; Khang and Moe, 2008). This also seems to hold true with Case 4a, Basic Education in Guatemala. In this initiative, it appears that the REP's approach contributed to PM success as well as to Relevance and Sustainability. However, due to the limitations discussed in the previous chapter in terms of intermediate outcomes, impact, beneficiary's satisfaction and project process assessment, there is not sufficient basis to draw more specific conclusions.

Lastly, the documentation available in the case of the Microfinance and Water Systems project in Honduras indicates that in these two initiatives, the use of community-based approaches, namely the holistic microfinance approach and Asset-Based Community Development, has contributed to project success on both the PM and deliverable success dimensions, as much as can be assessed at

project closure. The project also reported unexpected positive impacts. The installation of a water system in the village of Las Camelias led to immigration back to the village of people who had left for the capital city, and the village of Quebrada Chiquita was successful in petitioning the local department government to build a middle school in their village. However, while these approaches led to PM success, high rates of satisfaction, strong cultural relevance, and promising perspectives of impact and sustainability, there are not enough details regarding specific adaptations to surface or deep structure to tie them to either one of the project success dimensions.

In conclusion, this research's observations and findings align with the argument posited throughout this paper and supported by many researchers and experts that adequate cultural adaptation positively impacts project success and, particularly, encourages participation and ownership and supports project relevance and sustainability. Furthermore, it would appear that surface structure adaptation does contribute to PM success, but also to several aspects of deliverable success. Regrettably, as few instances of deep structure adaptation could be coded and analyzed, the data from this study does not allow further conclusions to be drawn on the relationship between deep structure adaptation and deliverable success. Nevertheless, this research offers several valuable contributions to the study and practice of cultural adaptation in ID PM, as presented in the next section.

5.2 Significance and Implications for Stakeholders

From a theoretical point of view, this paper modestly contributes to the advancement of knowledge by synthesizing the different contributions and discussions regarding cultural adaptation and ID PM through a literature review. This research also proposes an innovative way of approaching the assessment of the cultural adaptation of HP ID projects by building on the continuum concept put

forward by Castro and colleagues (2010) to situate the initiatives. Its findings also add to the existing literature asserting that cultural adaptation is a factor, even a condition, of project success.

This study highlights that minimal information is provided in plans and reports about the choices made and actions taken to adapt initiatives and the adaptation process. An increased focus on these elements would provide useful information both for the implementing organization and researchers aiming to deepen the understanding of the topic. It would also promote transparency and accountability, as while keywords such as “consultation” or “participation” might be mentioned, what occurred in practice may vary substantially.

From a practical perspective, this study provides useful information to support ID PM practitioners in the cultural adaptation of HP ID projects. For instance, the reading of this paper might lead to a better understanding of the different dimensions of culture and the potential ramifications of poor cultural fit. This paper can also inform ID practitioners unsure about the best approach to promote the cultural fit of initiatives, as the findings indicate that investing time and efforts to integrate the cultural dimension and adapt project design from inception through participatory and community-based approaches ultimately lead to greater benefits, both in terms of PM success and deliverable success. In addition, by examining cultural adaptation through case studies, this research explores practice beyond concept papers and plans to offer further insight into how these strategies and adaptations might be used throughout the project cycle. Likewise, by studying already identified approaches, techniques, and tools, this research provides more contextual information regarding their use and application in cultural adaptation.

Lastly, as ID projects also share characteristics with conventional projects, the findings of this study could also be useful to practitioners in other fields conducting projects in similar conditions, or implementing local projects targeting cultural minorities.

5.3 Limitations of the Study

As underscored by Elo et al. (2014), openly discussing the limitations of a study is useful to contextualize the results and essential to trustworthiness (p. 8). In terms of methodology, a notable limitation is the use of secondary data, which did not provide sufficient details to explore some aspects of the topic thoroughly. The study is also subject to report bias, as approaches, techniques, tools, and adaptations were only coded when mentioned in the documents. Likewise, this method did not allow to delve deeper into specific insights or investigate unexpected aspects that emerged. However, "[g]iven its efficiency and cost-effectiveness in particular, document analysis offers advantages that clearly outweigh the limitations" (Bowen, 2009, p. 32), and the limited scope of this project and significant time and resources constraints compelled this choice of methodology.

Obstacles in accessing other data sources, such as interviews, meant that there was no possibility of triangulation to confirm the data provided by the documents and validate the researcher's interpretations. Moreover, the use of formal project documents means that although the perspectives of beneficiaries, partners, and other stakeholders were taken into account through collaboration and consultations, those were interpreted and filtered through the standpoint of the implementing organizations and external evaluators, often with the funder as the primary intended recipient. While this represents a definite drawback, its effects were somewhat mitigated by careful consideration of the subjectivity of the documents. For instance, documents "may also reflect the emphasis" (Bowen, 2009, p. 32) of the organization or the intervention, or, conversely, "the absence, sparseness, or incompleteness of documents [may] suggest something about the object of the investigation or the people involved[, for example] that certain matters have been given little attention or that certain voices have not been heard" (Ibid., p. 33). Thus, while acknowledging this subjectivity is necessary, this reflection also offered additional analytical perspectives.

Lastly, this study is thematically, contextually, and temporally limited to completed HP project funded by GAC from the period 2014 to 2018, which might limit its generalizability for ID projects pertaining to other fields or funded by other agencies. However, many insights can nevertheless apply to any ID project, as ID projects share several characteristics regardless of their area of intervention.

5.4 Future Research Directions

As a basis for further research, this paper suggests a need for more in-depth assessments of the cultural adaptation practices and processes, and further investigation of the topic from the perspectives of project team members, partners, and, perhaps most importantly, beneficiaries. Additionally, as alluded to in the previous section, expanding the scope to include a higher number of cases from a diversity of ID sectors and a range of funders would increase the potential for generalizability and contribute to filling the remaining gaps.

5.5 Positionality Statement

The researcher acknowledges that the present research arose from her academic background in international studies and ID, pursued at a Canadian public research university. The researcher also recognizes that her positionalities led her to approach this project with a mostly favourable opinion of ID, though with an appreciation of its history of both successes and failures and an awareness of its deficiencies and limitations. The researcher also discloses some degree of subjectivity toward the importance and relevance of cultural adaptation in ID PM. The researcher's involvement with the interest area stems from her professional experience working on HP projects with Canadian and international non-profits and NGOs in Canada and abroad, where she witnessed some of the

challenges of ID PM. It is, however, essential to recognize that the researcher is part of these dynamics, considering the historical, cultural and societal legacies informing the social construction of the researcher's identity as a white Francophone Canadian woman in the context of ID. While the researcher aimed for objectivity and frequently re-evaluated her positionality throughout the project, it is expected that these points of view, identities, and experiences will have nevertheless influenced this research.

(*Total word count: 14,963*)

Appendix A

Complement to the Literature Review

This appendix presents supplementary information from the full literature review, regrouped under the themes it complements.

1. Definition of Culture: Historical Complement

The definitions, meanings, and interpretations of the notion of culture have varied and evolved considerably since the Enlightenment of the 18th century, during which it is considered that the word took on its modern signification (Cuche, 2016, p. 10). While it is not immediately relevant to this project to review the evolution of the idea in detail, it is interesting to note that culture was then a normative term (Ibid. p. 17). It is not until the advent of ethnology and sociology in the 19th century that culture becomes articulated as a descriptive, scientific concept (Ibid.).

British anthropologist Edward Burnett Tylor was the first to devise a conceptual definition of culture, which is often cited as the classical definition: "Culture, or civilization, taken in its broad, ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man [*sic*] as a member of society." (Tylor, 1871, p.1 in Cuche, 2016, p. 18) For Tylor, culture is the expression of the *totality* of an individual's life, and his definition is characterized by its collective dimension (Ibid., pp. 18-19). Tylor recommends studying culture in every type of societies, and all its aspects, including material (Ibid.). However, Tylor's approach, comparative ethnography, has since long fallen out of favour, as it is based on an evolutionist perspective: he intended to demonstrate the continuity of evolution from what he considered to be primitive cultures to the most advanced cultures (Ibid., pp. 19-20).

Since Tylor, the concept of culture and its definition have continued to evolve and be defined and redefined as different schools of thought debated and fought for prominence (Ibid., chapters II-III). Proof of this, in 1952, renowned anthropologists Kroeber and Kluckhohn reviewed the existing anthropology literature and listed 164 definitions of culture (Barrera et al., 2012, p. 196).

2. Cultural Dimension in ID PM: Disambiguation

The first distinction that needs to be made is between cross-cultural or intercultural PM, and what is to be understood by the cultural dimension as conceptualized in this research. As presented by Popescu and colleagues (2014), cross-cultural PM has been developed to address the increasing need in modern organizations to integrate people with different backgrounds into the project teams, to better understand how cultural differences influence team members' behaviour in cross-cultural projects, and to facilitate effective teamwork as the key to success in a project team (p. 526). While cross-cultural PM and intercultural PM are often used interchangeably, some authors distinguish the two terms. For instance, Mahadevan and Klinke (2012), in their article based on research on a multinational company involved in PM across sites, cultures and organizations, put forward a more specific conception of intercultural PM, argue that as

> this group of people will need to find a common way of doing things beyond those styles which are already known to them, they will need to create a shared *Interculture* (Mahadevan et al. 2011). It is with this idea in mind that we speak of inter-cultural and not of cross-cultural project management in this article. (p. 62)

However, they rightly argue that while culture has been conceptualized as a factor influencing PM, it "has been approached mainly through macrocomparative cultural standards and dimensions as defined by Hofstede (1980, 1988, 2003), Hall and Hall (1990), Trompenaars and Hampden-Turner (1997), and House et al. (2004)" (Ibid., p.60), with the first three being the most well-known.

