THE FACTORS INFLUENCING THE APPLICATION OF PARTICIPATORY MONITORING AND EVALUATION IN COMMUNITY BASED PROJECTS: A CASE OF IDPs IN MOGADISHU SOMALIA.

BY

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DECLARATION

This is my original work and has not been presented for an academic award

in any other University.

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DEDICATION

This research work is dedicated to my wife Fadumo Muuse karshe and our children, Abdullahi and Asha for their support throughout the years of study. The work is also dedicated to my parents Ambaro Dini Ali and Jama Adan Farah and to my brother Abdi Yusuf Adan and my sister Binti Jama Adan who have supported me to attain this degree.

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LIST OF ABBREVIATIONS AND ACRONYMS

CFS   Community food Security

CSOs   Civil Society Organizations

FANTA   Food and Technical Assistant

FEWS   Famine Early warning Systems

FSNAU   Food Security and Nutrition Analysis

JRT   Joint Review Team

LSG   Local Self Governance

SAP   Structural Adjustment Programs

SSA   Sub-Sahara Africa

UNCEF   United Nation Children Education Fund

NGOs   Non-Governmental Organizations

FFW   Famine For Work

USDA   United State Department of Agriculture

UNDP   United Nation Development Program

PM&E   Participative Monitoring and Evaluation

ABSTRACT

This study was concerned with the factors influencing application of participatory monitoring and evaluation on community based projects. (A case study of Mogadishu Somalia).The purpose of this study was to investigate factors that influence participatory monitoring and evaluation on community based projects in Mogadishu Somalia with the aim of strengthening the participatory monitoring and evaluation so that the community can reap maximum benefits from the food projects. The research objectives to guide the study includes; to establish the influence of time availability on the application of participatory monitoring & evaluation community based projects, to investigate the influence of resource availability on application of participatory monitoring & evaluation on community based projects, to assess the influence of skills availability on application of participatory monitoring & evaluation on community based projects, to examine how participants influence participatory monitoring & evaluation on community based projects, and lastly to explore the extent to which the nature of the organization involved influences participatory monitoring & evaluation on community based projects. Descriptive design was employed while purposive and a stratified sampling technique was used to sample the study sample. Descriptive statistic in form of frequency and percentage tables was used to analyze the data. The findings of this study were that time was found to be very important in PM/E. Sufficient time is needed to develop adapt and implement the agreed process of P M/E hence time was found to be central to the success of PM/E.

Training was also found to be very important in PM/E and it needed a lot of time to be build into the stakeholders. This was because all the leaders indicated that methodologies of doing PM/E needed to be taught to the stakeholders first before embarking on it and selection of indictors also took time. Resources in form of finances and human resource was indeed necessary for PM/E for various activities such as planning, implementation, monitoring and mobilizing the community among other activities. Skills were also found to be necessary in the following area, planning, implementing, assessing and monitoring and for numeracy, literacy, interviewing and monitoring in qualitative and quantitative methods, for Management Information Systems (MIS) and for follow ups. Though identification of those to participate in the study was done using clan elders the implementing agency often found it difficult to identify qualified people for PM/E.

CHAPTER ONE

INTRODUCTION

1.1Background of the Study

Monitoring is the systematic gathering and analysis of information in order to measure if something is changing (Jody & Rist, 2009). Alur Nath and Kumar (2005) define Monitoring as an on-going activity to track project progress against planned tasks to ensure that the project is moving towards the right direction at the right speed so as to achieve its initial self objectives. Monitoring is essential to ensure basic project constraints. Monitoring is a periodic but regular activity for 'keeping track' of what is happening in any project intervention. In this way, changes over time can be recorded effectively. Furthermore, any unexpected or new circumstances can be taken into account, and incorporated in further activities. Evaluation, by contrast, happens normally at the end of a project – or at a pre-defined point within a long period of project interventions (for example, a midterm evaluation) – and entails a reflection and assessment of what has been achieved and learned. Jody & Rist (2009) show that monitoring and evaluation is a curiosity assessment; the information must be collected at regular intervals that are appropriate for the subject matter, cost-efficient and not overly burdensome.

