

**AN ASSESSMENT OF STAKEHOLDERS' PARTICIPATION IN SMILE COMMUNITY  
CENTRE PROGRAMS NAIROBI, KENYA**

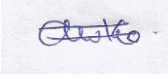
**POLYCARP NYANZA OUKO  
REG. NO: Q51/12008/2018**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE  
AWARD OF THE DEGREE OF MASTER OF ARTS IN MONITORING AND  
EVALUATION OF POPULATION AND DEVELOPMENT PROGRAMMES,  
DEPARTMENT OF GEOGRAPHY, POPULATION AND ENVIRONMENTAL  
STUDIES, UNIVERSITY OF NAIROBI.**

**DECEMBER, 2022**

**DECLARATION**

I declare that this project is my original work and has not been submitted for the award of any degree of the University of Nairobi or any other institution of higher learning.

Signature.....  .....

Date...12<sup>th</sup> November 2022.....

Polycarp Nyanza Ouko

Q51/12008/2018

This research project has been submitted for examination with my approval as the University supervisors:

Dr. George Odipo

Signature *George Odipo*

Date ... **13<sup>th</sup> November 2022**.....

Prof. Lawrence Ikamari

*Lawrence Ikamari*

Signature .....

Date.....13/11/2022.....

## **DEDICATION**

I would like to dedicate this study to my parents for their support and encouragement in my education life.

## **ACKNOWLEDGEMENT**

I would like to appreciate colleagues, friends and parents who have contributed to the development of ideas relevant to this research project. I appreciate and acknowledge my lecturers, fellow students and workmates for their constant help and constructive criticism during the design and implementation of this study. Special gratitude to my supervisors, Prof. Ikamari and Dr. Odipo whose detailed insights have enabled this research project to become a success. Special appreciation for the technical support, guidance and mentorship on this study. Finally, I am thanking God for strength and wisdom to undertake this research project.

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## ABSTRACT

Stakeholder participation in programs implementation is key to accountability, sustainability and ownership of community projects. This study assessed stakeholders' participation in Smile community centre programs in Kayole, Nairobi County. The specific objectives of the study were to; to determine the level of stakeholders' participation in the implementation of Smile Community Centre's Feeding and Education programs and assess the roles of stakeholders in monitoring and evaluation of the Smile Community Centre's Feeding and Education programs. The study used cross-sectional research design and data was collected through a questionnaire for beneficiaries and KIIs for donors, project managers and volunteers. Data was collected from the community centre 108 beneficiaries, 4 Volunteers, 2 project managers and 4 donors. Stakeholders were adequately involved during planning, design of the program and its activities. The findings reveal that 36% of the respondents participated in needs assessment. This provided a basis for which the tailor-made programs are planned, implemented and meet the desired goals of the primary stakeholders.

The study findings revealed that stakeholders' participation was significant during implementation phase of the Smile community centre food and education programs.

Program records and Key Informants interviews revealed that stakeholder participation was highest at the implementation phase of the programs. The research found out that 62% of the stakeholders were involved in the implementation process. The level of stakeholder participation during implementation was critical in the success of the programs. The beneficiaries were actively involved in training, packaging and distribution of materials in the food program. However, most of the stakeholders were not actively involved in M&E because of inadequate skills.

The study recommends that Smile community Centre board should focus on the needs assessment and involve more stakeholders especially the beneficiaries in monitoring and evaluation of the smile community centre programs cycle. The Smile community centre board should empower the stakeholder in M&E skills through capacity building. This will help stakeholders to be actively involved in monitoring and evaluating program activities.

## CHAPTER ONE

### INTRODUCTION

#### **1.0 Background of The Study**

The earliest forms of community centres in the world were recorded in the USA (Fisher, 1994). According to Johnson (1992), community centres were championed by Presbyterian minister, Edward, J Ward who became the advocate and organizer behind the campaigning for community centre. According to Fisher (1994) by 1930, there were around 500 community centres with an average of four million people regularly attending in the USA. Fisher (1994) states that community centres in the USA were not restricted to recreational activities but acted as a magnet attracting citizens who had been segregated into classes and racial groups which had shrouded their communal bonds, responsibilities and loyalties.

In Britain, community centres were formed and developed by the National Council of social services, the Federation for Residential Settlement and Educational settlement Association (Broady, 1990). In the year 1939, there were over 2,300 centres offering unemployed community members the opportunity to work and contribute economically for their local community. The community association in Britain viewed community centres as a platform for articulating communal needs and addressing them within the community context. Paul (1997) studied the importance of community centres in which he found an estimate of 4.4 million people in England and Wales had been impacted by community programmes in the two countries.

Overtime community centres have become widespread in different countries all over the world. Torjman (2004) notes that community centres are important social haven that provides social cohesion at all social levels by encouraging positive interaction between different communities through a variety of project activities. Merriam (2008) defines community centres are institutions operated by community or charitable organizations for providing community services, including extracurricular activities, arts, games, physical activities, sports, charitable and educational clubs.

Rubin (2008) defines community centres as safe and public places where community members of diverse backgrounds can congregate for various activities including social events, recreation, capacity building and socio-economic programs and information sharing. It is the crucial centerpiece in the locality that promotes social interactions and mutual support; develops a sense of independence, social responsibility and unity within the community and empowers them in solving their problems and improving the quality of community life (Torjman, 2004).

Torjman (2004) points out that community centre programs provide varied services including supporting established community networks, identifying and providing services for vulnerable groups, developing and mobilizing volunteers and community care. In addition, community centres provide educational programs, social programs and avenues for recreational activities including sports, arts and culture and accommodate community activities.

Community centre programs are interventions designed to enhance the distribution of resources and supporting the local community that impacts the development and growth of individual members within that locality (Cameline, 2016).

In recent years, participatory community development programs have been key in development thinking (Estrella and Gaventa, 1998). Donor organizations such as the World Bank, USAID, DANIDA have embraced the concept in response to criticism in the top-bottom approach (Estrella, 2000). Multilateral organizations such as UNDP and various non-governmental organizations and Community-Based Organizations advocate for participatory approaches to development programs (Estrella and Gaventa, 1998). According to Guijt (2006), the world Bank supported community programs financed by governments include participatory methodologies in developing plans in African Countries such as Benin and Mali. They have replaced top-down versions of community development, participatory development is currently being applied at multiple levels, in diverse sectors and community's programs in many African countries. These levels include education and training, healthcare, agriculture (Roodt, 2001). Participatory community development entails community members being actively involved in conceptualization, planning, designing, implementation, monitoring and evaluation of community programs (Thea, 2006).

Thea (2006) observed that involving the community from the very initiation stages of program cycle ensures that the community development programs revolve around people's needs, and

hence becoming more responsive and adaptive to local conditions. The participatory process promotes and cultivates community ownership of the project. These factors are drivers that leads to the success, accountability and sustainability of community activities (Verschuren, 1998). In some scenarios, the participatory process will catalyse transformation in an individual's attitudes and community norms, since the project planning, development and implementation process necessitate that community members continuously reflect, analyze their own norms, beliefs and behaviour.

Participatory monitoring and evaluation builds on insights, approaches and tools used in participatory research but also borrows from traditional social science approaches and conventional Monitoring and Evaluation theory and practice (Hilhort and Guijt, 2006). Participatory Monitoring and Evaluation centres on participation itself, seen both as a means to an end (the process of participation) and as an end to itself through enhanced participation in the number of people or quality of involvement (Estrella and Gaventa, 1998).

Estrella and Gaventa (1998) states that Participatory Monitoring and Evaluation promotes inclusion of various stakeholders to be involved in development processes including conceptualization, planning, project design, implementation of project activities, monitoring and evaluation. PM&E emphasizes information sharing throughout the life cycle of projects.

Participatory Monitoring and Evaluation entails the stakeholders being involved in the project design, planning and implementation of project activities, monitoring and interpreting processes of the program cycle as a basis for joint decision making about fine-tuning their project activities (Guijt, 2000). All the stakeholders get actively involved at various levels of participation in collection and interpretation of information in decision making process (Mulwa, 2010).

Participatory Monitoring and Evaluation has been progressively used by international development agencies, Community-Based Organizations to empower the citizens in the budget making process and distribution of resources. This has provided an opportunity for decentralization of resources, social accountability and ownership of development projects (UN-HABITAT,2008).

In Kenya, community programs are supported by the Ministry of Labour and Social Protection. Community programs have played a critical role in development in the Kenyan informal settlements where youth unemployment is ripe, offering vocational training and life skills and soft

loans to these youths (Tana, 2012). PM&E is central in executing Community centre programs as it promotes ownership, inclusion, equal partnerships, accountability and empowerment. PM&E ensures that all stakeholders and participants are provided an opportunity to influence and participate in the implementation of various project activities based on their identified needs (Njuki, 2003). Coupled with the reduction in funding, PM&E is essential to ensuring the maximization of available resources to produce the desired impact on the community and stakeholders at large (Rietbergen, 1998).

PM&E has been increasingly applied in various community organizations for the purposes of organizational learning and strengthening. PM&E enables organizations and institutions to track the progress of their activities and build on areas where success is recognized. Through PM&E local communities can articulate and advocate for their needs and ensure that they are met (Chambers, 2007).

### **1.1 Description of Smile Community Centre**

Smile Community Centre was founded in 2009 for the orphaned, abandoned and vulnerable children in Kayole informal settlements in Nairobi. It is a community centre that offers various programs, including education programs, HIV/AIDS support groups, feeding programs and group therapies, art and culture and catering for street children and orphans. Smile Community Centre is managed with the support of the locals, Smile community committee and donors. The locals are involved in the daily implementation of the various programs, including distribution of food, beads making, education and HIV/AIDS support groups. The centre is primarily supported by the local community, local donors to help implement the varied programs within the Kayole informal settlement (<https://smilecommunitycentre.org>).

Smile Community Centre programs are aimed at improving the socio-economic status of vulnerable groups within Kayole informal communities including Soweto and Saba. Smile Community Centre also focuses on creating awareness on HIV&AIDS, stigma and discrimination. Smile Community Centre programs also offer training in technical skills that help generate income. Smile Community Centre programs are community initiated, financed by the community members, well-wishers and donors. Through engaging and collaborating with the local community members and administration, the centre has rescued and provided shelter for orphaned and vulnerable children. The education program has been implemented for the last six years and is currently supporting over 30 children, of whom two have now grown and reached the university

level. The feeding program has reached out to over 300 children in the Soweto slum and 1000 youths over the last five years. The feeding program is carried seasonally targeting community members mainly women, the youth and children who cannot afford a meal.

Smile Community Centre reaches out to the community through counselling women, training them on home-based care, helping needy and vulnerable children with food and referring them to educational institutions and hospital facilities in the informal settlements of Kayole and Soweto slums. (<https://smilecommunitycentre.org>).

The various programs offered in the community centre have actively engaged the various stakeholders in their implementation. The primary stakeholders who are the youth and women are involved in the program conceptualization, planning, implementation of the program activities and monitoring and evaluation. This has enhanced participation, capacity building among the youths and resulted to organizational learning on the best practices in program implementation.

## **1.2 Problem Statement**

Stakeholder participation and engagement is crucial for the sustainability and success of various community development projects in Kenya (UN-HABITAT, 2008). According to Public Participation Act (2018) stakeholder participation is critical in governance and decision-making process. Through participation, stakeholders can contribute to the various projects, encourage accountability and transparency within community projects.

Waweru (2015) posits that primary stakeholders are active participants during the conceptualization, designing and implementation of community centre programs. This provides an avenue for primary stakeholders to embrace the community projects, drive accountability and ownership of the project and empower the local community in the decision-making (William, 2006). Many of the community centre programs have sustainability problems attributed to a lack of locals' participation in the planning and implementation process for their interventions. Many community centre programs lack developed PM&E systems and tools to measure the level of participation.

A few studies have investigated the influence of stakeholder participation in community centre programs especially in the informal settlements in urban areas. Valentine (2016) states that lack of local community participation in implementation of programs in Kenya has attributed to the collapse of community programs.

From the initial document review on the implementation of programs in the Smile Community Centre, there is evidence of stakeholder engagement in the implementation of the education and feeding programs over the past five years (Smile Community Centre website, 2020). Various stakeholders have been actively participating in the implementation and execution of the program activities in various program life cycle. However, the level of participation of the stakeholders in these programs has not been clearly defined and hence it is poorly understood and articulated. Similarly, the roles the stakeholders played in monitoring and evaluating the programs have not been clearly established.