Hofstede (1980) developed a framework for cross-cultural communication contrasting six cultural dimensions by studying IBM employees in the seventies to identify the role of culture and its determinants: he was interested in the way these characteristics are expressed in different national cultures and in the way in which the underlying cultural norms and values are manifested (Noël, 1996, pp. 52–53). For Hofstede, "[c]ulture is the collective programming of the mind that distinguishes the members of one group or category of people from others" (Hofstede, 2011, p. 3). His model began with four initial cultural dimensions (1980), to which he later added a fifth (1988), then a sixth (2010), with the collaboration of fellow researchers (Ibid., p. 7). Hofstede describes the six dimension as follows:

1. *Power Distance*, related to the different solutions to the basic problem of human inequality;
2. *Uncertainty Avoidance*, related to the level of stress in a society in the face of an unknown future;
3. *Individualism* versus *Collectivism*, related to the integration of individuals into primary groups;
4. *Masculinity* versus *Femininity*, related to the division of emotional roles between women and men;
5. *Long Term* versus *Short Term Orientation*, related to the choice of focus for people's efforts: the future or the present and past;
6. *Indulgence* versus *Restraint*, related to the gratification versus control of basic human desires related to enjoying life. (Ibid., p. 8)

For their part, E. T. Hall and M. R. Hall (1987) focused their interest more specifically on communication styles and came to categorize cultural groups as either high- or low-context cultures (Köster, 2010, p. 254). Their work demonstrates that

> [i]n high-context cultures, feelings and thoughts are not explicitly expressed in order to maintain harmony and not to cause any offence to the receiver. The communication receiver has to read between the lines and interpret the meaning from the context (Haywood, 1998). […] In low-context cultures, where personal and business relationships are more separate, communication will be explicit. Feelings and thoughts are clearly expressed in words, and information is given in a comprehensive way. The communication ideal in low-context cultures is to express oneself as unambiguously as possible, and also to be as succinct as possible. The context in which it is necessary to understand the message should be part of that message. (Ibid.)

Lastly, Trompenaars and Hampden-Turner (1997) proposed a more comprehensive culture framework, in the same vein as Hofstede, but comprised eight conceptual dimensions:

> The first five pertain to relationships between people (1. Universalism VS Particularism; 2. Individualism VS Communitarianism; 3. Neutral VS Affective, related to the range of feelings that are expressed; 4. Specific VS Diffuse, related to whether relationships such as authority are viewed as situation-specific or more holistically; 5. Achievement VS Ascription/Aspiration, related to how people gain power and status), two to relationships to time (6. Past, Present or Future Orientation; 7. Sequential VS Synchronic) and one to relationship to the external environment (8. Internal Locus of Control VS External Locus of Control, related to whether people attempt to change the external environment by controlling the situation or they try to align themselves with it). (Köster, 2010, pp. 83-87).

On this, however, it might be of theoretical interest to note that Hofstede argued in a 2011 article that based on a published statistical analysis of Trompenaars' database of survey items related to these dimensions, only two interpretable factors had emerged and that Trompenaars and Hampden-Turner's claim to eight dimensions, therefore, lacks empirical support (p. 18).

Köster (2010) also presents these frameworks and models as potentially useful techniques to outline project stakeholders' cultural differences. However, similarly to Mahadevan and Klinke, she cautions that these frameworks "try to describe national cultures by using a certain number of dimensions which characterize a national culture[, but] simplification means generalization" (Ibid., p. 81) and that these tools should be used "as a rough orientation only" (Ibid., p. 255). Although Noël (1996) discusses Hofstede's framework at length and even suggests complementary dimensions of his own, he nevertheless shares many of the same concerns (p. 71). It is worth noting that those observations remarkably relate to the pitfalls of cultural analysis discussed in section 2.1.1, and highlight that while cultural frameworks and models may be useful in PM as general indicators, these macrocomparative tools are not sufficient in terms of cultural adaptation.

These frameworks and models also generally refer to the notion of "national culture". However, target populations in ID PM are often defined at a much smaller scale, and there are often too many variations between cultural subgroups for a concept as macro as "national culture" to be useful in terms of cultural adaptation. Moreover, subcultures are generally distinguished not only according to ethnic groups but additionally characterized according to social classes and numerous other factors (Cuche, 2016, p. 51). Attention to subcultures is especially relevant in complex heterogeneous societies, where different groups may have unique ways of thinking and acting while still sharing elements of the global culture (Ibid., p. 52). Consequently, this research uses the term "culture" as defined in section 2.1.1, which can be summarized as a dynamic concept

representing a “historically transmitted pattern of meanings […] by means of which men [*sic*] communicate, perpetuate, and develop their knowledge about and attitudes toward life” (Geertz, 1973, p. 89) that is to be construed as a context, rather than the more catchall term "national culture".

3. Main Cultural Adaptation Dimensions as Discussed in Literature

Table A1 below presents an overview of the main cultural adaptation dimensions through selected descriptions from the literature. Additional authors discussing these dimensions are also listed.

Table A1

Main Cultural Adaptation Dimensions

Dimension	Selected Descriptions	Other Authors (Non-exhaustive)
Beliefs, Worldview and Lifestyle	This dimension refers to the “beliefs, values, customs, traditions, and lifestyles” (Castro et al., 2010, p. 218) of the target group. Concerning HP, "Betancourt's model of culture and behaviour (Betancourt and Flynn, 2009) […] postulates that health behavior is a function of psychological processes but is also associated with specific aspects of culture, such as value orientation, beliefs and expectations, which may be directly or indirectly associated with health behaviour through mediating psychological processes." (Veen et al., 2014, p. 693). Adaptation must nevertheless consider “varying degrees of cultural identification” across the target group members (Netto et al., 2010, p. 248). Beliefs, values, customs, traditions, and lifestyles also relate to norms, including norms about behaviour. In the adaptation of an initiative, "[p]rescriptions for behavior are particularly sensitive" as "[d]ifferent communities have different norms about behavior; what is standard or acceptable in one may be maladaptive or unacceptable in another." (Morrison et al., 2009, p. 133)	Joseph et al., 2016; Marais et al., 2016; Abma & Heijsman, 2015; Betsch et al., 2015; Barrera et al., 2012; Kevany & et al., 2012; Gillespie & Porras Gómez, 2011; Gillespie, 2010; Poulsen et al., 2010; Reinschmidt et al., 2010; Dutta, 2007; Lee, 2004; Alarcón M. et al., 2003.

Dimension	Selected Descriptions	Other Authors (Non-exhaustive)
Affective-motivational	This dimension refers to "*[a]ffective-motivational* characteristics as related to gender, ethnic background, religious background, socioeconomic status […] Moreover, affective-motivational adaptation involves modifications of program activities that create *cultural conflict* or that *prompt reactance* (behavioral resistance) among consumers, based on a program's imposed conflicts with a cultural group's values or traditions (Castro et al., 2001)." (Castro et al., 2004, pp. 43-44) This dimension relates to interventions that are "high in cultural relevance as characterized by […] motivation: content that is interesting and important to this group; and […] relevance: content and materials that are applicable to participants' everyday lives (Castro et al., 2004)." (Castro et al., 2010, p. 218)	Joseph et al., 2016; Abma & Heijsman, 2015; Betsch et al., 2015; Nöstlinger et al., 2015; Barrera et al., 2012;Kevany & et al., 2012; Gillespie & Porras Gómez, 2011; Gillespie, 2010; Poulsen et al., 2010; Reinschmidt et al., 2010; Morrison et al., 2009; Dutta, 2007; Lee, 2004; Alarcón M. et al., 2003.
Environmental/ Ecological (including human ecology)	Authors use a variety of terms to define this dimension; however, it can be understood as encompassing "*[e]nvironmental* characteristics that include ecological aspects of the local community" (Castro et al., 2004, p. 43). In the first instance, "[t]he environmental context in which the target population resides cannot be minimized" and "[p]hysical environment characteristics, including safety concerns" cannot be overlooked (Joseph et al., 2016, p. 8), as they may influence behaviour and social life. More importantly, it requires "exploring the ways in which structure influences the health choices of cultural members. It constrains, limits, and defines what is available to cultural members and what is not. Especially in marginalized sectors of the globe […], structure is central to the health experiences of the participants, limiting their access to health care services and supplies, limiting access to food, and lending to the experiences of pain of cultural members." (Dutta, 2007, p. 320) Lastly, using a "cultural approach must necessarily take into account the relations of power that exist between [target] populations, external organisations and the government" (Gillespie & Porras Gómez, 2011, p. 4), or other stakeholders, as relevant.	Betsch et al., 2015; Nöstlinger et al., 2015; Kevany & et al., 2012; Castro et al., 2010; Gillespie, 2010; Reinschmidt et al., 2010; Lee, 2004; Alarcón M. et al., 2003.