Participatory monitoring and evaluation (PM &E) has many definitions but perhaps the simplest is keeping track of changes with the community stakeholders (Estrella, 2000). The term "participatory monitoring and evaluation" applies to monitoring activities that involve local people who may have not received specialist, professional training and who have varying skills, expertise, societal roles and interests. It is an ongoing and periodic process where local users systematically record the information about their projects, reflect on it and take management

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action (Jody & Rist, 2009). Participatory monitoring and evaluation, by its very nature, calls for the involvement of many people (Alur Nath and Kumar, 2005). It is a process of self-assessment, knowledge generation, and collective action in which stakeholders in a program or intervention collaboratively define the evaluation issues, collect and analyze data, and take action as a result of what they learn through this process (Jackson & Kassam, 1998). It is fundamentally about sharing knowledge-among beneficiaries of the program, program implementers, funders, and often outside evaluation practitioners.

Monitoring calls for on-going documentation of the specifics of program implementation so that results can be explained in light of program processes. Evaluating calls for judgments about the effectiveness and sustainability of the program. Philosophically, participatory monitoring and evaluation seeks to honor the perspectives, voices, preferences and decisions of the least powerful and most affected stakeholders-the local beneficiaries. All too often, evaluation is something done to beneficiaries; participatory approaches argue that evaluation should be done with these key groups Rossman (2001).

Jobes (1997) say that PM&E is different from conventional monitoring and evaluation in that, it is not about outsiders judging and checking' for accountability but about empowering local communities. This means involving people in the decision making of all stages of the project, including the setting of the monitoring and evaluation criteria. PM&E therefore seeks to enable people to put forward their own vision of development so that they can work toward success as they define it. For the community PM&E is about creating local ownership. It aims to help communities to take more control of the project. It is one way to help build up a community's capacity to plan, to take decisions, to act and to get better projects that meet their needs (Jobes, 1997).

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PM&E is grounded in five general principles (Institute of Development Studies (IDS), 1998). Participation- creating structures and processes that include those most directly affected by the program and often those most frequently powerless and/or voiceless in program design and implementation.

Negotiation is a commitment to working through different views (with the potential for conflict and disagreement) about what the evaluation should focus on, how it should be conducted and used, and what actions should result. Learning- among all participants which, when shared, leads to corrective action and program improvement. Flexibility- given changing circumstances, people, and skills available for the process flexibility is required. As circumstances change, those involved in and affected by the evaluation should be committed to modifying their strategies to achieve desired results-knowledge that will shape effective and sustainable programs.

Eclectic- Practitioners can draw on a wide variety of methods to generate information. Beneficiaries can invent some and use local processes that are relevant and heuristic. PM&E is not, however, just a bag of tricks or tools; it is a philosophy, an overall approach to organizational learning that fosters the involvement of those most directly affected. Agreeing with the IDS sentiment expressed above Jobes (1997) identify Key features of PM&E as; PM&E aims to empower local people, community members are fully involved in the process, community members identify their own indicators of success, methods are simple, open, with immediate sharing of results, it is built in from the start of a project and it is flexible to fit the local context.

In terms of what is monitored, distinction is often made between process or output, impact and outcome monitoring or evaluation (Engelkes, 1990). Process or output M&E generally measures

fulfillment of planned activities that make up a development project or program such as the establishment of a plant nursery or training courses organized.

Impact- M&E studies the direct effects of these actions such as increased tree or crop planting or number of people using new techniques learned in courses. The effectiveness of activities in achieving impacts is also considered, e.g. in terms of cost or other inputs. Outcome M&E tries to ascertain the overall (perhaps more long term, or less direct) effects of the intervention e.g. in improving nutrition, reducing erosion, increasing self reliance or self-esteem. These are often much harder to measure and to directly attribute to the actions taken. According to Rossman (2001) development practitioners identify several benefits associated with PM&E.

First, by involving those directly affected, a more clear picture of what is actually happening in a program can be drawn (both successes and failures). Second, key stakeholder groups may feel empowered through participating in the process-they share responsibility for the evaluation processes and results. Third, there is potential to develop capacity and skills in evaluation generally; these can then be applied to other programs and activities. Fourth, when information is generated as a routine part of program operations, there is greater likelihood that this information will be used directly to make mid-course corrections and modifications as the program is implemented. Fifth, there is substantial benefit for team building and creating commitment through collaborative inquiry. Finally, the learning associated with participating in such a process is experiential and can bring a deep sense of meaningfulness to the work.