The study aimed at filling the knowledge gaps in determining the level of stakeholder participation in implementation of Smile Community Centre feeding and education programs and the role of stakeholders in M&E during the implementation of Smile Community Centre programs.

### **1.3 Research Question**

The study sought to answer the following research questions:

1. What is the level of stakeholders' participation in the implementation of Smile Community Centre's Feeding and Education programs?
2. What are the roles of stakeholders in monitoring and evaluation of the Smile Community Centre's Feeding and Education programs?

### **1.4 Objectives**

The objective of this study was to assess stakeholders' participation in the implementation of Smile Community Centre programs.

The specific objective was to:

1. To establish the level of stakeholder participation in the implementation of Smile Community Centres' Feeding and Education program.
2. To assess the role of stakeholders in monitoring and evaluation of the Smile Community Centre's Feeding and Education programs.



## **1.5 Justification of the Study**

Stakeholder participation is instrumental for sustainability and ownership of developmental programs in informal settlements. Community programs are developed to create a positive socio-economic impact on the lives of community members. The study forges a compelling case to the donors and other stakeholders that community participation is a prerequisite to sustainability of community programs.

The research study findings may be beneficial to Smile community board to have an elaborate understanding of the roles of stakeholders and this help to promote accountability, ownership of the projects ultimately leading to their sustainability. The smile community centre board might benefit from the information on the roles of various stakeholders' participation and streamline the policy formulation in better planning, designing and implementation of their projects. In addition, the board may use the study findings to enhance monitoring of the performance of implemented projects and empower the various stakeholders through their participation in PM&E process.

The study findings will assist the donors supporting the programs to evaluate the extent in which the stakeholders' interests were addressed through understanding the levels of stakeholder participation in the various programs and this will improve programme planning and execution.

## **1.6 Scope and Limitations**

The study focussed on beneficiaries (Youths and women) of the Smile Community Centres' education and feeding in Kayole informal settlements. The two programs have been implemented over the past 5-year period by the Smile Community Centre and supported by various donors including the local community and administration. The two programs had the biggest beneficiaries and adopted the PM&E approach in its implementation. The main beneficiaries of the two programs were the youths and women living within the Soweto slums and their environs.

The challenge of the study was the source of data. To assess stakeholder participation in implementation of Smile Community Centre feeding and education programs, we sought to find reliable and unbiased information from the beneficiaries. To mitigate this the study corroborated the beneficiary's information with data collected from document reviews and Key informants' information from the Project managers.

The second limitation was challenges in tracing of the beneficiaries of the projects. Due to Covid 19 situation, some of the beneficiaries had relocated to new locations. The researcher worked in cohort with the Project managers to contact the beneficiaries and shared the research instrument with them. The study also created a buffer for the beneficiaries targeted to mitigate any shortfalls.

### **1.7 Definition of Concepts**

**Stakeholder Participation** refers to the active role played by the various stakeholders, beneficiaries (youth & women) during the conceptualization, planning, implementation of community centre programs.

**Community Centre Programs** refers to programs initiated and run by the community members to address their problems and challenges within their locality.

**Participatory Monitoring and Evaluation (PM&E)** is the process in which the stakeholders are actively engaged in monitoring and evaluation of the project or intervention. They therefore undertake active roles in M&E during the conceptualization, planning, implementation and utilization of M&E activities.

**Youth** are persons between age 15-30 years and are beneficiaries of the Smile community Centre projects.

**Women** are an adult female person over the age of 30 years and are beneficiaries of the Smile community Centre projects.

**Beneficiaries** are groups, individuals who have directly or indirectly benefitted from the implementation of a project. In this study, beneficiaries are individuals or groups of people who have benefitted from Smile community centre programs.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

This chapter reviews the PM&E approach, its development and its application on community development Programs. The chapter covers the theoretical concept of PM&E, the empirical literature on the roles of stakeholders, the levels of stakeholder participation and the three lenses model.

#### **2.2 Participatory Monitoring and Evaluation**

PM&E is the process in which various stakeholders are engaged in monitoring and evaluating projects, programs or policy, managing the processes and the results of the M&E activities. Kusek & Risk (2004) argues that PM&E encompasses stakeholders engaging in planning, designing, implementation, monitoring and evaluating the project. PM&E entails stakeholders tracking progress and providing information if project goals have been achieved and how the resources have been utilized to inform project implementation and decision making. PM&E enhances participation and empowerment which has led to better performance, improved efficiency and sustainability of the various interventions (IDS, 1998).

World Bank (2010) states that PM&E entails strengthening stakeholders' involvement in actively participating in various development programs by taking lead in planning, tracking, analyzing progress towards unanimously agreed outcomes and deciding on corrective actions. PM&E arose from the need to base development on the premise and priorities of the native communities and became widely used over the last decades. Estrella (1998), denotes that PM&E emerged from the works of participatory research traditions, including participatory action research, farming systems research and Participatory Learning and Action (including Participatory Rural Appraisal).

During the 1980s, PM&E was utilized by many development partners such as United States Agency for International Development (USAID), Department for International Development (DFID) agencies to make policies and conduct monitoring and evaluation to manage their programs (Estrella, 1998). The application of PM&E was attributed to several shortcomings of the conventional monitoring and evaluation (CME). According to Chambers (1997), PM&E came as a reaction against the top-down approach method that was deemed ineffective in involving the

primary stakeholders and locals in designing, implementation and evaluation of the projects. Overtime, PM&E has become central in evaluation and monitoring processes of donors.

PM&E has been used utilized as opposed to CME because of other advantages it has including the wave of change in management approach towards result based accountability, with more emphasis and much focus placed on attaining desired goals and objectives beyond the financial accounting, scarcity of financial resources, resulting to a clamor for more accountability and demonstration of success and impact (Estrella, 2010). Estrella and Gaventa (1997) suggest that the growth of capacity and experience in development process by international organizations including USAID, DFID and DANIDA further propelled application of PM&E concept.

Chambers, (2007) asserts that PM&E has evolved with numerous benefits arising from its application. PM&E has been used as an instrument to strengthen and improve program performance, increasing the level of confidence with program activities among the various stakeholders. This has resulted in local communities managing themselves better and engaging with other project stakeholders concerning their needs and this informs the project objectives and goals. According to Estrella and Gaventa (1997), PM&E provides avenues for accountability through engagement with stakeholders through decision-making process, planning and implementation of the programs and this enhances transparency and downward accountability to all members of the community involved (Davies, 2000).

PM&E empowers the local community, project staff and other stakeholders through participants learning together from the various experiences thus gaining the abilities to probe their prioritized needs, analyze them and objectively make tailored resolutions to address them (Estrella & Gaventa, 1997).PM&E pivots on tracking, providing relevant feedback, strengthen and anchors participation, evaluating and values performance review and making decisions based on past successes.

There are five guiding principles of PM&E.

Hilhorst and Guijt (2006), participation is a process in which stakeholders are actively involved in influenceing decision-making process, resources allocation, implementation and control of development activities. The principle of participation highlights the creation of organization

systems and processes that ensures that primary stakeholders are engaged in the program design and implementation (Rossman, 2015). PM&E ensures that stakeholders can decide the frequency and how to monitor, evaluate, analyze and share project information. There are various levels and degree of participation among the various stakeholder's dependent on the projects needs and goals (Oduwo, 2014). Rubin (1995) observes that involving all the relevant project stakeholders is critical in ensuring that the outcomes and findings of monitoring and evaluation provide sufficient information and carter for the needs of groups within and outside the project. For continuous participation to be achieved, primary stakeholders must be involved in goal setting, track progress, learn from change and propose transformative measures.

The second principle of PM&E is learning. Participatory processes provide a platform for learning among stakeholders which often leans to corrective action and program improvement (Rossman, 2015). Lessons learnt from PM&E are very central in building capacity for local community and project implementers. PM&E helps to identify peoples' weakness, strengths, their social realities, vision and perspectives on development outcomes. It provides a platform for positive change and organizational learning (UNDP, 2009).

Participants in PM&E gain insights and skills which empowers them for planning, problem identification and solving and decision making. PM&E also enables local community to identify the various variables that affect the project dynamics and performance, the basis for potential success and failures and the viable solutions and alternative actions (Estrella, 1997). PM&E acts an experiential cycle for its participants to learn from past experiences and gain capacity, abilities to assess their needs, analyse priorities and implement action-oriented planning.

Negotiation is the PM&E principle that involves conveying roles, responsibilities, values and parameters that defines the nature of partnerships. Based on the proposition that various stakeholders have varied needs and goals to be met, negotiation is perceived as bridge to build trust, change perceptions and attitudes of stakeholders which influence their contribution to a project (Estrella & Gaventa, 1997). Negotiations provide a basis for project stakeholders to agree on the indicators, what will be monitored and evaluated, data collection procedures and how the findings will be shared and actioned upon. PM&E can be viewed as a social process where

stakeholders negotiate on their different world views and perception. Throughout the PM&E process, the objective is to strive and achieve the balance of authority, power and voice among various stakeholders and participating groups to ensure that they articulate their needs, interests, and expectations (Estrella & Gaventa, 1997).

Flexibility is the fourth principle of PM&E. According to Guijt & Gaventa (1998), flexibility is a key component for PM&E owing to the dynamic circumstances, individuals and skillsets available for the process. As things change, the stakeholders involved should commit to modify their strategies to acquire desired goals that will lead to efficient, effective and sustainable program. Flexibility becomes essential with the changing roles and competencies of stakeholders, the environment they operate in and other circumstance change in time (Lawrence, 2013).

The PM&E process is regularly evolving and adapting according to program specific conditions and needs. PM&E should integrate flexibility in its design and practice by being responsive and relevant to the stakeholders needs. PM&E should be contextual, considering the economic, political and social-cultural conditions of the local community (Guijt & Gaventa, 1998).

The fifth PM&E principle is methodologically eclectic. PM&E is methodologically extensive and therefore stakeholders can use a variety of methods to generate information (Rossman, 2015). Primary stakeholders may use local tools and processes that are relevant in monitoring and evaluating the programs. PM&E process encompasses a wide diversity in concepts, methods and application. Participatory approaches rely immensely on ideas such as empowerment, participation, transparency, ownership and democratic accountability (Stern, 2012).

### **2.3 Role of Stakeholders Participation in PM&E**

Stakeholders' participation in PM&E during conceptualization and project planning has often been the main determinant in the performance of many intervention programs in Africa (World bank, 2010). Beneficiaries and primary stakeholders' participation in PM&E is a catalyst to capitalize on their social capital to address the challenges that they have identified (FAO, 2012).

In a study investigating Empowering Communities through Participatory Monitoring & Evaluation, Pali (2005) reached the conclusion that farmers were able to monitor and evaluate their

own projects provided they had the prerequisite capacity and skills and that community-based PM&E (CB-PM&E) tool can empower and improve local farming community livelihood.

Stakeholders are very pivotal in application of PM&E in community development programs. Stakeholders are members of a program team together with all the interested parties who can both internal and external (Narayan, 1998). Stakeholders are determined through stakeholder analysis and their roles are determined at the conceptual stages of a project. Stakeholders have distinct levels of engagement and authority in the project cycle. Stakeholders' engagement varies from periodic contributions during needs assessment, participation in project activities, to full sponsorship of the project including provision of financial aid (Campos, 2005). Stakeholder identification is a prerequisite for participatory planning in the PM&E process through which stakeholders participate in evaluating aspects of a project, follow up procedures, monitor and evaluate the community centre program (Tzanakis, 2013).

The Institute of Development Studies (1998) notes that stakeholder's involvement in PM&E provides a platform for developmental organizations to focus on their ultimate goals of ameliorating poor peoples' lives and broadening participation in identifying change. Stakeholder participation empowers growth of beneficiaries in the allocation of resources and prioritization of the planning process to facilitate program activities during implementation (Chitere & Irere, 2004).

Hilhorst (2006) reports that stakeholders are increasingly being involved in the design, planning and implementation of community programs. This provides a premise for the needs, concerns of the primary stakeholders which can be incorporated in the project activities through needs assessment. Stakeholders' participation ensures that community members are given ownership of the project, sharing project information with the project actors and feedback on progress at different stages is disseminated to all stakeholders (Hilhorst, 2006).

Stakeholders' engagement in PM&E during program implementation has a significant impact to the project outcome. Alice (2009), in a study that applied participatory evaluation while investigating the local people perception on development interventions in Northern Ghana asserts that the best projects were the ones that were most effective in achieving the project objectives and

at least allowed for moderate community participation levels. This study also affirms that the levels of stakeholder's participation in the various project stages can impact on the success of community centre programs.