Dimension	Selected Descriptions	Other Authors (Non-exhaustive)
Cognitive / Cognitive-informational (including translation)	This dimension involves "*[c]ognitive-information processing* characteristics" (Castro et al., 2004, p. 43): "[c]ognitive-informational adaptation is necessary when the current consumer group cannot understand the program's content, that is, content that is unclear or confusing to them (Castro et al., 2001)" (Ibid. pp. 43-44). For instance, some types of interventions may place too much "emphasis on the value of rationality, which contrasts with a less linear cognitive style found in many non-Western cultures." (Ramos & Alegría, 2014, p. 299). While translation is one the most obvious form of adaptation that can be associated with this dimension, it must be underlined that "[b]eyond conceptual equivalence, attaining *cultural equivalence* in translation raises the greater challenge of establishing this equivalence by eliminating sources of cognitive and/or affective conflict or nonfit (Geisinger, 1994; Gonzalez et al., 1995)." (Castro et al., 2004, p. 44). This means, amongst various paths of adaptation, to develop "communication strategies which are sensitive to language use and information requirements" (Netto et al., 2010, p. 248). For instance, "cultural differences are known to moderate some effects, such as effects of framing messages in terms of gain or loss" (Betsch et al., 2015, p. 2).	Joseph et al., 2016; Abma & Heijsman, 2015; Nöstlinger et al., 2015; Ramos & Alegría, 2014; Veen et al., 2014; Barrera et al., 2012; Kevany & et al., 2012; Castro et al., 2010; Reinschmidt et al., 2010; Kumpfer et al., 2008; Dutta, 2007; Lee, 2004; Alarcón M. et al., 2003.
Project Delivery	This dimension mostly arises from the adaptations made about other dimensions. It comprises adaptations to the "[f]*orm of delivery* [which] refers to […] changes in: (a) *characteristics of the delivery person(s)*[…]; (b) *channel of delivery* […]; (c) *location of delivery*" (Castro et al., 2004, p. 44). This might include "identify[ing] and address[ing] barriers to access and participation" and "using community resources to publicize the intervention and increase accessibility" (Netto et al., 2010, p. 248), "matching personnel and using preferred methods to deliver messages and materials (Hugo, 2000), and building linkages with existing organisations (Yancey et al., 1999)" (Liu et al., 2016, p. 332), or "suggesting and developing new systems for working with local social networks" (Kevany & et al., 2012, p. 3).	Joseph et al., 2016; Marais et al., 2016; Betsch et al., 2015; Barrera et al., 2012; Gillespie & Porras Gómez, 2011; (Castro et al., 2010); Gillespie, 2010; Poulsen et al., 2010; Morrison et al., 2009; Alarcón M. et al., 2003.

Appendix B

Operationalization of Sampling Inclusion Criteria

Table B1 presents the operationalization of the purposeful selective sampling inclusion criteria in GAC's Project Browser (GAC, 2017a), using the available filters.

Table B1

Sampling Criteria and GAC's Project Browser Filters

Criterion	Project Browser Filter
ID projects funded by GAC	Ensured by choice of browser, as all projects featured in the Project Browser are funded by GAC.
Projects led by international, national or regional NGOs	*Filter*: Partner Classification *Selected Options*: "International NGO"; "National NGO"; and "Regional NGO".
Projects in the field of HP	*Filter*: Sector Category *Selected Options:* "Basic Health"; "Health"; "Health, General"; "Population Policies/Programmes and Reproductive Health"; and "Water and Sanitation". Although, as presented in the literature review, HP encompasses more than only those sectors, the selection was limited by the filter options available in the browser.
Completed projects	*Filter:* Status *Selected Option:* "Closed".
Start date on or after April 1, 2014	*Filter*: Start Date *Selected Option:* April 1, 2014. *Filter:* End Date *Selected Option*: Field purposefully left blank in order not to exclude any eligible project by entering a random cut-off date. All eligible projects that started after April 1, 2014, and closed before the date of the data pull (November 12, 2018) were included.

Other filters available in the Project Browser were left blank (“Aid Type”; “Sector”; “Partner”; and “Country”) or at their default values (“Minimum Contribution: $0.00”; “Maximum Contribution: $500,000,000.00”) in order not to include needless criteria and skew sampling.

Appendix C

Eligible Cases as Identified by Global Affairs Canada's Project Browser Search

Table C1 below presents basic identifying information on the projects identified as eligible through GAC's Project Browser (GAC, 2017a) (see Appendix B). The first column indicates whether the project was included or excluded from the final list of eligible cases based on the nature of the intervention, as explained in section 3.2.2.

Table C1

Eligible Cases as Identified by GAC's Project Browser

Included/ Excluded	Project Number	Title	Start	End
Included	CA-3-D000145002	Support to Child Survival	2014/10/16	2016/12/30
Included	CA-3-D000763001	Advancing Health Education and Development for Children and Youth	2014/04/04	2015/06/30
Included	CA-3-D000792001	Improving the Quality of Life of Vulnerable People in Central America	2014/08/01	2015/08/31
Included	CA-3-D001457001	Promoting Health to Improve Living Conditions of Street Children in Kinshasa	2015/02/20	2016/03/31
Included	CA-3-D001621001	Improve Water Sanitation and Hygiene in Dohuk and Erbil Regions	2015/04/27	2016/06/30
Included	CA-3-D002382001	Preventing the spread of the Ebola virus disease (EVD) in Burkina Faso	2015/11/05	2017/01/31
Included	CA-3-D002383001	Preventing the Spread of the Ebola Virus Disease (EVD) in Benin	2015/11/05	2017/12/31

Included/ Excluded	Project Number	Title	Start	End
Excluded	CA-3-D000987001	Aboriginal People to Explore the World!	2015-05-22	2017-03-31
Excluded	CA-3-D001001001	ACIC International Youth Internship Program	2015-07-28	2017-03-31
Excluded	CA-3-D001002001	Interagency Coalition on Aids and Development – IAYI Internships 2015-2017	2015-06-19	2017-03-31
Excluded	CA-3-D001012001	Interagency Coalition on AIDS and Development (ICAD) – IYIP Internships 2015-2017	2015-08-12	2017-03-31
Excluded	CA-3-D001039001	Youth Interns with Solidarity	2015-07-29	2017-03-31
Excluded	CA-3-D001042001	World Vision Canada – IYIP Internships 2015-2016	2015-07-15	2016-03-31
Excluded	CA-3-D001052001	Solidarité Union Coopération (SUCO) - IYIP Internships 2015-2017	2015-07-28	2017-05-31
Excluded	CA-3-D001063001	Cuso International - IYIP Internships - 2015-2017	2015-08-12	2017-03-31
Excluded	CA-3-D001665001	The Role of the Private Sector in the New Global Health Architecture	2014-11-19	2015-05-31
Excluded	CA-3-D002162001	International AIDS Society Conference on HIV Pathogenesis Treatment and Prevention (2015)	2015-03-30	2015-12-31

Appendix D

Process and Outcomes of the Access to Information and Privacy Request Submitted to Global Affairs Canada

1. ATIP Request

The character-limited text of the request online ATIP request submitted to GAC on December 3, 2018, reads as follows:

> Provide the following 3 types of records: Project Implementation Plan (PIP), or equivalent project planning and design document prepared at project initiation; Mid-term Evaluation Report and; Final Evaluation Report; for each of the following 7 projects: *Project Number:* CA-3-D000145002, *Title:* Support to Child Survival *Project Number:* CA-3-D000763001, *Title:* Advancing Health, Education and Development for Children and Youth (AHEAD) *Project Number:* CA-3-D000792001, *Title:* Improving the Quality of Life of Vulnerable People in Central America *Project Number:* CA-3-D001457001, *Title:* Promoting Health to Improve Living Conditions of Street Children in Kinshasa *Project Number:* CA-3-D001621001, *Title:* Improve Water, Sanitation and Hygiene in Dohuk and Erbil Regions *Project Number:* CA-3-D002382001, *Title:* Preventing the Spread of the Ebola Virus Disease (EVD) in Burkina Faso *Project Number:* CA-3-D002383001, *Title:* Preventing the Spread of the Ebola Virus Disease (EVD) in Benin (Project numbers and titles from Global Affairs Canada Project Browser). Please send me the specified documents as available at the time of processing this request.

Any Canadian citizens are entitled to present a request under the Access to Information Act (the Act) (Government of Canada, 2013). The Act allows for a legal response time of 30 calendar days from the date an official request is received. However, “this period may be extended for limited

and specific reasons identified in the [Act]" (Ibid.), and significant delays affected the research. A letter sent by GAC to the researcher on January 3, 2019 - at the end of the 30-day response time - stated that

> In accordance with paragraph 9(1)(a) of the Act, an extension beyond the 30 day [sic] statutory limit is required since the request is for a large number of records and meeting the original time limit would unreasonably interfere with the operations of the Department. An extension pursuant to paragraph 9(1)(c) of the Act is also required in order to undertake notifications to third party. Consequently, an extension of up to 120 days is required to complete the processing of [the] request. (GAC, personal communication, January 3, 2019)

Despite numerous email exchanges with the senior analyst from the Access to Information and Privacy Office in charge of the file, it was not possible to accelerate the processing of the request in any way, and documents were received only at the end of the extended delay.