Woodhill (2006) identifies the following purposes associate with monitoring and evaluation;

Firstly is supporting operational management - providing the basic management information needed to direct, coordinate and control the resources required to achieve any given objective;

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Supporting strategic management – providing the information for and facilitating the processes required to set and adjust goals, objectives and strategies towards improving quality and performance. The second is knowledge generation and sharing – generating new insights that contribute to the established knowledge base in a given field. This includes documenting lessons learned for sharing and feeding into policy reforms that can further enhance performance. Thirdly he identifies empowerment which involves building the capacity, self reliance and confidence of beneficiaries, implementing staff and partners to guide, manage and implement development initiatives effectively; and lastly is accountability which includes impact evaluation- demonstrating to donors, beneficiaries and implementing partners that expenditure, actions and results are as agreed or are as can reasonably be expected in a given situation.

On the other hand Community organizations (sometimes known as community-based organizations) are civil society non-profits that operate within a single local community. It all starts off when a small collection of motivated individuals within a community come together with a shared concern for instance; how can the community respond to the challenges, and opportunities available to them? (http://www.transitiontowns.org/).They are essentially a subset of the wider group of nonprofits. Like other nonprofits they are often run on a voluntary basis and are self funded (NGOs and the New Democracy, 2009).

Within community organizations there are many variations in terms of size and organizational structure. In regards to community-based projects the community is usually determined by geography, or demographics such as age group, gender, income etc. Some are formally incorporated, with a written constitution and a board of directors (also known as a committee), while others are much smaller and are more informal (NGOs and the New Democracy, 2009).

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The recent evolution of community organizations, especially in developing countries, has strengthened the view that these "bottom-up" organizations are more effective addressing local needs than larger charitable organizations (NGOs and the New Democracy, 2009).

It has been argued that (well-designed) community-based projects have the potential to be more inclusive, to empower communities, including poor and marginalized groups, and strengthen linkages between civil society and government (Narayan, 1998; Alkire et al, 2004). Others have questioned the extent to which such complex issues as empowerment can really be addressed through participation in community development projects (Mosse, 2001). There is an extensive literature around the costs and benefits of participation (Cooke & Kothari, 2001). In some cases it is regarded as a means to better problem definition whereas in others it is regarded as something which has inherent value and is thus an end in itself. It is due to such reviewed literature that the researcher sought to establish the factors influencing application of participatory monitoring and evaluation on community based projects.

1.2 Statement of the Problem

According to Kenny (1997) in the past decades, monitoring and evaluation of community based projects in Somalia had generally focused on evaluating a project's progress and answering questions about amounts of funds, which is usually performed by professionals. Recently, the understanding of the importance and role of community participation of monitoring and evaluation of projects has been changed significantly. Local people are working with professionals to develop and implement monitoring programs together but that is not enough because according to Guijt (1999) more powerful donors continue to exercise control. If properly conducted, participatory monitoring and evaluation will have distinct benefits for many projects (Kenny, 1997). However, participatory monitoring and evaluation programs are not

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always easy to implement. Therefore if the community has not received full rights and authority over its projects, participatory monitoring and evaluation remains divorced from decision-making with little possibility of influencing management resulting to unsuccessful and flawed participatory monitoring and evaluating programs (Guijt, 1999). This study therefore, seeks to establish the factors influencing the application of Participatory Monitoring and Evaluation.

1.3 Purpose of the Study

The purpose of this study was to investigate factors that influence participatory monitoring and evaluation on community based projects in Mogadishu Somalia with the aim of strengthening the participatory monitoring and evaluation so that the community can reap maximum benefits from the food projects.

1.4 Research objectives

This study was guided by the following objectives

1. To establish the influence of time availability on the application of participatory monitoring & evaluation community based projects

2. To investigate the influence of resource availability on application of participatory monitoring & evaluation on community based projects

3. To assess the influence of skills availability on application of participatory monitoring & evaluation on community based projects.

4. To examine how participants influence participatory monitoring & evaluation on community based projects.

5. To explore the extent to which the nature of the organization involved influences participatory monitoring & evaluation on community based projects.

1.5 Research questions

1. What is the influence of time availability on the application of participatory monitoring and evaluation of community based projects in Mogadishu Somalia?