Campos (2005) states that various stakeholders use PM&E to evaluate and analyze their previous program experiences and plan for the project objectives. PM&E provides stakeholders with the requisite information to evaluate the project objectives and resource mobilization and utilization and decision-making process in project implementation.

Mugambi (2014) stipulates that involving stakeholders in community development programs is pivotal in building a self-sustaining M&E system and achieving the desired outcomes and impact. Primary stakeholders should be involved in various period of the program cycle from planning of PM&E, determination of indicators, data collection and analysis and presentation of data. Stakeholders input such as skills, information and local knowledge is essential in day-to-day activities of the project (Daud, 2013).

Stakeholders can help develop community-based M&E systems that help monitor and evaluate the project (Mulwa, 2010). Various studies acknowledge the importance of stakeholders' engagement on the success of project management and implementation.

There is a need to actively engage the primary stakeholders in the planning and program design. According to Alfred (2015), lack of effective stakeholder participation has led to implementation challenges and the needs of the community members not being fully addressed. He also argues that low level of stakeholder involvement in community development programs is due to lack of trust, lack of collaboration between beneficiaries and management and misinformation. For effective engagement of the stakeholders in the PM&E process, there is need evaluate their needs and priorities.

According to Harvey (2002), capacity building remains a key component in ensuring that primary stakeholders are actively engaged in project monitoring and evaluation. The study denotes that primary stakeholder who are actively involved in implementation of the program activities learn and gain new knowledge, utilize their own knowledge to solve the program challenges. This shows



that capacity building, learning and stakeholder empowerment are some of the outcomes of PM&E.

Kimani (2012) in his study, factors affecting participation in public health insurance program amongst the people living in urban slums in Kenya recommends that the local community as the primary stakeholders in development project ought to be educated on the process and benefits of being involved in project design, implementation of development initiatives. This should entail equipping them with the requisite skills, knowledge to participate in the PM&E process.

Awareness creation and empowering the stakeholders is critical to the sustainability and achieving desired impact of projects (Matovu, 2006). The views of stakeholders should be considered through the implementation cycle of a program. The voice of the local communities should progressively grow in local decision-making processes, budget making and allocation of resources in the various intervention programs that they benefit from (Odongo, 2015).

Masiyiwa (2008) observed that M&E activities were mainly conducted by project administrators who then provided the reports to the local community whose were merely reduced to being respondents in providing information during the M&E process. In his recommendation, stakeholder participation is key in utilizing the local knowledge, upskilling the local community and empowering to participate in the M&E process.

Ngatia (2016) in his study, deposits that availability of resources, organizational accountability, the competency of stakeholders and management support had an impact on the PM&E process in execution of any program.

#### **2.4 Impact of Stakeholders' Participation on the Success of Community Centre Programs**

The utilization of PM&E on community centre programs has borne many successes. PM&E has overtime been used to determine impact assessment of community centre programs (Muirungi, 2015). This entails assessing whether the interventions are achieving the identified objectives within the allocated timelines. According to Jackson (1998), PM&E is an essential tool in evaluating the impact of intervention programs and can be carried out jointly with local communities in partnership with M&E professionals. PM&E therefore helps to provide impact assessment oversight of the project and ensures all stakeholders engage in the impact assessment evaluation (Mugambi, 2013).

PM&E is an essential tool for program planning and management. Coupal (2001) exposit that PM&E is useful in assessing the impact of community programs overtime and helps to gain insight and understanding into the working of programs and provide critical information that is crucial in improving project planning and implementation. According to CARE International (2012), PM&E is used as a project management tool by different stakeholders to reflect, analyze and evaluate their experiences to plan for future activities and goals. Participatory evaluation provides stakeholders with key information to evaluate whether program goals have been met and to what extent, the number of resources used in executing the program activities thus aiding in project implementation and donor funding planning (Cabannes, 2004).

PM&E has been useful in improving organizational learning and capacity building especially in the implementation of community programs (Thecla, 2016). PM&E provides an avenue for organizations to evaluate what works or does not work in community program implementation. Self-evaluation is critical for stakeholders to identify and solve problems on their own hence enhancing effectiveness, sustainability and replicability of development efforts and strengthening stakeholder's capacity (Verschuren, 1998). PM&E helps in building capacity, self-reliance and boosts the confidence of primary stakeholders and program officers to plan, manage and implement development project initiatives efficiently and effectively (Botes, 2000). Application of PM&E promotes to the building of an information feedback system that strengthens organizational learning, value critical reflection to successes and failures from past experiences in implementing community programs (Otieno, 2016).

Samah and Aref (2010) in their study found that primary stakeholders involved in PM&E accrue new skills, gain new information and increase social contact compared to those less involved in the community projects. The study notes the association between Participatory monitoring and evaluation and empowerment. PM&E allows stakeholders to identify specific problems affecting them and become independent in offering tailored solutions.

PM&E enhances accountability in managing community centre program resources. According to Cabannes (2004), PM&E is used to manage project beneficiaries and stakeholders accountable for

resource utilization and mobilization. PM&E ensures that the local community participates in monitoring and evaluation of the performance of government and donor organizations. William (2006) holds that PM&E provides a platform for primary stakeholders to articulate and present their needs, negotiate objectives with donors, hence building partnerships and a dual relationship between those who provide capital and those who legitimize the funding of community projects (Cabannes, 2004). This provides an opportunity for local capacity to be strengthened and ensure primary stakeholders are involved in various stages of community centre development programs.

Bayer (2002) states that PM&E is utilised as an administrative tool by project managers to assess if the objectives of community programs have been achieved, how data was collected and utilised for decision making. This process provides insights which is logically and timely used by the managers to enhance the community centre program performances and ownership by the beneficiaries.

Munyua (2010), in analysing the impact of PM&E on stakeholder analysis and program expectation in the Local Authority implementation Action Planning in Bondo Sub-County, Kenya, PM&E process enhances participation of all the stakeholders within the local community centre setting, hence enhancing better results. The study found out that PM&E propagates good administration in relations to increased accountability, transparency and timely response in addressing the local community needs.

## **2.6 Theoretical Framework**

### **2.6.1 Stakeholder Theory**

Stakeholder theory originated from the works of R. Edward Freeman. In his exposition, Freeman (1994) believed that stakeholders are individuals or groups either internal or external of an organization that will be impacted by the outcome of a program. He posits that stakeholders have a pivotal role in the day-to-day activities of project implementation. Freeman (1994) states that organizations should advocate for policies that prioritizes the parties impacted by their decisions while aiming to reduce cost and raising benefits to representative groups.

Stakeholder theory promotes efficiency, effectiveness and ethics in managing organizations in highly complex environments. Stakeholder theory champions that all stakeholders should be treated with generosity, honesty and fairness (Freeman, 2010).

Stakeholder theory has been applied to project implementation in the community development sphere. Stakeholder theory is essential in identifying and developing various roles of stakeholders in community development program implementation. Stakeholder theory stipulates the importance of stakeholders, defines their degree of knowledge and understanding of the program and the significance of stakeholders in the management process. (Freeman, 2010) argues that stakeholder theory provides the element of awareness, engagement of stakeholders in the decision-making process and keeping the integrity of the community centre projects as the foremost important. Failure to implement the stakeholder theory in community centre projects, results in disorientation and disintegration in achieving the objectives and goals (Thecla, 2016).

Stakeholder theory has some limitations in implementation of community centre programs. According to Estrella (2010), the interest of all stakeholders cannot be balanced against each other. This is because stakeholders are often a huge group of people with divergent views, opinions that at times conflict hence it is not possible to implement conflicting views.

Secondly the levels of power and influence often impact the implementation of stakeholder theory. Freeman (2010), some stakeholders often have more direct influence on the project compared to others hence creating discord in relation to power and authority application in the project. Stakeholder theory creates positive relationships within the stakeholders' sphere and provides a strategic plan for the execution of community centre development projects.

### **2.6.2 Theory of Participation**

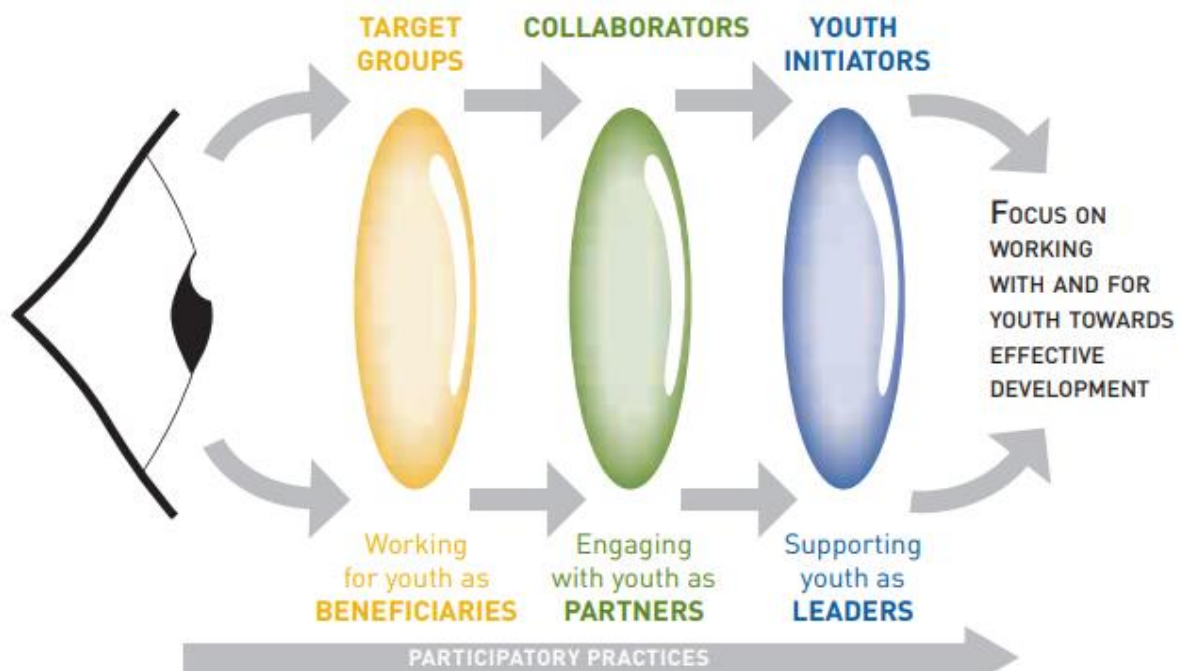
Participation of stakeholders is very critical to the success of a project. Participation denotes a move from the top-down approach in development programs to more robust bottom-up. Participation entails engaging the local community in the implementation of projects with a view of empowerment and knowledge transfer. World Bank (2009) participation is a process in which project stakeholders in a project have influence and contribute to development issues, decision making and resources distribution. Participation empowers the local community to identify their

needs, prioritize them, mobilize funds and assume responsibilities, managing individuals and collective actions that themselves decide upon (Njuki, 2014). Narayan (1998) observes that stakeholder participation is significant through the various phases of community centre programs. This includes in the needs assessment where root cause analysis is done and goals prioritized, planning and formulation of the objectives, mobilization of funds and capacity building, project implementation, involvement in the daily operations and planning, monitoring and evaluation of the community centre programs (Rubin, 2008).

Participation theory encompasses people centered approach where the local community is engaged directly in developmental efforts that affect their lives (Daud, 2013). Participation theory believes that local people should be given the opportunity to identify and share their problems, analyze and learn from their problems and develop strategies to action and address them (Tana, 2012). Participation is therefore central in implementation of community centre programs and its success is dependent on participation of the community members.

## 2.7 The three lenses model

**Figure 2.1 Three lenses participatory approach**



**Source: Three Lenses Model, DFID, 2010**

According to DFID development report (2010), the three lenses model centres on youth participation as foundational base for development within the community. The DFID model uses the three lenses model for youth participation to foster active and voluntary participation of the youths in the decision-making process. This denotes that development should work for the young people in three ways, for the benefits of the youth who are the beneficiaries, working with the youths as partners and thirdly for programmes to be led by youths as leaders. This approach depends on local context and development intervention.

The youth act as leaders and not only beneficiaries since they possess the capacity and skills to undertake various activities that address their needs. Capacity building and sharing among youth peers and networks is pivotal in building understanding and provides a framework for them to share skills and lessons learned in participating in development issues.

The model denotes the significance of developing mechanisms and systems for youth led decision making processes especially in project planning and implementation.