2. GAC's Response to the ATIP Request

In the months between the submission of the request and the reception of the documents, the researcher had several exchanges with different individuals at GAC[1]. These interactions provided some additional information regarding the request. Early in the process, the researcher was informed that the request could not be fulfilled for the project *Advancing Health, Education and Development for Children and Youth* led by Right to Play, and was advised to discard the project from the request. Then, the researcher was informed that there had been an error in the Project Browser regarding the completion status of the project *Promoting Health to Improve Living*

[1] Namely, a project officer, staff from the Intake team of the Access to Information and Privacy Protection Division, and a senior analyst from the Access to Information and Privacy Office.

Conditions of Street Children in Kinshasa led by Doctors of the World and that the project had just begun due to significant delays caused by changes in partners. No documents were available, and the project was therefore discarded. Shortly before receiving the documents, the researcher was also notified that some of the requested documents pertaining to the remaining projects were not available, although no further details were provided. The letter accompanying the documents sent to the researcher also reported that "some of the information contained in the documents has been exempted pursuant to subsections 15(1) – International and 19(1) as well as paragraphs 16(2)(c) and 20(1)(b) of the Act" (GAC, personal communication, April 25, 2019). As indicated in the letter, the information contained in the received documents covered by the cited provisions of the Act was redacted. However, redactions were only applied to the documents pertaining to one of the identified projects and were not sufficient to significantly affect the analysis.

Ultimately, 11 documents pertaining to five of the seven eligible projects were received by mail, on CD-R support. Not only was no documentation provided for some projects, but in none of the cases were all the documents covered by the request obtained. Research was conducted into past ATIP requests made publically available and on the websites of the implementing organizations to complete the documentation. In one of the cases, the project *Preventing the Spread of the EVD in Benin* led by Oxfam-Québec, it was possible to find additional information on a blog[2] maintained by the project team. Since only the PIP had been received for this project, an annual progress report, which for this 18-month project fell approximatively at mid-point, the summary report of the end-of-project workshops with local stakeholders, and the summary of project results were selected from the blog to complete the documentation and allow this project to be included

[2] Oxfam (n.d.). Projet de prévention de la propagation de la maladie à virus Ebola (PPMVE). http://ppmvebenin1.e-monsite.com/pages/presentation.html

in the research (see section 3.2.3 for a summary of the documentation gathered in the data collection phase).

Appendix E

Project Profiles

The following information is directly taken from the data extracted from the GAC's Project Browser (GAC, 2017a), unless otherwise specified.

Project Title	Preventing the spread of the Ebola virus disease (EVD) in Burkina Faso (GAC) Prévention de la propagation de la maladie à virus Ébola au Burkina Faso (Project Documents)		
Country	Burkina Faso	**Project Number**	CA-3-D002382001
Executing Agency	Oxfam-Quebec	**Reporting Organization**	Global Affairs Canada
Selection Mechanism	Unsolicited Proposal	**Collaboration Type**	Bilateral
Aid Type	Project-type Intervention	**Finance Type**	Aid grant excluding debt reorganization
Start Date	2015-11-05[3]	**End Date**	2017-01-31[4]

Development Assistance Committee (DAC) Sector(s):

- Infectious disease control: 100%

Project Description:

This initiative wants to address the deficit in individual and collective practices in the prevention and identification of the Ebola Virus Disease (EVD) and other infectious diseases by the populations of areas at risk, including through prevention and community mobilization campaigns.

[3] Date provided by GAC through the department's Project Browser. This date is possibly the date the contribution agreement was signed, although this could not be confirmed.

[4] Date provided by GAC through the department's Project Browser. This date is possibly the end date of the contribution agreement, although this could not be confirmed. However, it is stated in project documents that project activities were implemented over 12 months, spanning from November 2015 to the end of October 2016 (Oxfam-Québec, April 2016. Plan de mise en œuvre, pp. 5, 44; Oxfam-Québec, June 2016. Évaluation à mi-parcours, pp. 7, 12, 41).

The initiative also wants to address the shortcomings in terms of prevention, detection, and protection in the case of EVD among health workers, authorities, and local stakeholders.

Expected Results:

The project ultimately aims to reduce the risk of spread of EVD and infectious diseases in areas at risk of Cascades and Hauts-Bassins regions in Burkina Faso by 1) strengthening good practices in the prevention and identification of EVD and other infectious diseases by people in areas at risk; and 2) improving the capacity of health workers, authorities, and local stakeholders in terms of prevention, detection, and protection in connection with the EVD and other infectious diseases.

GAC's Contribution:

Budget Type:	Original	Budget Type:	Original
Start Date/End Date:	2015-04-01/2016-03-31	Start Date/End Date:	2016-04-01/2017-03-31
Value:	CAD 447, 015.00	Value:	CAD 447, 015.00
(Value Date):	(2015-11-05)	(Value Date):	(2015-11-05)

Total Value: CAD 894, 030.00[5]

Main Partners[6]:

Ministry of Health, Ministry of Education, local health and school authorities, Association Munyu des Femmes de la Comoé, Association Wouol, Union Provinciale de Producteurs des Fruits et Légumes de la Comoé.

[5] The total reported above is the sum of GAC's contribution per fiscal year as of the project's start date/value date (November 5, 2015), as reported by GAC in the department's Project Browser. In two of the three available documents (Oxfam-Québec, April 2016. Plan de mise en œuvre; Oxfam-Québec, June 2016. Évaluation à mi-parcours), the total project budget is stated as CAD 939, 030.00, including a CAD 45, 000.00 in-kind contribution from the implementing organization (Oxfam-Québec, April 2016. Plan de mise en œuvre, pp. 39-40). However, it is also reported in another section of the mid-term evaluation report that GAC's contribution is 719, 844.00 $ (Oxfam-Québec, June 2016. Évaluation à mi-parcours, p.5).

[6] Based on the documentation provided.

Project Title	Preventing the Spread of the Ebola Virus Disease (EVD) in Benin (GAC) Appui au Plan national de préparation et d'intervention en cas d'épidémie d'Ébola au Bénin (Project Documents)		
Country	Benin	**Project Number**	CA-3-D002383001
Executing Agency	Oxfam-Québec	**Reporting Organization**	Global Affairs Canada
Selection Mechanism	Unsolicited Proposal	**Collaboration Type**	Bilateral
Aid Type	Project-type Intervention	**Finance Type**	Aid grant excluding debt reorganization
Start Date	2015-11-05[7]	**End Date**	2017-12-31[8]

DAC Sector(s):

- Infectious disease control: 100%

Project Description:

This initiative aims to address the deficit of individual and collective practices in the prevention and identification of the Ebola virus disease (EVD) by the populations of areas at risk in Benin, including through prevention and community mobilization campaigns. The initiative also wants to address the shortcomings in terms of prevention, detection, and protection in the case of EVD and other infectious diseases among health workers, authorities, and local stakeholders.

Expected Results:

The project ultimately aims to reduce the risk of spread of Ebola virus disease (EVD) and other infectious diseases in areas at risk of Ouémé, Atlantique, and Littoral departments in Benin by 1) strengthening good practices in the prevention and identification of EVD and other infectious diseases by people in areas at risk; and 2) improving the capacity of health workers, authorities,

[7] Date provided by GAC through the department's Project Browser. This corresponds to the date the contribution agreement was signed (Oxfam-Québec, March 2016. Plan de mise en oeuvre, p. 30).

[8] Date provided by GAC through the department's Project Browser. This date is likely the end date of the contribution agreement, although this could not be confirmed. However, it is known that project activities were implemented over 18 months, spanning from January 2016 to June 2017 (Ibid., pp. 6, 20-21).

and local stakeholders in terms of prevention, detection, and protection in connection with the EVD and other infectious diseases.

GAC's Contribution:

Budget Type:	Original	Budget Type:	Original
Start Date/End Date:	2015-04-01/2016-03-31	Start Date/End Date:	2016-04-01/2017-03-31
Value:	CAD 750, 000.00	Value:	CAD 958, 787.00
(Value Date):	(2015-11-05)	(Value Date):	(2015-11-05)

Budget Type:	Original
Start Date/End Date:	2017-04-01/2018-03-31
Value:	CAD 162, 279.00
(Value Date):	(2015-11-05)

Total Value: CAD 1, 871,066.00[9]

Main Partners[10]:

Croix-Rouge Béninoise, Programme Accès Innovation, Ministry of Health, National Directorate of Public Health, local health and school authorities, Collectif des organisations de la société civile à So-Âva, Assovie, Parlement National de la Jeunesse pour l'Eau et l'Assainissement d'Akpro-Missérété.

[9] The total reported above is the sum of GAC's contribution per fiscal year as of the project's start date/value date (November 5, 2015), as reported by GAC in the department's Project Browser. In the available project document, the total value of the project budget is stated as CAD 1, 753, 787.00 from a CAD 1, 708, 787.00 contribution from GAC and a CAD 45, 000.00 in-nature contribution from the implementing organization (Ibid., pp.17-18). This is also the total budget stated in the Annual Report 2015-2016 (Oxfam-Québec, November 30, 2016. Rapport annuel 2015-2016, p. 6).

[10] Based on the documentation provided.