2. To what extent does resources availability influence application participatory monitoring and evaluation on community based projects Mogadishu Somalia?

3. What is the influence of skill availability of application on participatory monitoring and evaluation on community based projects in Mogadishu Somalia?

4. In which ways do participants influence participatory monitoring & evaluation on community based projects.

5. What is the extent to which the nature of the organization involved influences participatory monitoring & evaluation on community based projects?

1.6 Significance of the Study

The study are important in identifying factors influencing application participatory monitoring and evaluation of community based projects that are very important to social life improvement, project staff and beneficiaries. It is an advantage for community development that select participatory with the application that has the optimum chance for success in their social issues. One needs to know the kind of participatory monitoring and evaluation beneficiaries.

The findings are also essential for non-government organizations (NGOs), trying to focus on implementing beneficial projects in the area to improve the problem of social life improvement in the area. They can use the findings of this study to implement the best participatory monitoring and evaluation practices.

The study is also relevant to those researchers in academic. The union and in the pursuit or other researchers who are going to conduct research in related areas.

Finally, the study inform decision makers on how to make appropriate policies and strategy while the findings of the study will be useful to the NGOs, in deciding which monitoring and evaluation approach to use.

1.7 Limitation of the Study

Limitations of any study undertaken by a research project are the conditions which are beyond control and may place restrictions on the achievement of the study and its applications to the situation. It may not be possible to control the attitudes of many people such as respondents, donors and NGOs. Some may not understand the importance of applying participatory monitoring and evaluation community based projects.

In addition, due to the continued civil war, the Somali government lacks mechanism to collect and keep data for previous programs, very little information on community based projects in terms of accountability is available. There may be difficulties in traveling and interviewing because of war in the regions so only few key members of the community may be sampled.

Most of the displaced people are illiterate hence may be unable to fill the questionnaire. The researcher thus will assist them in interpreting and filling of the questionnaires.

Lastly, some regional authority may not be willing to release any information concerning the development projects. Most of them may be less concerned with monitoring exercises and the follow up programmes in their regions. The men and women

1.8 Delimitations of the Study

The study was based on the internally displaced people food aid projects in Mogadishu Somalia. The study examined both theory and practice, and discussed some of the key barriers to progress of participation in development process that is fundamental factor to addressing issues of ownership and sustainability of community based projects.

1.9 Basic Assumptions of the Study

In carrying out the study, following assumptions were made:

(i)   The respondents will cooperate with the researcher, will avail their time and will give the required information honestly without reservations.

(ii)   The Internally Displaced People (IDPs) and the organization involved will permit the researcher to ask questions concerned with their food aid.

1.10 Operational definition of Key Terms

Participatory monitoring- involves local beneficiaries in measuring, recording, collecting, processing and communicating information to assist local development project extension workers and local group members in decision-making. What do you have been known until the end beyond that the two men on a new way of what more needs than the DVD as long as you did in the planning commission to the documents filed in

Participatory evaluation- assists in adjusting and redefining objectives, reorganizing

institutional

Community Based projects- These are projects involving partnerships and/or beneficiaries at the local or regional level. The projects have immediate or short term possibilities to help solve problems that affect the citizens of this locality or region

1.11 Organization of the study

This study was organized in to five chapters, Chapter one consisted of background, Statement of the Problem, Purpose of Study, Research Objectives, Research Questions, Significant of the study, Limitations of the study, Delimitations of the study, Basic assumptions, Definitions of significant terms, Organization of the study Chapter two, discussed literature related to participatory monitoring and evaluation on community based projects, participatory monitoring and evaluation, why participatory community based projects monitoring and evaluation, Aims of participatory monitoring and evaluation, theoretical application of time availability, application of resources availability, application of skill availability, participants of participatory monitoring and evaluation, nature of organization, and missing gaps. Chapter three, consists of research design, target population, sample size, sampling, procedure, research instrument, data collection, data analysis, validity and reliability definition of variables, and operationalization of variables. Chapter four also consists of data analysis, presentations, and interpretation. Chapter five discussed summary of the findings, conclusions, and recommendations

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This literature review consists of sub topics such as, time availability resources availability, skills availability, participants in participatory monitoring and evaluation, nature of the project implementing agency, and missing gaps of application in participation of monitoring and evaluation on the community based projects.