## **2.8 Summary of Literature**

PM&E can be therefore summarized as a continuum of observations, information gathering, analysis, documentation, and assessment for tracking changes and critical learning at different stages of the research and development process, conducted by and for the various stakeholders of the project.

The reviewed literature examines the PM&E concept, the roles of stakeholders in the implementation of PM&E approach, the impact of PM&E on the community Centre programs and the various theoretical models in PM&E. From the literature reviewed, it is observable that PM&E is critical in the implementation of the community centre programs. PM&E approach has been embraced worldwide especially within the donor fraternity in implementing development programs. It has various advantages over the conventional M&E including enhancing ownership, accountability, enhancing organizational learning and assessing the projects outcomes and impact.

Stakeholders' participation is a key constituent in the application of PM&E in community centre. Involvement of stakeholders in project design and conceptualization, implementation, data collection and utilization of collected data is key in achieving the projects' objectives and goals. PM&E has resulted in positive impact and success of community programs. Through PM&E stakeholders can effectively monitor and evaluate if the community centre programs have achieved the set objectives within the time frame. The stakeholders can assess if the various projects have achieved the desired impact, sustainability and relevance. PM&E is therefore critical in analysing the local community needs, empower the primary stakeholders and provide an avenue for local community capacity building, enhancing accountability and utilization of indigenous knowledge.

## **2.8 Research Gap**

Several gaps were identified from the literature reviewed. Munyua (2010) investigated the effect of participatory monitoring and evaluation on the implementation of local authority service delivery action planning projects but failed to establish the primary beneficiary role in the implementation of the programmes. Similarly, Daud (2013), examined the degree of stakeholder participation and stakeholder coordination on performance of programs and did not investigate the role of the various stakeholders and their influence on project performance.

The study, therefore, investigated the level of stakeholder participation in designing, planning and implementation of Smile Community Centre food and education programs and the role of the various stakeholders in monitoring and evaluation of these programs.

The study identified several gaps and are summarised below.

### **Table 2.1 Knowledge Gaps**

| <b>Study Topic</b>  | <b>Research year</b> | <b>Objective</b>  | <b>Methodology</b>   | <b>Findings and Conclusion</b>   | <b>Gaps in Knowledge</b>  |
|---|----------------------|---|--|--|---|
| Project performance of LASDAP   | Munyua (2010)        | To investigate the effect of participatory monitoring and evaluation on the implementation of local authority service delivery action planning projects | The study used ex-post-facto study design, targeted LASDAP project management committee members.   | PME contributes to the enhancement of stakeholder relationships and quality of the project outputs.                  | Gaps remain in investigating the primary beneficiary's role in implementation of the programmes. The study failed to identify the specific role for each stakeholder during project implementation. |
| Project Performance of ENNDA projects                                       | Daud (2013)          | To evaluate the level of community participation and stakeholder coordination on performance of projects  | The study adopted descriptive study design. Data was collected using questionnaires from 15 ENNDA management, project committee and community members. | Community participation is essential in decision making process leading to efficiency and effectiveness of projects. | The current study focusses on the role of the various stakeholders and their influence on project performance.  |
| Stakeholder participation in Planning, Conceptualization and Project design | Botes (2000)         | Investigating the impact of PM&E in upgrading the urban government projects in SA   | The study adopted case study design  | PM&E was affected by conflict of interest, lack of participation and interest therein                                | To investigate the role of PM&E in community development programs in slum areas   |
| Participatory Monitoring and evaluation process                             | Muirungi (2015)      | To investigating the role of PM&E among government cooperation.   | The study used descriptive research design.  | PM&E application is greatly affected by lack of M&E skills, M&E systems and inadequate resources.                    | There is need for more research on the level of stakeholder participation and how this influences the effectiveness of projects and this study focusses on these gaps.                              |



## **2.9 Operationalization of the Study**

The study used the three lenses model to assess stakeholders' participation in project planning, design, implementation, monitoring and evaluation. This was because three lenses has been used successfully to implement and assess participatory approach by DFID especially on youth programs.

The main goal of the three lenses model is to ensure that all the stakeholders participate in development initiatives including working with the youth and women as beneficiaries, engaging with the donors as partners and support provided by other secondary stakeholders within the project implementation cycle.

The study customized the DFID model by identifying primary stakeholders as the beneficiaries and target group as the first lens. The second lens is stakeholder involvement in the project cycle and implementation of the programs. The third lens is identifying the roles of stakeholders in M&E during the program cycle. This will then impact the overall performance of the food and education programs.

The first objective had indicators including identifying the stakeholders in the food and education programme; the main beneficiaries' targets were the youths and women living in Soweto slums. There are several stakeholders involved and each had a role to play in the programme implementation process. The level of stakeholder engagement in implementation of the food and education programmes was assessed. The study assessed, the level of stakeholders' participation during project conceptualization, planning, project activities implementation and utilization of M&E result, the level of participation in data collection, data analysis and sharing of M&E results. These were measured by various indicators including the number of stakeholders who participated in the meetings for needs assessment, planning and program design administered through a questionnaire with a Yes and No response. The total number of training sessions attended by stakeholders during the implementation of Education program, the number of stakeholders involved in repackaging and distribution food in the food program, the number of stakeholders involved in conducting training, mentorship, supporting and tracking the education activities (through reports and minutes to monitor the education program).

The number of meetings attended by the stakeholders to assess the progress of Education and Food program activities, the number of stakeholders involved in meetings and workshops to discuss on data collection, analysis, information sharing and utilization of results for Education and Food

programs (Availability of reports, minutes and forums attended by various stakeholders, Linkert scale measurement).

**Table 2.2 Operationalization of the study**

| Variable  | Measurement   |
|---|---|
| Level of stakeholder participation in Program design and planning | The variable established whether the stakeholders participated in planning and design (participation during needs assessment, numbers of meetings to discuss on the needs, planning reports). This was administered through a questionnaire Yes, NO response in programs needs assessment.  |
| Level of stakeholder involvement in program Implementation        | The variable measured stakeholder participation in the implementation of food and education programs. The numbers of stakeholders attending training sessions, the number of stakeholders involved in repackaging and distribution food in the food program, The number of stakeholders involved in conducting training, mentorship. Measured using program records and questionnaire Yes, No response.   |
| Level of participation in M&E                                     | The variable measured the extent to which the stakeholders were involved in selection of M&E plan, data collection methods, choosing indicators. The number of meetings attended by the stakeholders to assess the progress of the programs, the number of stakeholders involved in meetings and workshops to discuss on M&E data collection and analysis. Administered through a questionnaire Yes, No response. Availability of minutes and reports on participation in M&E activities. Linkert scale was used to measure the variable. |
| Level of participation in Utilization of M&E results              | The forums attended by stakeholders to discuss on the M&E findings, The numbers of meetings held to discuss improving the programs using the M&E report. A Linkert scale was used to measure the variable.  |
| Performance of the Food & Education program                       | The perception of beneficiaries on the performance of smile community centre food and education program measure using a Linkert scale. The perception on the amount of food distributed, number of youths attending mentorship, families fed and had access to food, sustainability of food and education program. This was measured using a Linkert scale. Availability of reports, monthly minutes.   |

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### **3.1 Introduction**

This chapter discusses the research methodology of this study. It covers target population, sample size, sampling techniques, data collection methods and data analysis

#### **3.2 Research Design**

The study applied cross-sectional study design. The purpose of cross-sectional research design is for the researcher to describe the behaviours, opinions, attitudes and characteristics of a population based on the information collected from a sample (Levin, 2006). Cross-sectional study design provides a snapshot of the distribution of variables and outcomes in a population within a specific period. Cross-sectional study was chosen because it assesses how frequently, widely the variable of interest occurs through a specific demographic.

A cross-section of a sample of beneficiaries and other stakeholders were interviewed about their participation on the program design, implementation and evaluation of Smile Community Centre programs. The design provided an opportunity for the researcher to collect descriptive data concerning Smile Community Centre programs. Cross-sectional design allowed the researcher to collect critical information on the role of stakeholders and the level of their participation in Smile Community Centre feeding and education programmes.

Consequently, the data was collected using both the quantitative and qualitative methods. Quantitative data was gathered using questionnaires administered to the youths and women while qualitative data was achieved from responses from Key Interview interviews of Project, volunteers, managers and donors. The researcher analysed data using both qualitative and quantitative analysis.

#### **3.3 Study Population**

The research was conducted in Kayole Informal settlement. It is a settlement situated at Embakasi Division in Nairobi's Eastlands area. It estimated to have a population of 89,600 people distributed in 22,400 households. The study population included, the donors of the food and education

program, participants and beneficiaries of Smile Community Centre food and education programs, the youth and women. There have been 6 volunteers, 10 donors supporting the project implementation, two project managers managing the two projects and 150 youths and 50 (30 +years) women beneficiaries.

**Table 3.1 Target Population.**

| <b>Stakeholders</b>           | <b>No targeted for study</b> |
|-------------------------------|------------------------------|
| Project beneficiaries (Youth) | 150                          |
| Women                         | 50                           |
| Volunteers                    | 6                            |
| Donors                        | 10                           |
| Project Managers              | 2                            |
| <b>Total</b>                  | <b>218</b>                   |

### 3.4 Sample size Sampling Procedure

Sample size and sampling procedure are described in the section below.

#### 3.4.1 Sample size

Sample size for the study used Yamane formulae (1967).

$$\text{Sample size (n)} = \frac{N}{1 + N(e)^2}$$

Where: n = Sample size

N= Population Size

e= Level of Precision

Therefore, N =218 at 95% confidence level. The sample size for the study is:

$$n = \frac{218}{1+ 218(0.05)^2} \quad n= 141$$

### **3.4.2 Sampling Procedure**

The researcher selected the sample based on their insights, experience and knowledge of the programme. A sampling frame was obtained from the list of the beneficiaries (youth and women) from the roaster. The register had the location, contacts and the names of beneficiaries who were principal respondents in providing vital information. The study used simple random sampling to select 97 youths from the targeted 150 youths. The selected youths were the beneficiaries of the food and education program for over 5 years and had in-depth information pertaining the study. Ninety-seven of the selected youths had been actively involved in the education mentorship program hence they were best fit to provide the requisite insights and information. We created a buffer of 20 youths in case of any non-response of the targeted 97. From the 10 donors targeted, 6 of them were purposively sampled to participate in an in-depth interview during data collection. The study focussed on the six donors who have consistently funded the food and education program for the last five years.

The project managers working in the Smile community Centre Education and food program were all chosen to undertake the study because of their experience, knowledge and insight in implementing the food and education program. In addition, 4 volunteers working during the implementation of the two programs were purposively identified. The two were selected due to their longevity in the implementation of the two programs.

The Table 3.2 below shows sample size calculation.

**Table 3.2 Sample size**

| <b>Stakeholders</b>              | <b>Target Population</b> | <b>Sample size</b> |
|----------------------------------|--------------------------|--------------------|
| Project beneficiaries<br>(Youth) | 150                      | 97                 |
| Women                            | 50                       | 32                 |
| Volunteers                       | 6                        | 4                  |
| Donors                           | 10                       | 6                  |
| Project Managers                 | 2                        | 2                  |
| <b>Total</b>                     | <b>218</b>               | <b>141</b>         |

With sample size determined, proportional allocation was adopted to distribute the respondents among various categories as shown below:

$$n_1 = n \cdot p_1$$

Where  $n_1$  = Category Sample size

$n$  = Determined Sample size above 141

$P$  = Proportion of Population in each category

Hence for Youth represented by:

$$n_1 = 141 \times \frac{150}{218} = 97 \text{ respondents}$$

Women represented by:

$$n_2 = 141 \times \frac{50}{218} = 32 \text{ respondents}$$

Volunteers represented by:

$$n_1 = 141 \times \frac{6}{218} = 4 \text{ respondents}$$

Donors represented by:

$$n1 = 141 \times \frac{10}{218} = 6 \text{ respondents}$$

### **3.5 Primary data collection methods.**

Primary data are data that has been collected from first-hand experience. The primary data was collected using questionnaire and Key Informant Interview.

#### **3.5.1 Questionnaires**

The questionnaire provided more insight into the beneficiaries' involvement in community centre project planning, design, implementation and evaluation. This was essential to understand the role of the various stakeholders and the level of involvement in day-to-day activities of community centre programs. The questionnaire was administered to 129 beneficiaries selected, 97 youths and 32 women. The questionnaire was administered through an interview to the various youths and women by the researcher.

The questionnaire comprised of three sections. Section A comprises of the biodata of the beneficiaries: age, gender, level of education. Section B sought to investigate the stakeholder participation in project design, identification, planning and implementation. Section C investigated the level of stakeholders' involvement in the PM&E process in relation to level of participation data collection, analysis and presentation.