Project Title	Improve Water, Sanitation and Hygiene in Dohuk and Erbil Regions (GAC) DAHUK WASH Resilience Response Project (Project Documents)		
Country	Iraq	**Project Number**	CA-3-D001621001
Executing Agency	World Vision Canada	**Reporting Organization**	Global Affairs Canada
Selection Mechanism	Department-initiated	**Collaboration Type**	Bilateral
Aid Type	Project-type Intervention	**Finance Type**	Aid grant excluding debt reorganization
Start Date	2015-04-27[11]	**End Date**	2016-06-30[12]

DAC Sector(s):

- Water supply - large systems: 60%
- Basic drinking water supply: 40%

Project Description:

This project aims to reduce the vulnerability of women, men, girls and boys to water and hygiene-related diseases within internally displaced populations and host communities in Dohuk and Erbil governorates of Iraq. It also complements Canada's existing humanitarian relief efforts for internally displaced persons in Iraq, thereby leveraging Canada's response to the crisis in Iraq for greater and longer-term impact. Project activities include:

1) drilling six boreholes in Erbil Governorate;
2) supplying and installing prefabricated water treatment units in Khanke Village in Dohuk Governorate;

[11] Date provided by GAC through the department's Project Browser. This is the date the contribution agreement was signed (World Vision Canada, June 30, 2016. Final Report, p. 20).

[12] Date provided by GAC through the department's Project Browser. It is also relevant to mention that the project's Final Report was submitted in June 2016. However, in the Second Monitoring Mission Report produced in November 2018, the end date is stated as 2016-11-30 (World Vision Canada, November 22, 2018. Second Monitoring Mission Report, p. 2)

3) rehabilitating and providing additional water and sanitation facilities in a hosting-community in Erbil; and
4) training government staff on water sanitation and hygiene (WASH) outbreak preparedness.

With GAC's support, World Vision Canada is rehabilitating and improving water, sanitation and hygiene services for over 52 000 host-community members and internally displaced persons in Dohuk and Erbil governorates.

Expected Results:

The expected outcome for this project is strengthened capacity within Dohuk and Erbil governorates at household community and government levels to ensure healthy water and sanitation environments and practices among women, men, girls and boys in internally displaced populations and host communities.

GAC's Contribution:

Budget Type:	Original	Budget Type:	Original
Start Date/End Date:	2014-04-01/2015-03-31	Star Date/End Date:	2015-04-01/2016-03-31
Value:	CAD 1, 283, 333.00	Value:	CAD 2, 566, 667.00
(Value Date):	(2015-04-27)	(Value Date):	(2015-04-27)

Total Value: CAD 3 850,00.00[13]

Main Partners[14]:

Kurdistan Regional Government, Erbil and Dahuk Water Directorates, Erbil Refugee Committee, Board of Relief and Humanitarian Assistance (Dahuk).

[13] The total reported above is the sum of the value per fiscal year provided by GAC, as of the project's start date/value date (April 27, 2015). However, in two of the four available project documents, the total value of the project is stated as CAD 4, 050, 000.00 (World Vision Canada, June 30, 2016. Final Report, p. 2; World Vision Canada, November 22, 2018. Second Monitoring Mission Report, p. 2).

[14] Based on the documentation provided.

Project Title	Improving the Quality of Life of Vulnerable People in Central America (GAC) Rotary Canada Development Initiatives Health Section Honduras and Guatemala (Project Documents)		
Country	Guatemala: 57.00% Honduras: 43.00%	**Project Number**	CA-3-D000792001
Executing Agency	Canadian Rotary Collaboration for International Development	**Reporting Organization**	Global Affairs Canada
Selection Mechanism	Unsolicited Proposal	**Collaboration Type**	Bilateral
Aid Type	Project-type Intervention	**Finance Type**	Aid grant excluding debt reorganization
Start Date	2014-08-01	**End Date**	Original End Date: 2015-07-31 Extension End Date[1]: 2015-08-31

DAC Sector(s):

- Teacher training: 5%
- Education facilities and training: 54%
- Basic drinking water supply: 8%
- Vocational training: 13%
- Formal sector financial intermediaries: 20%

Project Description:

This project aims to improve the quality of life of vulnerable people, particularly women and children, in Guatemala and Honduras and to increase their opportunities to contribute to the economic growth of their community and region. The project focuses on three different components: basic education, health, and sustainable economic growth. In Guatemala, the project seeks to increase the number of students attending and successfully completing various levels of education.

[1] As per the project's Final Report submitted to GAC, the "effective start date for the project was August 1, 2014, with all project activities required to be completed by July 31, 2015. This was extended to August 31, 2015, at the request of the Project Coordinators to ensure all project related [sic] activities could be completed. […] The Contribution Agreement shall terminate on November 30, 2015, at which time all Initiative activities will have been completed and all final reports will have been received and accepted by DFATD" (Canadian Rotary Collaboration for International Development, October 30, 2015, p.4).

Some project activities include:

1) providing scholarship packages to more than 1 400 children and youth at risk;
2) renovating 31 classrooms; and
3) providing 14 schools with desks, chalkboards, and learning supplies.

In Honduras, the project seeks to improve access to quality water and sanitation facilities in communities and schools and to improve the sustainability of income for women and their families. Some project activities include:

1) installing water systems in two communities; and
2) providing community members, especially women, with training and support on their micro-businesses, including access to micro-financing.

Expected Results:

The expected intermediate outcomes for this project include: (1) increased access to quality basic education (2) improved access to better water and sanitation facilities (latrines) and improved hygiene practices and knowledge regarding public health; and (3) increased access to affordable micro-finance for poor entrepreneurs (mostly women).

GAC's Contribution:

Budget Type:	Original	Value:	CAD 1, 238, 000.00
Start Date/End Date:	2014-04-01/2015-03-31	(Value Date):	(2014-08-01)

Total Value: CAD 1, 238,000.00 [2]

[2] The project's Final Report states that "the approved budget for the project was $1,460,440, with DFATD contributing $1,110,022 and Rotary contributing $350,418" (Ibid., p. 75). However, the actual cost of the project amounted to $1,545,435 due to various factors "outside the control of the Canadian and Local Subcontractors, with the primary cause of the cost overrun being the decline in the value of the Canadian Dollar against the US Dollar" (Ibid.). As the "DFATD contribution amount [was] capped at […] $1,110,022", CRCID states that the "Canadian funding partners were approached and […] [t]hrough additional fundraising efforts, they were able to provide the additional funding required" (Ibid.).

Main Partners[3]:

Guatemala: Guatemalan Rotary Clubs, FUNSEPA, Hearts & Hands, Carlos F. Novella Foundation, Ministry of Education, municipal authorities.

Honduras: Opportunity International Canada, Guatemalan Rotary Clubs, Instituto para el Desarrollo Hondureño (IDH), IMPACT Water (IM), local authorities.

[3] Based on the documentation provided.

Appendix F

Coding Framework

Phase 1 – Attribute Coding

As described in subsection 3.3.2 of the methodology chapter, Attribute Coding is used to provide necessary descriptive information and context, such as settings, characteristics, data format, time frame (Saldaña, 2012, p. 70). Attribute Coding is usually done at the beginning, and is generally not embedded within the data set (Ibid.). Thus, it also serves as a data management technique (Ibid.). In this framework, attributes were applied at two levels: unit of observation and case.

As established in the same chapter, the unit of observation for this project is the project document. In the software used for this project, documents were uploaded as files, and attributes at the unit of observation level were coded into file classifications. In the nomenclature of the software used, file classification (Table F1) contains descriptive information about the files in the project.

Table F1

File Classification

File Attribute	Description	Possible Values
Project Phase	Documents were classified according to their corresponding project phase. The project cycle model used for this exercise is the Project Management for Development Professional (PMD Pro) model as presented in the Project Management for Development Professionals Guide (PMD Pro Guide) (Culligan et al., 2017), which "purpose is to provide a balanced and comprehensive project	▪ Project Identification and Design ▪ Project Set Up ▪ Project Planning ▪ Project Implementation

File Attribute	Description	Possible Values
	phase model that covers the entire life of the project" (p. 21). Of course, project management is iterative, and in this model, as in any other, project phases are not necessarily sequential and compartmentalized and often interact and overlap in practice (Ibid., p. 24).	▪ End of Project Transition ▪ Monitoring, Evaluation, and Control
Report Type	As described in the document.	▪ Baseline Report ▪ Project Implementation Plan (PIP) ▪ Work Plan (global or annual) ▪ Annual Progress Report ▪ Mid-Term Evaluation Report ▪ Final Report ▪ Monitoring Report (post)
Period Covered	The period covered by the document. Some documents in the sample pertain to a specific period (i.e. baseline reports, annual work plans, annual progress reports, mid-term evaluation reports, monitoring reports). Whenever a date range was provided, for instance, when a document covered the period from project start to the moment of data collection (e.g. survey), the mid-point date was used as an end-of-period date, as is generally	Dates in the Year/Month/Day format.

File Attribute	Description	Possible Values
	accepted. Similarly, when only the year and month were identified, the 15th of the month was used. Other documents in the sample were intended to relate to the entire duration of the project (i.e. PIPs, final reports). In those cases, the duration of the project was used as the period covered.	
Date Submitted	The date the document was submitted to the intended recipient, either the executing agency or the funder. When no day was specified, the 15th of the month in which the document was submitted was used.	Date in the Year/Month/Day format.
Report Title	Title as reported on the document's cover page, and in the language in which the document is written.	As described.
Project	Project's name. When variations were found among the different sources, the name most frequently reoccurring was used.	As described.
Organization	Name of the executing agency.	▪ Canadian Rotary Collaboration for International Development (CRCID) ▪ Oxfam-Québec ▪ World Vision

At the case level, attributes were coded into case classifications (Table F2), which, in the nomenclature of the software used, contain descriptive information about the cases studied in the project. Data used to populate the case classification for each case was sourced from the information provided by GAC through their Project Browser (Global Affairs Canada, 2017a), as well as from the released documents.