2.2 Time availability

According to UNESCO (2009) not all stakeholders will get involved in monitoring and evaluation. Getting involved requires time and energy that not everyone is either prepared or able to give. With respect to time availability and constraints, many have argued that adopting participatory approach that involve more stakeholders will generally require some substantial time commitment (Campos and Caupol, 1996; Feuerstein, 1986).Humbert-Droz (1992) highlights how a self evaluation is much more time consuming especially in terms of project staff days as compared to the external evaluation. He however notes that considerable time investment should be weighed against the inputs.

Allocating adequate time is absolutely central to the success of PM&E. A potential risk comes from the desire for quick results from the implementing agency or other actors. The more pressure that a ministry - or donor - puts on a project for rapid achievement of intended objectives, the less inclined staff will be to stop, reflect, and shift direction and modify plans (Guijt et al., 2005).

Hilhorst & Guijt (2006) show that as PM&E is a negotiated process within communities and between stakeholders who will usually be new to methodological issues and will need to take on new roles and modes of interaction, sufficient time should be allocated to develop, adapt and implement an agreed process. The information and consultation part of the process, for example, should be given sufficient time, to allow for building interest in what the project is all about and the PM&E process itself, and confidence in the intentions of the implementing agency. The intention is to work towards a relation of confidence and trust between project, facilitators and communities.

There are at least four major stages of time that influence PM&E in the period of establishing a process. They include planning the framework for the PM&E process, determining objectives and indicators, gathering data, analyzing and using data by taking action, reporting and sharing information. The planning stage is considered by many to be the most critical to the success of establishing a PM&E process. This is when different stakeholder groups first come together to articulate their concerns and to negotiate differing interests (Feuerstein, 1986). Stakeholders will need to determine their objectives for monitoring & evaluation and identify what information should be monitored and evaluated, for whom, and who should be involved. Results and findings and how they will be applied. Once stakeholders agree on objectives, indicators for monitoring will need to be selected. In many cases, different stakeholder groups usually agree on a set of common indicators, while in other cases multiple sets of indicators are identified to address the different information needs of different stakeholder groups (MacGillivray et al., 1998).

While there are no set rules to select indicators, one guideline is to use the acronym 'SMART': indicators should be specific, measurable, action-oriented, relevant, and time-bound. Another contrasting acronym recently offered is 'SPICED': subjective, participatory, interpreted, communicable, empowering and disaggregated (Roche, forthcoming). The acronym SPICED reflects a shift towards placing greater emphasis on period of developing indicators that stakeholders can define and use directly for their own purposes of interpreting and learning about change.

The next step is data gathering. A wide range of participatory methods are used for monitoring and evaluating information. The case studies in this research provide further examples of innovative techniques for PM&E Many of these methods have been drawn from participatory learning methodologies, such as participatory rural appraisal which comprise a range of audio-visual, interviewing and group-work methods. They can also include quantitative methods, such as community surveys and ecological assessments, which are made more participatory and accessible to local people (Abbot and Guijt, 1998; Rugh, 1992).

Others have adapted methods used in the field of anthropology, including oral testimonies and direct observation. Once information has been collected, the next step entails processing and analyzing data, although ideally data analysis should take place throughout the data gathering stage (Gosling and Edwards, 1995). The idea is to involve the relevant stakeholders in reflecting critically on problems and successes, understanding the impacts of their efforts, and acting on what they have learned. What becomes critical is how stakeholders actually use information in making decisions and identifying future action. The final stage involves documenting and reporting information. This step serves as an important time of disseminating findings and

learning from others' experiences. One important issue at this stage concerns ownership and use of information. Traditionally, information has often been removed from its original source and taken elsewhere, usually to meet information requirements of funding agencies, government agencies and other outside institutions. This prevents local stakeholders from retaining ownership of the information and building their own knowledge base (Kenny, 2000)

2.3 Resource availability

Adequate financial and human resources to carry out the required levels of monitoring and evaluation are required (UNESCO, 2009). Kaarin &Njuki (2005) indicate that resource availability is a basic element of participatory monitoring and evaluation and increases the likelihood that running project activities and resource allocation could continue until the project ends and reach chance to grab advantages.