#### **3.5.2 Key informant interviews (KIIs)**

Mugenda (2013) states that key informant interviews ensure the researcher targets knowledgeable individuals with the goal of obtaining key information about a given subject matter. This information can be achieved through repeated sets of structured or semi structured interviews mostly conducted in natural or informal settings.

Key Informant Interview provides critical information from informed experts, who have first-hand knowledge and precise insight about the research problem.

Key informants' interview was used to solicit information from key beneficiaries of Smile community centre programs on their involvement in PM&E. The study targeted the 2 program Managers because they were influential in providing insight concerning the education program and its implementation. The two program managers had laid the foundation of monitoring and evaluation system and were actively involved in engaging with the various stakeholders. In

addition, the study also targeted two donors who have been consistently funding the education program and the role they play in implementation.

For feeding program, the researcher targeted 3 local donors and 4 volunteers. The local donors were influential in providing various food donations that were dispersed and managed by the 4 volunteers. The study therefore conducted 11 Key informant Interviews.

The KII interview guide necessitated response on the study themes including the level of stakeholder participation and their role in the PM&E process.

A discussion guide (See Appendix I) with guiding questions used to guide the discussions with the key informant.

### **3.6 Secondary Data collection**

Secondary data collection method entails the researcher obtaining data from the secondary sources of an organization.

#### **3.6.1 Document Review**

Document review is used in qualitative research in which various relevant documents are reviewed and interpreted by a researcher to give voice and meaning around a topic of interest (Bowen, 2009). It includes going through official documents that may be historical or contemporary.

Mugenda (2013) defines document analysis as a qualitative data collection technique, documents as written materials that can be read and used in historical research.

The researcher reviewed the various Smile community centre project reports including annual reports, meeting minutes, monitoring reports, funding proposals and other community centre program reports. This was vital in gathering background information on the various operations of the Smile Community Centre programs. These documents were provided by the Project managers managing the two programs.

### **3.7 Methods of Data Analysis**

Content Analysis was used to establish the existence of certain themes, specific words and concept within some given qualitative data. Content analysis technique was used to analyze qualitative data collected using interviews schedule and reported in narrative form along with quantitative presentation.



Descriptive statistics such as frequencies and percentages were used to describe the quantitative data. Descriptive data analysis was used to analyse the quantitative data in the forms of charts, tables which were essential in drawing findings and conclusion.

The data described characteristics of the respondent's biodata, level of stakeholder participation in planning, design and implementation of the Smile community programs and participation in planning and implementation of M&E.

### **3.8 Ethical Considerations**

Ethical requirements for research were adhered to. This included obtaining informed consent from the respondents. The respondents were provided with the reasons for data collection, the composition of the questionnaire, importance of the information they provided and how the data will be used. The respondents were enlightened on the significance of the research. The respondents were informed of the consent to withdraw from the process and freedom not to respond to some questions if they feel uncomfortable.

The researcher requested approval from the local administrator and management of the Smile Community Centre to collect data within their jurisdiction. The researcher sought approval from the University before commencing data collection.

## **CHAPTER FOUR**

### **STAKEHOLDERS' PARTICIPATION IN COMMUNITY CENTRE PROGRAMS**

#### **4.1 Introduction**

This chapter presents the analysis of data collected, the presentation of the data analysis and the interpretations of the findings. The findings are organized in subsections for each study objective. The first objective was to determine the roles of stakeholders in monitoring and evaluation of the Smile Community Centre's Feeding and Education programs. The second objective was to determine level of stakeholders' participation in the implementation of Smile Community Centre's Feeding and Education programs. The chapter is divided into demographic characteristics, level on involvement in identification, planning, design, implementation of the programs, level of stakeholder's involvement indetermination of Indicators for monitoring and evaluation of smile community centre, data collection and analysis, sharing of result.

#### **4.2 Response Rate**

The study had targeted 129 respondents comprising of 97 youths and 32 women beneficiaries through the questionnaire but interviewed 28 women and 80 youths giving a response rate of 84%. The study then conducted interviews with Key Informant; 4 Volunteers, 4 donors and 2 Project Managers. The response rate was higher because of the direct support by the project managers during data collection.

#### **4.3 Demographic characteristics of Respondents**

The section presents the respondents' characteristics and demographics. 108 respondents were interviewed comprising of the beneficiaries of the smile community programs.

**Table 4.1 Demographic characteristics of Respondents**

| <b>Gender of the respondents</b> | <b>Frequency</b> | <b>Percentage</b> |
|----------------------------------|------------------|-------------------|
| Female                           | 64               | 59.3              |
| Male                             | 44               | 40.7              |
| <b>Total</b>                     | <b>108</b>       | <b>100.0</b>      |

| <b>Age of the respondents</b> | <b>Frequency</b> | <b>Percentage</b> |
|-------------------------------|------------------|-------------------|
| 15-19                         | 30               | 27.8              |
| 20-24                         | 38               | 35.2              |
| 25-29                         | 10               | 9.3               |
| 35-39                         | 16               | 14.8              |
| 40-44                         | 4                | 3.7               |
| 45-49                         | 10               | 9.3               |
| <b>Total</b>                  | <b>108</b>       | <b>100.0</b>      |

| <b>Gender of the respondents</b> | <b>Frequency</b> | <b>Percentage</b> |
|----------------------------------|------------------|-------------------|
| Tertiary                         | 11               | 10.2              |
| Never schooled                   | 1                | 0.9               |
| Primary                          | 20               | 18.5              |
| Secondary                        | 76               | 70.4              |
| <b>Total</b>                     | <b>108</b>       | <b>100.0</b>      |

| <b>Length of Stay within the Community</b> | <b>Frequency</b> | <b>Percentage</b> |
|--|------------------|-------------------|
| 2-3 years                                  | 20               | 18.5              |
| 6 months to 2 years                        | 8                | 7.4               |
| Less than 6 months                         | 3                | 12.8              |
| Over 3 years                               | 77               | 71.3              |
| <b>Total</b>                               | <b>108</b>       | <b>100.0</b>      |

| <b>Duration benefitted from the programs</b> | <b>Frequency</b> | <b>Percentage</b> |
|--|------------------|-------------------|
| 2-3 years                                    | 16               | 14.8              |
| 6 months to 2 years                          | 15               | 13.9              |
| Less than 6 months                           | 15               | 13.9              |
| Over 3 years                                 | 62               | 57.4              |
| <b>Total</b>                                 | <b>108</b>       | <b>100.0</b>      |

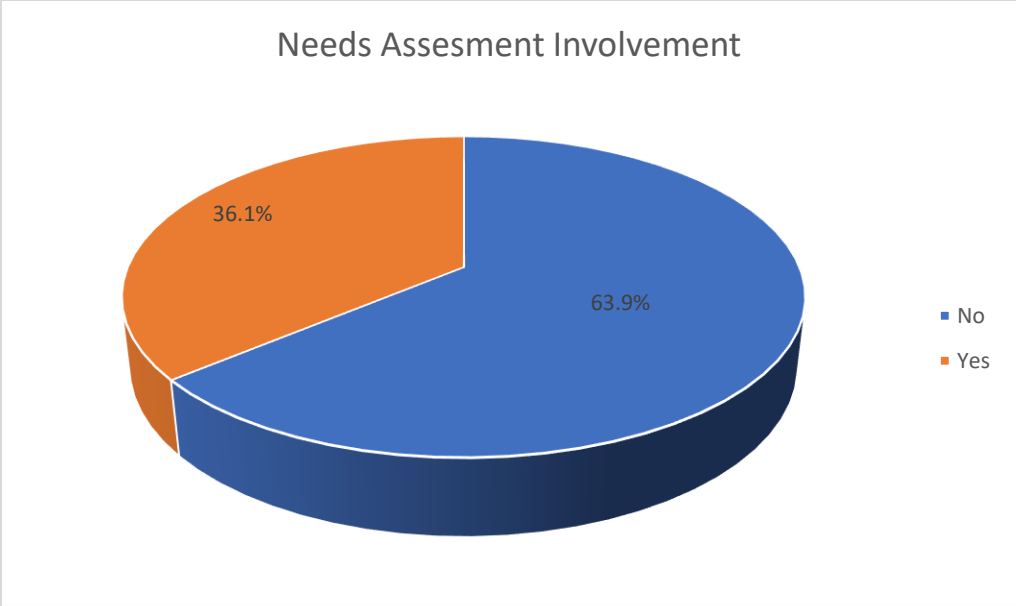
The results in Table 4.1 shows the variables of interest gender, age, level of education, length of stay within the community, duration in which the respondents have benefitted from the Smile community programs.

64(59.3%) of the respondents were female while 44(40.7%) were male. This depicts that there were more females than male as the beneficiaries of Smile community centre programs.

Most of the respondents belonged to the age 20-24 years (35.2 %) and few were aged 40-44 years (3.7%). Those aged 15-19 years had 27.8%, while 25-29 years and 35-39 years had 9.3% and 14.8 respectively. This showed that majority of Smile community centre beneficiaries were young people below twenty-four years who were actively involved in the food and education programs. Majority of the respondents 76(70.4%) had secondary education, primary education was 20(18.5%). Those with tertiary education were 11(10.2%) and only 1(0.9%) had not attended school. Majority of the beneficiaries have resided in the community, 77(71.3%) for over 3 years, for 2-3 years 20(18.5%), while 6 months to 2 years and less than 6 months had 8(7.4%) and 3(2.8%) respectively. From the findings, majority of the beneficiaries of the programs had resided in the community for over three years and had needs that had been identified by the Smile community Centre board. This could be attributed to the needs assessment done by the project managers hence the programs are tailored to meet the identified needs of the beneficiaries. The findings reveal that 62(57.4%), had benefitted from the programs for over three years, 16(14.8%) of 2-3 years while less than 6 months accounted for 15(13.9%). 6 months to 2 years had 15(13.9%).

#### **4.4 Level of Stakeholders Involvement in Identification, Planning, Design, Implementation of the Smile Community Centre Programs**

The study assessed the role of stakeholder and the level of stakeholder involvement in planning for PM&E process, identification, design and implementation of Smile community centre programs. The respondents were asked on their involvement in needs assessment. From the findings, stakeholders were fairly involved in the needs assessment process.



**Figure 4.1 Level of Involvement in Needs assessment.**

The findings reveal that 39(36.1%) were involved in needs assessment while 69(63.9%), were not involved as shown in Figure 4.1. 64.1% of the stakeholders involved in needs assessment had secondary education compared to 20.5% who had primary education. The needs assessment mainly targeted the Education program beneficiaries.

The interviews with Key Informant revealed that involving the primary stakeholders in the needs assessment was very important to identify the challenges and needs to be addressed by the Education program.

*“It is important to Identify the various needs of the school going children and teenagers by involving them to determine the choice of school they will attend, books needed for learning, courses they choose in high school and assist in choosing the tertiary and University courses.*

*The smile community board with support of the donors usually have a quarterly meeting to assess the needs of the education programs, prioritize the identified needs and develop ways of seeking for funds to address them.” Program manager of Smile community Centre.*

This finding agrees with that of World Bank (2010), which denotes that stakeholder engagement in PM&E in project conceptualization and design especially needs assessment is essential for poor communities needs to be addressed and achieving locally set objectives.

**Table 4.2 Performance of the Food and Education Program**

| <b>Item</b>                                       | <b>SA</b> | <b>A</b> | <b>N</b> | <b>D</b> | <b>SD</b> | <b>N</b> |
|---|-----------|----------|----------|----------|-----------|----------|
| Increased amount of food distributed              | 48        | 19       | 25       | 11       | 5         | 108      |
| Increase in the no of youths in mentorship        | 46        | 38       | 16       | 7        | 1         | 108      |
| No of youths who attended the education training  | 40        | 28       | 29       | 7        | 4         | 108      |
| Families fed and had access to food               | 55        | 26       | 15       | 10       | 2         | 108      |
| Sustainability of the food and education Projects | 39        | 20       | 26       | 14       | 9         | 108      |

Table 4.2 shows the dependent variables for performance of food and education programs. The performance of food and education programs was identified on stakeholder participation on four programme components: Planning and design, implementation, monitoring and evaluation and utilization of the M&E results. These indicators include, increased amount of food distributed, number of youths engaged in mentorship programs, the number of youths who attended the education program, number of families fed and had access to food, sustainability of the food and education programs as envisaged in the pre-planned outcomes by Smile community centre.