Table F2

Case Classification

Case Attribute	Description	Possible Values
Case Study	Researcher-generated code used to identify the case study.	▪ CRCID Hon Guat ▪ Oxfam Benin ▪ Oxfam Burkina Faso ▪ WV Iraq
Country	This attribute corresponds to the country or countries of implementation of the intervention.	▪ Benin ▪ Burkina Faso ▪ Guatemala ▪ Honduras ▪ Iraq
Executing Agency	Name of the executing agency.	▪ Canadian Rotary Collaboration for International Development (CRCID) ▪ Oxfam-Québec ▪ World Vision

Case Attribute	Description	Possible Values
Reporting Organization	Name of the reporting organization.	For all studied cases: ▪ Global Affairs Canada
Selection Mechanism	Selection mechanism used by GAC.	▪ Department-initiated ▪ Unsolicited proposal
Collaboration Type	Type of collaboration, which determines the character of resource flows underlying the intervention (i.e. bilateral or multilateral).	For all studied cases: ▪ Bilateral
Aid Type	Type of aid or aid modalities provided through the intervention.	For all studied cases: ▪ Project-type intervention
Finance Type	Type of financial instruments (e.g. grants or loans) used by GAC to fund the intervention.	For all studied cases: ▪ Aid grant excluding debt reorganization
Start Date	Intervention's start date, as presented in GAC's Project Browser and the project documents provided. When only the year and month were identified, the 15th of the month was used.	Date in the Year/Month/Day format.
End Date	Intervention's end date, as presented in GAC's Project Browser (Global Affairs Canada, 2017a) and the project documents provided. It is of note that for some of the studied interventions, the end date reported in the different sources varies. In some cases, explanations for this discrepancy are provided (e.g. extension requests), but not in all cases.	Date in the Year/Month/Day format.

Case Attribute	Description	Possible Values
	Whenever the end date differs between the different sources, the end date stated in the latest source has been selected. When only the year and month were identified, the 15th of the month was used.	
Duration (months)	Approximate duration of the intervention, based on the start and end dates.	Dates in the Year/Month/Day format.
Budget (total)	The total budget of the intervention, based on the information presented in GAC's Project Browser (Global Affairs Canada, 2017a) and the project documents provided. In some cases, the only budget information available was GAC's total contribution, ventilated by fiscal year, as reported in the department's Project Browser. In some other cases, budget information was also provided in project documents. In some of the latter, the reported total budget was the same across all sources; however, numbers differed in some others. This was sometimes due to contributions from other organizations or contributions in nature being calculated in the total budget, yet in other instances, no explanation for the discrepancies could be found. In such situations, the budget amount stated in the latest source was selected.	Amount in Canadian dollars.
DAC Sector	This attribute corresponds to the sector(s) of destination of the contribution, as defined by the Organisation for Economic Co-operation and Development (OECD)'s Development Assistance Committee (DAC). DAC specifies that the sector of destination of a contribution should be selected by answering the question "which specific area of the recipient's economic or social structure is the transfer intended to foster". The sector classification does not refer to the type of goods or services provided by the donor. Sector specific [sic] education or research activities (e.g. agricultural education) or construction of infrastructure (e.g. agricultural storage) should be reported under the sector to	▪ Basic drinking water supply ▪ Basic nutrition ▪ Education facilities and training ▪ Formal sector financial intermediaries ▪ Health education

Case Attribute	Description	Possible Values
	which they are directed, not under education, construction, etc. (Organisation for Economic Co-operation and Development (OECD), n.d.).	▪ Health personnel development ▪ Infectious disease control ▪ Teacher training ▪ Vocational training ▪ Water supplies – large systems

Phase 2 – Hypothesis Coding, supported by Evaluation Coding and Magnitude Coding

The categorization matrix for phase 2 was constructed from the research questions, the literature review, and the theoretical and analytical frameworks, and was developed to allow the assessment of the hypotheses elaborated by the researcher. Four central themes were identified as essential to the exploration of the research questions and their corresponding hypotheses. These themes were broken down into categories and, when relevant, into subcategories, to which the associated meaning units were coded[20]. Allowance was made to adjust the framework during the coding process. The first two themes were central to the coding (Tables F3 and F4).

[20] A single meaning unit can be coded at more than one node, that is, can be attributed codes from different themes.

Table F3

Theme 1 Cultural Adaptation

Theme 1 Cultural Adaptation

Category	Description
1.1. Strategies	Strategies used to identify, develop, implement, support, monitor, or evaluate cultural adaptations.
1.1.1. Approaches	Particular methodologies or strategies used to consider or deal with a situation or issue, or to achieve an adaptation objective (e.g. community-based participatory and capacity building approaches).
1.1.2. Techniques	Methods of conducting a particular undertaking, in this case, concerning cultural adaptations (e.g. stakeholder consultation includes techniques such as beneficiary assessment, photovoice, or community mapping).
1.1.3. Tools	Devices or aids to assist in identifying, developing, implementing, monitoring, or evaluating cultural adaptations (e.g. cultural frameworks/models such as Hofstede's, Trompenaar's, or Hall and Hall's, anthropological studies, social analyses including gender-based analysis).
1.2. Adaptations	Alterations made to an intervention in its application to a cultural group that change one or several of the features or components of the intervention in order to affect engagement or influence the mechanisms of change (F. G. Castro et al., 2010, p. 219).
1.2.1. Surface Structure	"Surface structure involves matching intervention materials and messages to observable social and behavioral characteristics of a target population. […] Surface structure also includes identifying what channels (e.g., media) and settings (e.g., churches, schools) are most appropriate for delivery of messages and programs. It also entails understanding characteristics of the behavior in question.

	[…] Surface structure refers to the extent to which interventions meet target populations where they are; how they fit within their culture, experience, and behavioral patterns. […] [S]urface structure is generally achieved through expert and community review as well as the involvement of the target population in the intervention development process." (Resnicow et al., 2000, p. 273).
1.2.2. Deep Structure	Deep structure addresses the invisible and intangible elements of the target population's culture. Considering deep structure requires taking into account not only the cultural manifestations of deep structure but also how other dynamics come to influence the cultural dimension. In the words of Resnicow and colleagues (2000), "deep structure reflects how cultural, social, psychologic [sic], environmental, and historical factors influence health behaviors differently" across different populations (pp. 273-274).
1.3. Status	
1.2.1. Planned	Cultural adaptation planned but not yet/not implemented.
1.2.2. Implemented	Cultural adaptation planned and implemented.
1.2.3. *Ad hoc*	A cultural adaptation that was not planned in the initial phases of the project, but was later developed and implemented in response to an emerging need or challenge.

Table F4

Theme 2 Project Success

Theme 2 Project Success	
Category	Description
2.1. Project Management Success	Project delivery met efficiency and effectiveness criteria.
2.1.1. On Time	The project was completed on time.
2.1.2. On Budget	The project operated within budget.
2.1.3. On Scope	The project met its initial objectives.
2.2. Deliverable Success	Project delivery met relevance, impact, and sustainability criteria.
2.2.1. Relevance Community	Project objectives were well suited to the needs and priorities of the community/country.
2.2.2. Relevance Target Group	Project objectives were well suited to the needs and priorities of the target group.
2.2.3. Impact	Positive and negative changes generated by the project, directly or indirectly, intentionally or not.
2.2.4. Sustainability Capacity	Project built capacity within the community/country.
2.2.5. Sustainability Continuity	The benefits of the project are likely to continue after donor funding has been withdrawn.

Note. Adapted from Ika & Donnelly, 2017; Ika, 2015; Ika et al., 2010.

Coding for themes 3 and 4 (Tables F5 and F6) will be applied in relation to themes 1 and 2.

Table F5

Theme 3 Project Cycle

Theme 3 Project Cycle	
Category	Description
3.1. Identification and Design Phase	"It is during this phase that the project teams define needs, explore opportunities, analyze the project environment, and design alternatives for project design. The decisions made during the Project Identification and Design Phase set the strategic and operational framework within which the project will subsequently operate" (Culligan et al., 2017, p. 23). "While there are a variety of activities that can be completed during this phase, in general terms the work completed during this phase can be rolled up into three overarching categories: 1. Collecting data; 2. Analyzing data; and 3. Identifying the project intervention logic" (Ibid., p. 27).
3.2. Set Up Phase	"It is during this phase that the project is officially authorized and its overall parameters are defined and communicated to the main project stakeholders. It is also during this phase that the project team establishes the high-level project governance structure" (Ibid., p. 23). "The objectives of the Project Set Up Phase include: 1. Establishing the Project Governance Structure; 2. Officially authorizing the start of the project; 3. Communicating the project launch" (Ibid., p. 46).
3.3. Planning Phase	"Starting from the documents developed in earlier phases of the project, during the planning phase the team develops a comprehensive and detailed implementation plan that provides a model for all the work of the project" (Ibid., p. 23).