#### **4.4.1 Stakeholders participation in during Planning and Design of Smile community Centre Programs**

The study sought to assess the level of stakeholder participation in M&E during Education and Food program planning and design.

**Table 4.3 Stakeholder participation during Planning and Design of Programs**

| <b>Stakeholder Involvement</b> | <b>Frequency</b> | <b>Percentage</b> |
|--------------------------------|------------------|-------------------|
| Yes                            | 62               | 57.4              |
| No                             | 46               | 42.6              |
| <b>Total</b>                   | <b>108</b>       | <b>100.0</b>      |
| <b>Gender</b>                  | <b>No</b>        | <b>Yes</b>        |
| Female                         | 24               | 40                |
| Male                           | 22               | 22                |
| <b>Total</b>                   | <b>46</b>        | <b>62</b>         |

Table 4.6 shows that 62(57.4%) of stakeholders were actively involved in the planning of the programs while 46 (42.6%) reported to not being involved. The finding shows that stakeholder participation in the planning and design stage is very significant in Food and education programs. Majority of the stakeholders involved in the planning were women (64.5%) compared to men (35.5%). This was attributed to many women being involved in Food program. All the donors and Program managers interviewed were involved in the project design and planning through quarterly project planning forums and meetings.

The findings reveal that most of respondents concur that participation in project planning and design had direct impact on performance of the food project. They attributed this to increase in the amount of food distributed (62%) and increased number of families that had access to food (75%) as seen in Table 4.2. This implies that stakeholder's participation in Program planning and design increased the level performance of food program.

From the document review, we found out that the primary beneficiaries of Education program were involved in preliminary meetings with the Donors chaired by the Smile community centre board. This ensured that all the stakeholders are engaged during program design.

*“Stakeholders’ participation is key in the planning process. We often have meetings to kickstart the projects involving the Donors and the beneficiaries of education program. We discuss the pressing needs and challenges that can be addressed.” Project Manager.*

*“The education program has been successfully implemented because the beneficiaries participate in the planning process. Once the needs are Identified, we can prioritize and address them depending on the available resources. This also helps us to plan on the resource needed to implement the education program and budget for specific beneficiaries.” Donor.*

Stakeholder involvement in project design and planning is very significant at this stage. Failure to involve most of the stakeholders often leads to challenges in implementation of the projects and even failure to achieve the project objectives. Therefore, there is a requisite to ensure that the primary stakeholders participate in the planning of the programs.

Mburu (2018) established that stakeholder's participation in project conceptualization design, setting of M&E objectives and development of the frameworks as the vital participation

opportunities that influences program performances. The level of stakeholder participation in M&E during project design has direct impact on the performance of projects.

The findings are supported by Oganda (2012) in Investigating the impact of households' participation in project decision making and established that there is significant association between community participation and sustainability of projects.

#### 4.4.2 Level of stakeholder Participation in Implementation of Smile community Centre

The study also probed the level of stakeholder engagement in implementation of Smile community centre programs. The result showed that most of the beneficiaries were involved in Education and Food program implementation.

**Table 4.4 Stakeholder participation in implementation of programs by length of stay in the community**

| <b>Length of stay within the community</b> | <b>No</b> | <b>Yes</b> |
|--|-----------|------------|
| 2-3 years                                  | 10        | 10         |
| 6 months to 2 years                        | 3         | 5          |
| Less than 6 months                         |           | 3          |
| Over 3 years                               | 28        | 49         |
| <b>Total</b>                               | <b>41</b> | <b>67</b>  |

Figure 4.2 shows that 67(62%) were involved in the implementation of the project while 41(38%) reported not to be involved in the implementation of the programs. Majority of those the stakeholders who were active participants in the implementation of the programs had been living within the Smile community centre location for over 3 years (73.1%).

The findings indicate that the various stakeholders were actively engaged in the implementation process of the Food and education program. From the document review of the annual report, beneficiaries are heavily involved in the implementation of the food program. The program activities include cooking, repackaging and redistribution of food to other beneficiaries. Monthly forums were held with the relevant stakeholders to deliberate on the various activities of the programs and to track them in relation to the objectives and tackling any challenges within the project.



*“We occasionally come and assist in repacking and distribute food to the various needy people within the locale. This helps to feed vulnerable women and children in Soweto slums. We also have monthly meetings to deliberate and solve program challenges” Interviewee.*

This observation is supported by the Sara and Katz (1997) whose study posits that communal participation in implementation and decision making in programs was an efficient way of improving the sustainability of water projects. The findings agree with the research of Mohammed (2013) who found out that beneficiary participation was highest in the implementation phase compared to any other phase of project cycle for Fadama II project in the Niger state of Nigeria. From the above findings it is evident that there is a significant association between stakeholders’ participation in implementation and success of programs. An increase in level of stakeholder participation in education program implementation led to increase in number of youths attending the mentorship programs and increase in the number of youths participating in the education program activities.

Similar views of participation were echoed by the Key Informants interviewed. Some of the donors were actively involved in developing academic trainings, manuals and mentorship for Education Program.

*“Majority of the academic study materials have been developed by Donors and more often they come and share their academic and career experiences with the youths. This has provided hope, motivation and mentorship to the young people and has shaped some of their career choices. Successful stories and testimonials of the beneficiaries of education has profoundly impacted the other young beneficiaries who find inspirations and vision in striving to better their lives.” Key Informant.*

Reports from the Project managers shows that stakeholders engaging in the implementation of Education program greatly influenced its’ success. The following was the response from another Key Informant.

*“Training and Mentorship of the young people is essential for their growth and is very resource challenging. We need more volunteers and training materials along with more finances to meet the ever-growing needs of the young school going children.” Project Manager.*

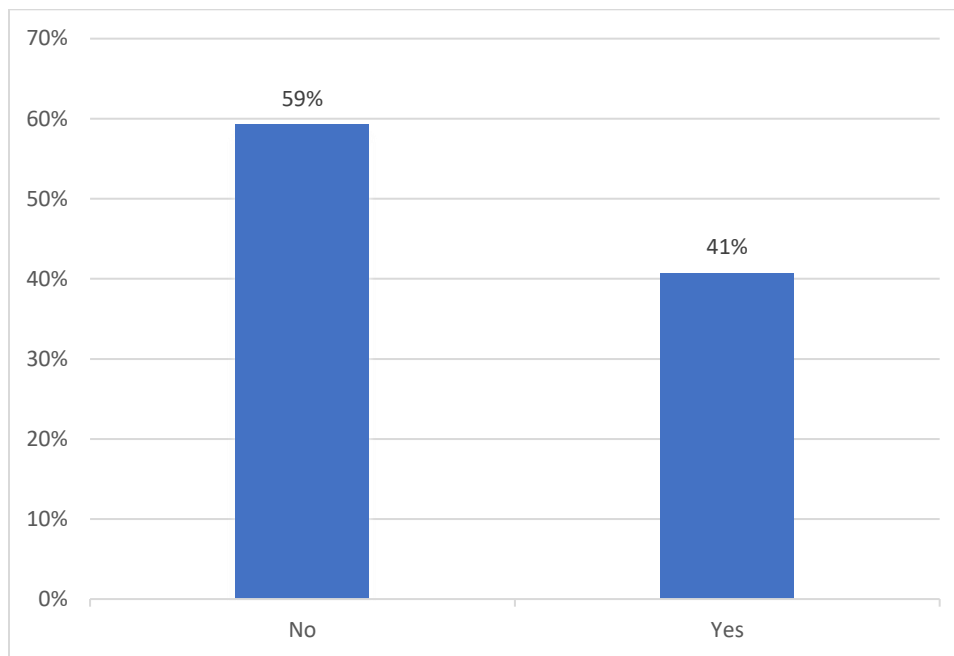
## 4.5 Stakeholder Participation in Monitoring and Evaluation of Smile community Centre Programs

The study examined stakeholder participation in M&E in Smile community centre programs. The assessment was based on the responses regarding participation in developing M&E plans, data collection and analysis and sharing of the M&E results.

### 4.5.1 Level of Stakeholder Participation in M&E Plan

The study investigated the level of stakeholder participation in developing an M&E plan and its implementation. The findings are summarised in Figure 4.2.

**Figure 4.2 Level of stakeholder participation in M&E Plan**



From the findings, 44(41.7%) of the stakeholders participated in developing the M&E plan and 64(59.3%) did not participate. This indicates that there were some elements of stakeholder participation in planning for monitoring and evaluation. Document report reviewed reveal that some stakeholders were consulted in developing an M&E Plan for Smile community projects. This was spearheaded by the Smile community board that incorporated selected donors, project managers and beneficiaries. The meeting notes reviewed reveal that the Smile community board met quarterly to discuss and review the M&E plan and the progress achieved. This provided a

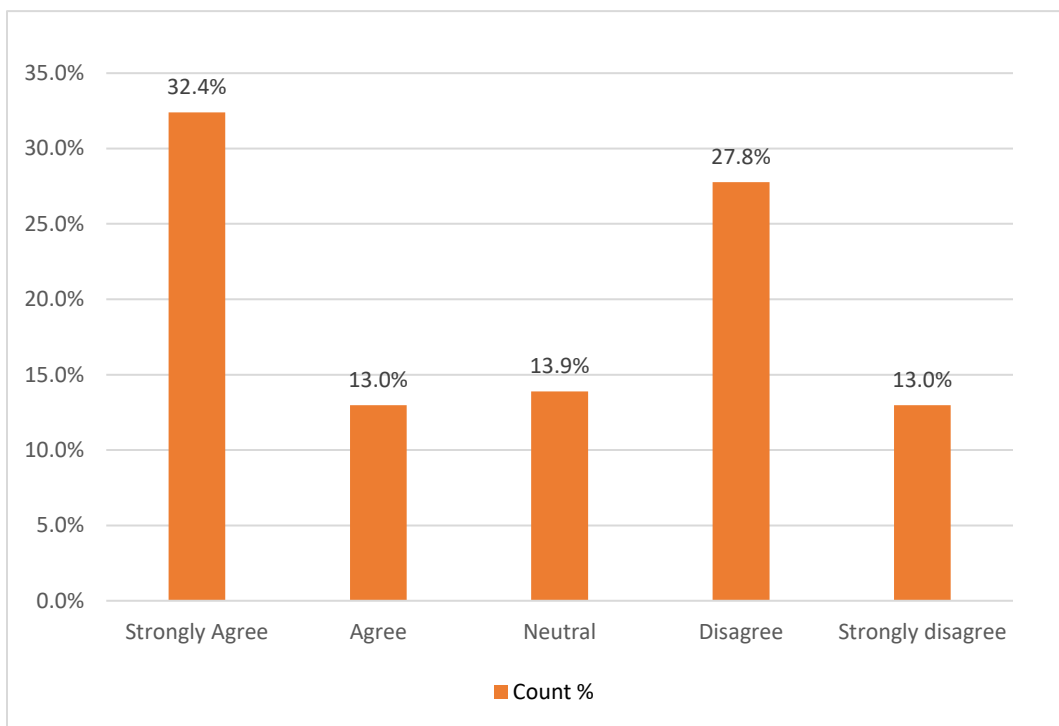
blueprint for decision making monitoring project activities and targets during program implementation.

These findings are similar to those of Guijt (2006) who established that PM&E enhances primary stakeholders to design and monitor their programs and decide on how and when to participate and conduct monitoring and evaluation effectively.

#### 4.5.2 Level of Stakeholder Participation in Choosing Indicators

The study assessed the level of stakeholder involvement in choosing M&E indicators. Stakeholders were not adequately involved in choosing indicators. Results showed that 14(13%) of the respondents strongly disagreed, 30(27.8%) disagreed. Similarly, 15(13.9%) were neutral while 14(13%) agreed and 35(32.4%) strongly agreed. Overall, 49(45.4%) of the respondents were involved in choosing indicators while 44(40.7%) were not involved as shown in Figure 4.3.

**Figure 4.3 Level of stakeholder participation in Choosing Indicators**

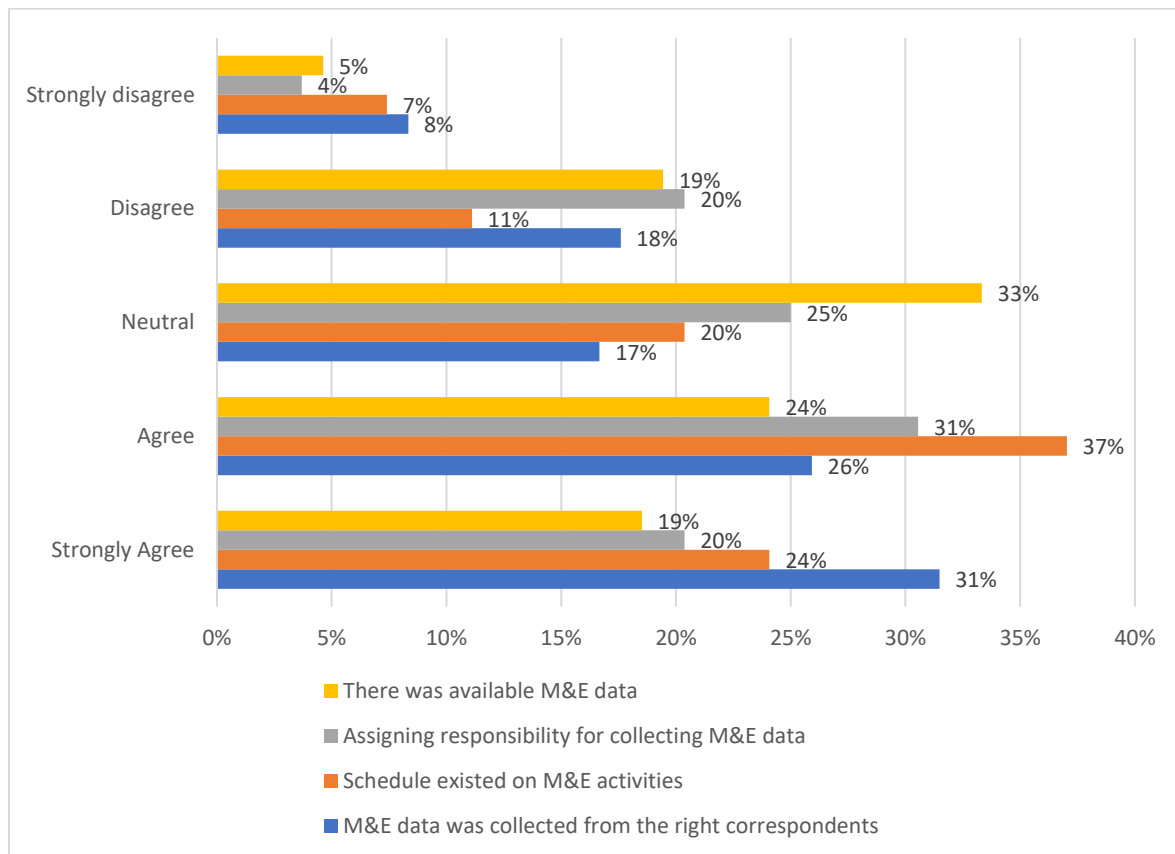


The findings reveal that the stakeholders who had skills and knowledgeable in monitoring and Evaluation were actively involved in developing the indicators. This include actively contributing on meetings concerning the development of indicators, developing simple and local methods of selecting the indicators and each stakeholders' views and voices being heard during the meetings.

*“Stakeholders fully participate in the development of indicators and M&E tools. We often convene with the stakeholders with the support of experts to define the indicators, how they will be tracked and the allocate resources needed. The day-to-day activities of the project activities are monitored by the project manager as per the schedule.” Project Manager*

#### 4.5.3 Stakeholder Participation in Data collection for Smile Community Centre programs

The study assessed stakeholder participation in data collection for M&E. Collection of data activities is key to understand the progress of the programs. The study sought the perceptions of beneficiaries on the various aspects of data collection for Smile community centre projects. The opinions were measured in a Linkert scale and results are presented in Figure 4.4.



**Figure 4.4 Stakeholder Participation in data collection.**

Figure 4.5 reveal that 51% of the beneficiaries were assigned various roles and responsibilities for collecting M&E data while 24% were not involved in data collection process. This showed that the beneficiaries fairly participated in the data collection for M&E.

On the beneficiaries participating on schedules on existing M&E activities, the results shows that they were actively involved. In total, 61% agreed, 24% strongly agreed and 37% agreed. Those with neutral opinions were 20%. 7% of the participants strongly disagreed and 11% disagreed hence in total 18% disagreed. This means that the stakeholders were fairly participating in M&E schedule activities.

Forty three percent of the study participants agree that there was available M&E data, 19% strongly agreed and 24% agreed. 19% of the study participants disagreed, 5% strongly disagreed. 33% of the participants were neutral. This implies that the stakeholders perceive that there was sufficient available M&E data.

The findings reveal that 57% of the respondents agreed that the M&E data was collected from the right correspondents. 31% of the study participants strongly agreed and 26% agreed. 18% of the study participants disagreed, 8% strongly disagreed.17% were neutral.

These finding agreed with those of Hagens (2008) that stakeholders engagement participation in data collection process contributes to ownership, sustainability and organizational learning within the community.

#### 4.5.4 Stakeholder Participation in Data Analysis

The study assessed stakeholder participation in data analysis. The findings shows that few stakeholders were involved in data analysis.

**Figure 4.5 Stakeholder participation in Data Analysis**

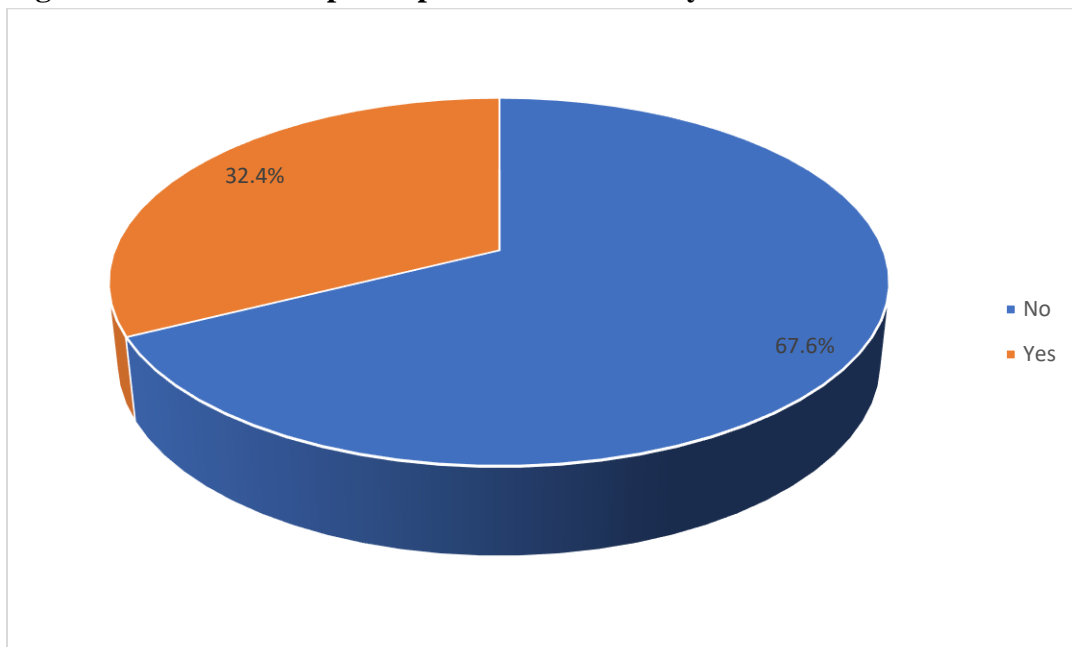


Figure 4.5 shows that 35(32.4%) of the respondents participated in data analysis while 73(67.6%) of the respondents did not participate.

From the document reviews, few forums were organized for data analysis process and were mainly characterised by low attendance.

*“The monitoring and evaluation data meetings were not popular among the stakeholders especially the beneficiaries. This was attributed to the phobia of data analysis, with majority of the beneficiaries lacking skillset to undertake or participate in such forums.” Donor.*

*“The M&E meetings are essential to track the progress of the programs we implement. We need more representation on our meetings, and we will advocate for capacity building targeting the beneficiaries to improve their understanding on M&E and to upskill them on data analysis.”*

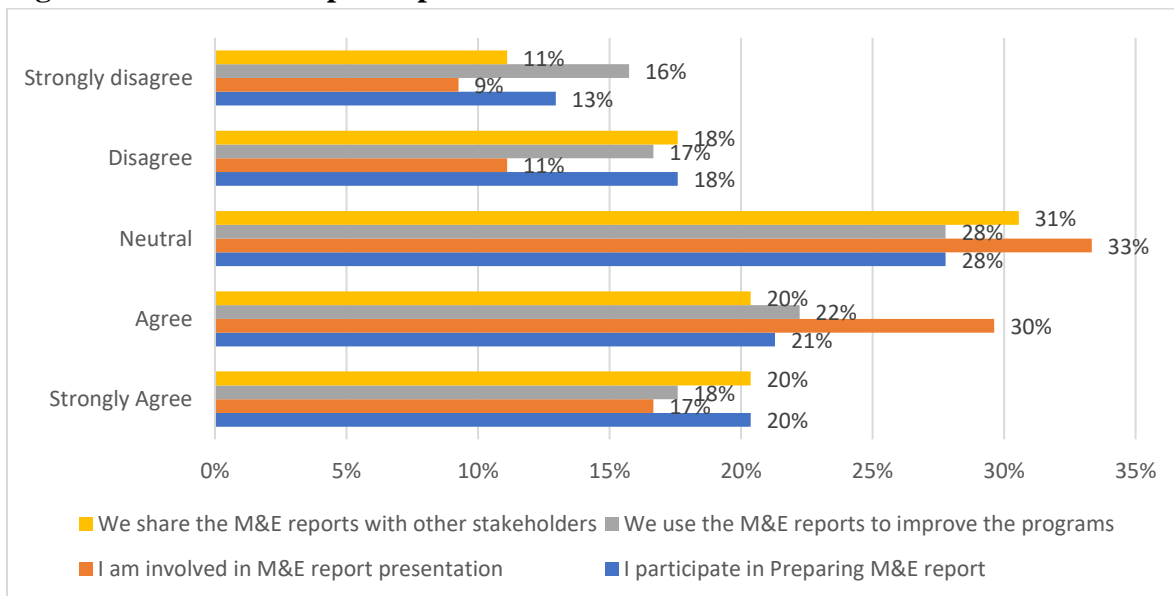
*Project Manager.*

These findings agree with those of Okwu (2005), which reported that M&E empowerment and training helps program beneficiaries to develop and practice the M&E skills required and fills the knowledge hence making them better practitioners.

#### 4.5.5 Stakeholder Participation in Utilization of M&E results

This subsection investigates stakeholder engagement in utilization of M&E results. The respondents were subjected to a five statement to measure their involvement in utilization of M&E results.

**Figure 4.6 Stakeholder participation in Utilization of M&E results**



The results in Figure 4.6 shows that the stakeholders were not adequately involved in utilization of the M&E reports. The finding reveals that 21% of the respondents agree that they participate on preparation of M&E reports, 20% strongly agree and 28% are neutral, 13% strongly disagree and 18% disagree. Overall, 41% of the respondents agreed and 31% disagreed. This shows that there is need to empower the stakeholders and upskill them to ensure they participate extensively on preparation of M&E reports.

The study further probed on stakeholders' participation in presentation of results. 17% of the respondents agreed, 30% agreed, 33% were neutral, 9% strongly disagreed and 11% disagreed. Overall, 47% of the respondents agreed and 20% of the respondents disagreed. This depicted a fair representation of the stakeholder participating in presentation of the results.

Results on stakeholders sharing of the M&E reports with others shows that 20% of the respondents agreed, 20 percent strongly agreed, 31% were neutral, 11% strongly disagreed and 18% disagreed. In total, 40% of the respondents agreed and 29% disagreed. Therefore, the stakeholders need to be enlightened on the importance of sharing the M&E reports and the impact it has on the overall project goals.

Results from Key Informant shows that utilization of M&E data and its application is key to improving the performance of the education and food programme.

*“We have endeavoured to empower the stakeholder so that they can participate in preparation of the M&E data and its utilization. The M&E data should be accessible to all the relevant stakeholders for better use of improving our projects. We will allocate more meetings for M&E trainings and ensure stakeholders participate and utilize the available data.” Project Manager.*

These observations support the finding of Wanda (2013) whose results shows that stakeholders' participation in the utilization of M&E results has an impact on the sustainability of the projects. He adds that M&E reports should be easily accessible by stakeholders and should be prepared in the local language if possible.

#### **4.6 Performance of the Smile Community Projects**

Stakeholder participation in the implementation of Smile Community Centre programs has been key to ensuring sustainability, empowerment and ownership. Stakeholders have been actively participating in the project design, planning, implementation and monitoring and evaluation of the smile community programs.