3.4. Implementation Phase	"The day-to-day work of project implementation [relates to] the application of the project implementation plan: leading the team, dealing with issues, managing the project team and creatively integrating the different elements of the project plan" (Ibid.).
3.5. End of Project and Transition Phase	"This phase includes implementing all the transition activities that need to occur at the end of a project, including (but not limited to) confirming the deliverables with beneficiaries, collecting lessons learned, and completing the administrative, financial and contractual closure activities" (Ibid., p. 24).
3.6. Monitoring, Evaluation and Control Phase	"This phase extends through the entire life of the project and continually measures the project's progress and identifies appropriate corrective actions in situations where the project's performance deviates significantly from the plan" (Ibid., p. 23).

Table F6

Theme 4 Challenges

Theme 4 Challenges	
Category	Description
4.1. Challenge Encountered	Challenge or obstacle encountered, at any point in the project cycle.
4.2. Measure Taken	The decision, action, or corrective measure taken in order to overcome the challenge or obstacle.

Magnitude coding (Table F7) was also used with theme 2 to qualify the attributed codes further and support the evaluative content (Saldaña, 2012, p. 74).

Table F7

Magnitude Coding

Code	Description
+	Exceeded target or performed above expectations.
=	Reached target or met expectations.
-	Did not reach the target or performed below expectations.
Un	Unknown or unclear.

Appendix G

Case Study Results

1. Case 1: Ebola Virus Disease Prevention in Burkina Faso

Table G1 below presents a more detailed assessment of project success.

Table G1

Project Success: EVD Prevention in Burkina Faso

Project Success Criterion	Results[21]
PM Success	
On Time	Met expectations. ▪ At mid-point, project had reached around 85% of its targets in awareness raising, more than 100% for capacity building, and 100% for kit distribution activities at school and health and social promotion centres levels.
On Budget	Met expectations. ▪ The cost-effectiveness ratio for the different activities at mid-point is < 1.
On Scope	Met or exceeded expectations. ▪ Completion rate of activities and achievement of outputs: reached (four indicators) or exceeded targets (two indicators), with one activity still outstanding and one activity contingent on the identification of EVD cases. ▪ Immediate outcomes indicators: targets were reached (two indicators) or exceeded (three indicators), with one still outstanding.

[21] It was noted by the evaluator that there was a lack of precision in the formulation of certain indicators, as well as a few disparities in the number of certain indicators and the target values between the baseline study and the performance management framework – observations shared by the researcher.

Project Success Criterion	Results[21]
Deliverable Success	
Relevance Community/ Country	Met expectations. ▪ Initiated following a government call to NGOs and other actors. ▪ Harmonized with the National Preparedness and Response Plan for a possible EVD epidemic. ▪ Targets risk areas that had received little coverage. ▪ Very high level of general satisfaction of local project partners (reportedly 100%, although some suggested minor improvements or increase in scope).
Relevance Target Group	Met expectations. ▪ Level of beneficiary satisfaction is 98%. ▪ Beneficiaries surveyed at mid-term felt that the project responded to their needs enabled them to adopt measures to prevent EVD.
Impact	Met expectations at mid-term. Impossible to assess further. ▪ Intermediate outcomes indicators: targets were reached (one indicator) or exceeded (three indicators), with one still outstanding.
Sustainability – Capacity	Met expectations at mid-term. Impossible to assess further. ▪ Building the capacity of authorities, health workers, and local stakeholders was one of the central objectives of the project, with positive outcomes at mid-term. ▪ Some activities were not yet undertaken at mid-term. ▪ Evaluator made recommendations to ensure that professional expertise stays in the communities and is maintained/passed on, and that community capacity is further developed.
Sustainability – Continuity	Met some expectations at mid-term, some potential risks identified. Impossible to assess further. ▪ Activities were carried out with an exit plan in place, which was communicated beforehand to health services, schools, and communities.

Project Success Criterion	Results[21]
	▪ Outcomes of awareness-raising activities can be lasting, however, new behaviours and practices could be threatened once provided supplies run out (e.g. hygiene kits, maintenance kits). ▪ Some activities were not yet undertaken at mid-term. ▪ Implementation by the project team of conditions and tools allowing to entrust numerous responsibilities and tasks to the local partners was identified as a factor promoting sustainability.

2. Case 2: Ebola Virus Disease Prevention in Benin

Table G2 below presents a more detailed assessment of project success.

Table G2

Project Success: EVD Prevention in Benin

Project Success Criterion	Results
PM Success	
On Time	Appears to have met expectations. ▪ Annual Progress Report states significant delays in the completion of the first KAP analysis conducted by the Red Cross of Benin, highlighting that the project would have to find a suitable methodology to be able to conduct another KAP-type survey by the end of the project. ▪ Unexpected changes in the epidemiological situation and in government (e.g. elections) are also reported to have impacted the original timetable at mid-point. ▪ No extension appears to have been requested to the funder for this project; however, it is unclear in the end-of-project documentation available whether all targets were met in the set timeframe.

Project Success Criterion	Results
On Budget	Unclear. ▪ According to the Annual Progress Report, approximatively 70% of the budget had been spent in the first 12 months of this 18-month project, with more than half of the activities completed and outputs produced. ▪ However, it is also mentioned that delays in some activities had led to delays in disbursements. ▪ It remains unclear in the end-of-project documentation available whether all targets were met within budget.
On Scope	Mostly met or exceeded expectations for indicators for which sufficient and accurate information was provided. Impossible to assess further. ▪ Completion rate of activities and achievement of outputs: mainly reached (four indicators) or exceeded targets (seven indicators), with only one target not quite reached (171 "contingency kits" provided instead of 200). Qualitative information provided in reports seems to indicate that all activities were completed and outputs achieved, however, quantitative information was not provided or insufficient to accurately assess achievement for nine indicators. ▪ Immediate outcomes indicators: Qualitative information provided in reports seems to indicate that immediate outcomes were achieved, however, the quantitative information to assess against targets was to be provided by the end-of-project KAP survey, which was either not conducted, or not provided to the researcher nor published on the project's blog.
Deliverable Success	
Relevance Community/ Country	Met expectations. ▪ This project was identified to meet the needs expressed in consultations with the Government of Benin, international and local NGOs, and other civil society actors to support the National Ebola Epidemic Preparedness and Response Plan.

Project Success Criterion	Results
	▪ The high mobility and permeability of the border, in particular in rural areas, and the intensity of commercial activities with the other countries along the Abidjan-Lagos Corridor supported the relevance of the selection of the targeted areas. ▪ Although the project was initially designed to target EVD, Benin was also subjected to epidemics of Lassa fever in January-May and cholera in August-November 2016; the intervention was adapted in response.
Relevance Target Group	Appears to have met expectations. Impossible to assess further. ▪ Feedback provided by stakeholders in the end-of-project workshops indicates a high level of satisfaction for the overall project. ▪ However, quantitative information was not provided to accurately assess this criterion for community members/beneficiaries.
Impact	Appears to have met expectations at project closure for indicators for which sufficient and accurate information was provided. Impossible to assess further. ▪ Intermediate outcomes indicators: Qualitative information provided in reports seems to indicate that intermediate outcomes were likely achieved, however, the quantitative information to assess against targets was also to be provided by the end-of-project KAP survey.
Sustainability – Capacity	Appears to have met expectations at project closure. Impossible to assess further. ▪ Building the capacity of authorities, health workers, and local stakeholders was a central objective of the project, with positive feedback provided at the end-of-project workshops. ▪ Participants in the workshops also highlighted the importance of continued support from authorities to maintain the collaborations, and the need to maintain expertise and further community capacity (reaching reticent workers and stakeholders, training new ones).

Project Success Criterion	Results
Sustainability – Continuity	Appears to have met expectations at project closure. Impossible to assess further. ▪ Outcomes of awareness-raising activities can be lasting, especially if activities continue in schools and health workers and local stakeholders periodically offer activities in the communities. ▪ However, new behaviours and practices could be threatened once provided supplies run out (e.g. awareness-raising materials, education materials in schools, kits in school and health centres, handwashing stations and latrines in schools, health centres, and markets). Some possible solutions were identified but no concrete measures were in place by project closure.

3. Case 3: WASH Project in Iraq

Table G3 below presents a more detailed assessment of project success.