As shown in Table 4.2 stakeholder participation in the program cycle has led to perception of better performance and sustainability of the programs. 54.6% of the respondents agree that participation in implementation of the projects has a significant impact on the success and sustainability of the programs. The success of the education program has been attributed to active participation of the beneficiaries, donors and project managers. The donor's participation, mentorship and resource mobilization has been key to the success of education program.

From the document review, there has been an increase in the number of youths engaged in the education program from 10 students in 2016 to 38 students in 2020.

*“When we began the education program, very few stakeholders were involved in decision making, planning and implementation. We did not have much success and experienced lots of dropouts especially in the trainings. However, over the years we have engaged the stakeholders from needs assessment to implementation and we have seen successes in the number of beneficiaries growing and completing the various training programs at different levels of education.” Volunteer.*

The Education programs has improved the literacy levels of beneficiaries and impacted over 80 young people.

*“Through the Education program over 80 students have benefitted. We currently have 4 young people in the University, 21 students in High school, 11 tertiary institutions and over 40 in Primary schools. What we can provide is education which will empower this young people to become future leaders and better their Lives. We do not have sufficient resources, but we manage the available funds and we continue to reach out to donors to support this noble work.” Project Manager.*

The Education program has also raised awareness on drugs, provided mentorship to the young people and increased literacy levels through capacity building and vocational training.

The food programme has been essential in meeting the needs of the poor within the Soweto Slums. From document review, the food program reached out to over 1000 women and children who were in dire need especially during the pandemic.

*“The feeding program has been instrumental in providing meals to the vulnerable children and women. The project has help reduce child malnutrition and met the needs of various families*



*within the community. The support of various stakeholders has been key to ensuring the success of these programs.” Volunteer.*

The food program has immensely grown as result of stakeholder participation. Many families have been reached compared to the start of the project. From the document review, few families were reached at the inception of the program but overtime the food program has impacted more families.

*“The feeding program has been very impactful as a results of stakeholder participation. We have been able to identify the needs of the various families, engage the stakeholders particularly the donors and this has provided an opportunity for inclusivity in decision making in relation to food distribution, families prioritization and food bought from the various food drives that we have monthly. In the beginning of the food program, we struggled to acquire resources to buy food and even distribute the scarce we received but when we brought the stakeholders on board, we have been able to have more impact and meet the needs of the vulnerable families and children.”*

*Project Manager.*

#### **4.7 Summary**

From the findings above, stakeholders play significant roles in the implementation of Smile community centre programs. The findings reveal that 36.1% of the respondents participated in needs assessment and 63.9% were not involved. This provided a basis for which the tailor-made programs are planned, implemented and meet the desired goals of the primary stakeholders. This ensured that the priority needs are met and the objectives of the programs are aligned with the identified need.

Increase in the level of stakeholder participation especially the beneficiaries in the program cycle led to increase in performance of food and education program. This is evident by the increase in families accessing food (62%) and the increase in the number of youths participating in the education program (63%). There is significant association between stakeholder engagement in project planning and performance of education and food program.

In addition, 62% of the beneficiaries were actively involved in the implementation of the program activities and 38% were not involved. This resulted to project awareness, local knowledge transfer, transparency and ownership. Increased stakeholders’ participation in program implementation has a direct impact on bettering project performance and achieving the outcomes.

The respondents were not adequately involved in the M&E planning and implementation, only 41.7% being involved and 59.3% of the respondents not participating. 42% of the respondents participated in the utilization and sharing of M&E results and 58% did not. The stakeholders were not fully engaged in M&E planning and utilization of the results due to lack requisite M&E skills, low literacy levels and lack of M&E resources.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of findings, conclusions, recommendation and suggestion for further research.

#### 5.2 Summary of the Findings

The study established that stakeholders played a critical role in the implementation of the Smile community centre food and education programs. The role of each stakeholder is knitted in their participation during the project cycle. The Smile community centre board played a pivotal role in ensuring that stakeholders are engaged and participate in the implementation of the programs.

The research found out that 57.4% of the stakeholders were involved in the planning of the Education and Food programs. This included active participation in needs assessment and prioritizing these needs that formed the basis for the intervention. The beneficiaries of Education program were consulted on the nature of school to attend, the course to undertake and guided on career choices.

During program implementation, most of the stakeholders were actively engaged in the program activities. The research found out that 62% of the stakeholders were involved in the implementation process. The level of stakeholder participation during implementation was critical in the success of the programs. The beneficiaries were actively involved in capacity building, packaging and distribution of materials in the food program. The increase in level participation of stakeholder participation increased the performance of the education and food programme.

The study shows that only 41.7% of the stakeholders were actively involved in the M&E planning and implementation. This was attributed to lack of M&E skills and expertise among the stakeholders. Most of the stakeholders 58.3% were not involved in routine monitoring of the various program activities. The study noted that 42% of the stakeholders participated in utilization

of monitoring and evaluation data. This shows low uptake of the M&E data that is crucial in decision-making process for upcoming programs.

### **5.3 Conclusion of the study**

The study sought to assess stakeholders' participation in Smile community centre programs. This was done through examining roles of stakeholders and level of their participation in planning, design of the programs, implementation and in monitoring and evaluation. From the various studies that have been assessed, stakeholder participation plays a critical role in the success and sustainability of community projects. There is evidence of active participation in the various life cycle of community programs. The primary stakeholder involvement from need assessment, conceptualization and implementation of projects is important for the interventions to meet its objectives.

Majority of the stakeholders were actively involved in planning and design of the Smile Community Centre programs. A needs assessment was key to identify the needs of the beneficiaries which founded the basis for program conceptualization, design and planning. The primary beneficiaries were heavily involved in developing the objectives for the interventions and prioritization of their needs. This led to improved performance of the programs and achieving the desired outcomes.

Stakeholder participation was highest in the implementation stage with over 62% of the stakeholders being involved. Stakeholders actively implemented the programs which was key to its success. The implementation process however faced resources challenges that impacted stakeholder participation. The Smile Community Centre board was crucial in ensuring that considerable number of stakeholders were involved in the implementation of the various project activities.

Stakeholder participation was least in the M&E planning and implementation attributed to M&E skillset challenges among the various stakeholders. The study concludes that stakeholders' participation in M&E is very critical in evaluating program performance.

### **5.4 Recommendations**

Based on the research findings, the study makes the following recommendations.

#### **5.4.1 Recommendation for Policy**

The study found out that stakeholder participation during project conceptualization and design was key in planning. The Community based organizations should streamline their policies to improve on the level of stakeholder involvement in setting the program objectives, designing the M&E plan and framework. The intervention partners such as Smile Community Centres should focus on the needs assessment and involve more stakeholders especially the beneficiaries in the planning process. This can be achieved through the stakeholders being engaged in problem tree analysis which will help in setting the objectives of the programs.

The project implementers should empower the various stakeholders in M&E skills through capacity building. This will help empower the stakeholders to actively be engaged in monitoring and evaluation of the programs and participate in data collection and analysis. The Smile community centre should deploy capacity building for the beneficiaries and utilize the local knowledge in monitoring and evaluating their programs.

There should be easy access to the M&E information on the various interventions implemented by Community based Organizations. There should be awareness creation and communication on the importance of utilization of the M&E data by project implementers. This will help empower the stakeholders to derive best practices and utilize the lessons learnt from the implementation of the programs. Ownership of the M&E results is crucial in improving the future programs.

#### **5.4.2 Recommendation for Future Study**

1. The study focussed on assessing stakeholder participation in Smile Community Centre programs in Kayole, Nairobi. The study recommends examining the same phenomena in other slums in urban areas.
2. The study focussed on the stakeholder participation in Community centre programs. Other researchers may conduct in-depth study on factors that influence stakeholders' participation.
3. The researcher used cross sectional study design. Other researchers may use longitudinal survey design to assess stakeholder participation in Smile community Centre programs.

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## APPENDIX I

### QUESTIONNAIRE FOR THE BENEFICIARIES OF THE SMILE COMMUNITY CENTRE PROGRAMS

The questionnaire was designed to collect data on the assessment of stakeholder participation on community centre programs: a case study of Smile community centre in Kayole informal settlement. If you have any questions, kindly ask for clarification. The information that you will provide will be confidential. Check the boxes, if need be, in answering the questions.

#### SECTION A

##### DEMOGRAPHIC INFORMATION

1. Gender    Male     Female   

2. Age of the respondent

10-15 years        21-25 years        31-35 years      
16-20 years        26-30 years   

3. Highest level of education

Never schooled        Primary        Secondary        Tertiary   

4. How long have you lived in Kayole Informal Settlement?

Less than 6 months        2 - 3years   

6 months to 2 year        Over 3 years   

5. Have you ever been a beneficiary of Smile Community Service Programs?

Yes        No

6. If yes, how long have you benefited from Smile Community Service Programs?

Less than 6 months  2 years

6 months to 1 year  3 years

**SECTION B**

**LEVEL OF STAKEHOLDERS INVOLVEMENT IN IDENTIFICATION, PLANNING, DESIGN, IMPLEMENTATION OF THE PROGRAMS**

7. Have you been involved in the Program's needs assessment?

Yes  No

8. Were you involved in the planning process of the programs?

Yes  No

9. Have you been involved in the implementation of the Programs activities?

Yes  No

10. What is the level of your involvement in the day-to-day activities of the programs?

Yes  No

11. Do you agree that stakeholder participation in planning and design has an impact on the success of the program

Yes  No

**SECTION C**

**LEVEL OF STAKEHOLDERS INVOLVEMENT IN PM&E PROCESS**

12. Have you been involved in determination of Indicators for monitoring and evaluation of smile community centre?

Yes  No

13. Are you involved in the use of participatory tools and methods in smile community centre?

Yes  No

14. Are you involved in data collection and analysis?

Yes  No

15. On a scale of 1-5 kindly indicate the level of your involvement in the following statement.

1 –Strongly agree, 2 – Agree 3 – Neutral 4 – Disagree 5 – Strongly disagree

| <b>Statement</b>  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I am involved in choosing indicators for the programs                         |   |   |   |   |   |
| I am actively involved in collecting data such as brainstorming, diagramming. |   |   |   |   |   |
| All the stakeholders are involved in data analysis process                    |   |   |   |   |   |
| I have the necessary skills to analyse data                                   |   |   |   |   |   |
| I have been engaged in the monitoring and evaluation reports                  |   |   |   |   |   |
| Forums were organized to share he results concerning the projects             |   |   |   |   |   |
| Feedback and follow up forums were organized and actions on feedback given    |   |   |   |   |   |

16. Are you involved in sharing results?



Yes  No

17. Rate the statements on the performance of the Food and education program as a result of participation.

1 – Strongly agree 2 – Agree 3 – Neutral 4 – Disagree 5 – Strongly disagree

| Statements   | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| The food project has increased amount of food distributed  |   |   |   |   |   |
| The education project has led to increase of youths in mentorship programs                           |   |   |   |   |   |
| The education program has led to increase no of youths who attend the education life skills training |   |   |   |   |   |
| The food program has led to increase access to food for families                                     |   |   |   |   |   |
| The sustainability of the food and education Projects have improved lives                            |   |   |   |   |   |

18. On a scale of 1-5 kindly indicate the level of your involvement in the following statement.

1 – Strongly agree 2 – Agree 3 – Neutral 4 – Disagree 5 – Strongly disagree

| Statement  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I participate in Preparing M&E result report         |   |   |   |   |   |
| I am involved in report presentation                 |   |   |   |   |   |
| We use the M&E reports to improve the programs       |   |   |   |   |   |
| We share the M&E reports with other stakeholders     |   |   |   |   |   |
| I participate in Preparing M&E result report         |   |   |   |   |   |
| There was available M&E data                         |   |   |   |   |   |
| M&E data was collected from the right correspondents |   |   |   |   |   |

## APPENDIX II

### KEY INFORMANT INTERVIEW GUIDE

1. What is your role in Smile Community Centre?
2. Are you involved in the Planning, design, implementation of Smile community centre programs?
3. In a scale of 1-10, how effective has Smile Community Centre Programs impacted the lives of the community members?
4. What are some of the positives of smile community centre programs?
5. Has stakeholder participation impacted the success of the programs?
6. What are some of the Challenges that affect the implementation of Smile Community Centre programs?
7. How does resources impact service delivery of Smile Community Centre?
8. In your opinion do you think the Smile Community Centre beneficiaries are skilled to carry out Monitoring and evaluation?