Table G3

Project Success: WASH Project in Iraq

Project Success Criterion	Results
PM Success	
On Time	Met expectations. ▪ The project was completed in the 18-month timeframe. ▪ A two-month delay in the approval stage with GAC pushed the start of activities well into the peak of summer and during Ramadan, and added water shortages increased stress and friction between all stakeholders. World Vision worked with its contractors to increase staffing and hours of operation

Project Success Criterion	Results
	to complete the construction works in a condensed timeframe.
On Budget	Met expectations. ▪ Project resources and inputs were converted to effective activities and outputs. The relationship between costs and results is acceptable. ▪ Depreciation of the Canadian dollar against the US dollar throughout the project resulted in monetary losses (tranche-based disbursement). WV mitigated the loss by reducing other budget lines and support costs.
On Scope	Mostly met expectations. ▪ As the PMF was not provided, it was not possible to assess performance against targets, unless those were specified in the narrative reports. ▪ Narrative reports state that all activities were completed and outputs were achieved. ▪ Immediate outcome 1110: Although the targets were achieved to facilitate increased access to clean water supply, external factors temporarily impacted the beneficiaries' use of the improved access, which adversely impacted the project's target levels of water use at project closure (the monitoring report reveals that the target levels were reached later on). ▪ Immediate outcome 1110: The sensitization campaign was implemented. However, there was a complete change in camp population following the baseline survey and the implementation of the sensitization campaign due to pre-existing tensions between the Yezidi group originally hosted in the camp and a new influx of Arab IDPs, which led to the relocation the Yezidi population. Consequently, the endline survey could not be conducted to measure knowledge and behaviour change. ▪ Immediate outcome 1120: Results from the pre- and post-questionnaires demonstrated that the intervention

Project Success Criterion	Results
	exceeded the target regarding increased knowledge in water infrastructure management. ▪ Immediate outcome 1120: The project actively sought to include the participation of women and men equally in all activities and particularly in support to government officials. However, as stated in the final report, "after further consultation with the local WD authorities, it became apparent that water treatment is not culturally a female-held role. Even though one of the Committee members from the WD was a female engineer who became a key focal point and supported the successful implementation of the project, it was difficult to find female technicians leading or supporting the day to day operation of the water infrastructure. The religious and cultural practices do not permit females to be based at an isolated site operating water treatment equipment which is a necessary part of the role in KRI". Female engineers also provided support during the monthly meetings, and the feedback provided is that they felt empowered in their roles and that they contributed to the impact of the project.
Deliverable Success	
Relevance Community/ Country	Met expectations. ▪ The initiative responded to the development needs of the country and the region. ▪ The project's approach was aligned with the government's pre-crisis water and sanitation plans and policies, the WASH priorities of its IDP Response Plan, and with the needs identified by the WASH cluster.
Relevance Target Group	Met expectations. ▪ Project locations were selected to reach the most vulnerable populations, including IDPs and ethnic minorities.

Project Success Criterion	Results
	▪ Concerns over social cohesion between IDP and host community populations and between IDPs from different ethnic backgrounds were an important factor in the project design as tensions over water access had been rising. ▪ It is also stated in documents that, as Iraq is an Islamic country, water is connected with religious and cultural practices and prohibiting segments of the population from carrying out the necessary practices is perceived as a violation of their human rights, having severe repercussions on social tensions. ▪ During the final handover meetings, both WD authorities and community members expressed satisfaction with the project.
Impact	Met some expectations, assessed two years on. ▪ It is reported that at the end of the project, 7% of beneficiaries reported suffering from water-related diseases, a reduction of 11% from the baseline, although it is also noted that this can also be attributed to the combined efforts of various actors. ▪ However, in the post monitoring report, it is said that some IDPs met in the camps indicated that they found the standard of 60 L/day/person too little, although this is over the national standard (50 L/day/person). Some also mentioned that the water from the network was not clean and that most people in one of the camps purchased bottle water for drinking, although tests indicate that water quality meets standards. ▪ In spite of the criticisms mentioned above, communities still reported improved water quality and quantity compared with pre-intervention levels.
Sustainability – Capacity	Met most expectations at project closure. Criterion not assessed in monitoring mission. ▪ The intervention offered both material and technical assistance to build the capacities of local authorities, through partnership from the design to handover phase.

Project Success Criterion	Results
	▪ Two WD engineers attended international trainings and qualified to lead Trainer of Trainers courses, and more staff was trained locally.
Sustainability – Continuity	Met some expectations, assessed two years on. ▪ Considering the challenges mentioned above, the sustainability of the public awareness campaign outcomes could be questioned. There is no plan to offer further awareness campaigns. ▪ Borehole sites were selected based on hydrological surveys confirming water availability and dug on public land. The lifespan of the project will be greater than 20 years as long as there are minimal operations and maintenance. WV verified that the WDs possessed the financial resources to maintain the minimum requirements, and the WDs committed to it in writing. WV provided sufficient spare parts and materials to last two years post to buffer the transition phase. ▪ Engagement with local stakeholders from the design to the handover phase allows for sustainability of project impact. ▪ Also in the monitoring report, it is reported that water tariff, billing and revenue collection systems are not yet in place in region to ensure that the recurrent costs are met and that money is set aside for capital maintenance and extension activities.

4. Case 4: Basic Education in Guatemala and Microfinance and Water Systems in Honduras

Table G4 below presents a more detailed assessment of project success.

Table G4

Project Success: Basic Education in Guatemala and Microfinance and Water Systems in Honduras

Project Success Criterion	Results
PM Success	
On Time	*Honduras & Guatemala* Met expectations. ▪ This project was extended for one month at the request of CRCID to ensure all activities could be completed, as funds were delayed for several weeks after the agreement was signed. ▪ Devaluation of the Canadian dollar against the US dollar during the project was greater than expected: CRCID reallocated funds from the Canadian Employees budget and conducted additional fundraising to mitigate the funding gap. ▪ All project activities were completed on time.
On Budget	*Honduras & Guatemala* Met expectations. ▪ All project activities were implemented within budget.
On Scope	*Guatemala* Met or exceeded expectations. ▪ All activities were completed, and most targets for outputs and immediate outcomes were reached (10 indicators) or exceeded (13 indicators), with only one indicator coming slightly short of its target. Results were not provided for five indicators, related to graduation rates and perceptions/satisfaction of students.

Project Success Criterion	Results
	Honduras Met or exceeded expectations. ▪ All activities were completed, and all targets for outputs and immediate outcomes were reached (18 indicators) or exceeded (7 indicators).
Deliverable Success	
Relevance Community/ Country	*Guatemala* Met expectations. ▪ A Letter of Understanding was signed with the Ministry of Education in September 2012. The Agreement states the Ministry agrees to provide teachers for all new classrooms built by the Ripple Effect Program. *Honduras* Met expectations. ▪ It is reported that 70% of Honduran small and medium enterprises have never received credit, and there is a need to provide capital to small entrepreneurs who need a source of income. ▪ The upgraded IT system is a government regulatory requirement, and it will increase efficiency and effectiveness of loan approval processes. ▪ It is reported that 17,000 villages in Honduras are still without access to safe water, and some rural villages have been waiting for over 30 years to receive water system services.
Relevance Target Group	*Guatemala* Appears to have met expectations. ▪ Final report states that the schools "were in desperate need of improved infrastructure. Importance level was determined as of high importance. Many of the schools were overcrowded and lacked proper services for good health & hygiene. Some schools were shacks that could not be secured" (p. 64). ▪ Although school itself is free, some families cannot afford the associated fees (e.g. supplies, books, shoes, uniforms).

Project Success Criterion	Results
	Honduras Met expectations. ▪ Both these interventions were designed to meet the needs identified by the communities. ▪ Microfinance: the final report asserts that the fact that the new branch has doubled its forecasted new client numbers in 10 months attests to this. ▪ Water Systems: 100% community satisfaction reported by project completion.
Impact	*Guatemala* Impossible to assess from the information provided. ▪ Quantitative information was not provided for the intermediate outcome indicators. The final report states: "The new school infrastructure and educational services will result in increased enrollment and the number of students graduating to the next grade. It is hard to measure the immediate impact of a one year [sic] agreement. In January 2014, the REP began tracking student enrollment by gender and the number of students being promoted to the next grade. The results will not be available until the school year ends" (p. 65). *Honduras* Met or exceeded expectations at project closure. ▪ Final report states that intermediate outcomes were achieved and in some cases targets were exceeded, although only a qualitative assessment of this is provided. ▪ Project also reported unexpected positive impacts: the installation of a water system in the village of Las Camelias led to an immigration back to the village of people who had originally left for the capital city; the village of Quebrada Chiquita was successful in petitioning the local department government to build a middle school in their village.
Sustainability – Capacity	*Guatemala* Met expectations at project closure. ▪ All construction work, from design to finishing, was conducted by local community members.

Project Success Criterion	Results
	▪ Scholarships were awarded to six teachers to upgrade their skills and follow university courses. It is stated in the final report that it is expected these teachers will become role models in their schools and communities, and improve the overall teaching level for their entire school. *Honduras* Met expectations at project closure. ▪ Microfinance: Staff is trained and operational, and can train new staff as needed. ▪ Water Systems: Members of the elected Water Committees in each village have been trained in decision-making and leadership, and to manage the water system economic plan set up to ensure the project's maintenance and sustainability. While a community member was trained as a plumber to perform maintenance and repairs, all community members who worked on the installation of the system were also simultaneously trained to fix it.
Sustainability – Continuity	*Guatemala* Met expectations at project closure. ▪ The Ministry of Education committed to supply teachers for the targeted schools and to work with community and municipal officials to ensure regular maintenance and up-keep of schools and classrooms. ▪ The Ministry of Education, the municipalities and communities are responsible for maintaining the school. The Parent Councils, Community leaders and teachers provide the labour for repairs and painting. *Honduras* Met expectations at project closure. ▪ Microfinance: It is forecasted that the new branch will be completely sustainable within two years, based on its current 100% loan repayment rate, affordable cost-recovery interest charges, and a lean operational team. A donor partner has also committed to fund the continuing operational costs of the branch for the next 18 months, the

Project Success Criterion	Results
	point where the branch should be financially self-sustaining. ▪ Water Systems: Each participating family in the village contributes a small monthly fee to the Water Committee to pay the plumber's salary, any necessary repairs, and create savings in prevision of eventual major works (e.g. tank replacement in 10-15 years). The project runs sustainably from this user fee.

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