The budget for the PM&E process should include resources for the following activities; developing the PM&E approach; capacity building; costs for implementation; community and discussion fora facilitation; information and feed-back mechanisms; internal learning; documenting experience; and provisions for scaling up and institutionalization. Most resources for the PM&E process are required in the start-up phase when the approach has to be designed and tested, and facilitators have to be trained and coached. External consultants may be needed to support the design and training of trainers (Hilhorst & Guijt, 2006).

Many intervention projects are sufficiently implemented to the extent to which PM&E of organizational development or project-supported activities can become part of a power play between different resource-user groups and levels of government. PM&E can be introduced deliberately as a means control. It is possible in the framework of multi-stakeholder platforms

that function as monitoring mechanisms for better management of common resources. Facilitated appropriate resource allows the different interest groups to reach agreement on what can be used within their capacities and resource and what needs to be monitored. The funding process must continue through joint assessment of the very PM&E system that the platform puts in place, examining whether the concerns of all stakeholder groups have been deciding factors (Kaarin & Njuki, 2005)

According to Kadzikano & chishawa (2001) resource availability becomes a continuous process feeding to project. Poor infrastructures make PM&E costly, even if records are limited to the most essential. These costs must be justified in terms of the contribution that the PM&E process makes to building capacities for managing human and non human resources with this in mind, development agencies truly committed to community development need to make long-term investments in participatory approaches in the framework of process-oriented projects and programmes.

2.4 Skill availability

Kadzikano (2002) study found out that the skill is the most influential factor of participatory monitoring and evaluation of planning, monitoring, and evaluation officers, program officers, project managers, research/action research officers, trainer/extension workers, community animators/facilitators and advocacy workers, with at least two years direct experience in either planning, implementing or managing monitoring and evaluation activities. The study showed that enhanced participation of community partners and other important project stakeholders in monitoring and evaluation skill can helps improve their understanding of the development process. Increased capacity in monitoring and evaluation contributes to self-reliance in the overall project implementation, ensures better sustainability of project activities and leads to

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better project results. Listening to and learning from program/project beneficiaries and other stakeholders are critical to the process of improving project design and making implementation more responsive to ground realities (Kadzikano, 2002).

UNESCO (2009) indicates that where technical capacity is not adequate, training and technical assistance need to be part of the programme design. Local people have to be trained in facilitation and even advocacy skills, in order to be able to convince appropriate fora that certain constraints are beyond their powers to change. Key information brokers are community facilitators who should be asked to report essential PM&E findings in writing or at meetings. Where possible, communities should also be asked to produce reports for which a format may be proposed. This evolution should be part of the capacity building plan (Hilhorst & Guijt, 2006).

A clear plan of action for capacity-building support on PM&E should be part of project design, strengthening the ability of marginal groups to participate, and helping to establish an environment and attitude open to dialogue, reflection and learning within and among organizations. The implementing agency's experience of working with communities and using participatory approaches and organizational learning will affect the requirements for external assistance and capacity building (Hilhorst & Guijt, 2006).

Capacity building and training may be needed on issues related to the PM&E process, such as the identification of core information needs; the formulation of relevant and feasible indicators; the concept of benchmarking; data collection methods; analysis processes; and how to use findings for reflection and identification of actions. Strengthening facilitation and communication skills for community level processes and multi-stakeholder fora is also required. More basic support to the organizational strengthening of participating civil society organizations, particularly for those of more vulnerable groups, may have to be included.

(Hilhorst & Guijt, 2006). The Participatory techniques can empower project "beneficiaries" by helping them to find areas of responsibility and providing them with the necessary skills needed to carry out the work (numeracy, literacy, interviewing, computing, research, etc. UNESCO (2009) project staff needs to be innovative, to apply common sense and use their knowledge of the supporting population, the environment, the political and cultural context, to ensure that UNESCO (2009) the right questions are asked in the right way.

There are many different techniques and methods used to evaluate programmes. It is this diversity that makes evaluation such a powerful tool. Methods can depend on the questions of interest, on the context, on the evaluator's own philosophical position and on the characteristics of the other people involved in the programme. Evaluators can call on any combination of stances to add depth and quality to the evaluation. Sophisticated and costly designs can be a waste of resources if the question can be answered by simpler means. UNESCO (2009). Today, most people accept that both quantitative and qualitative approaches play a valuable role in evaluating programmes and it is often suggested that 'pluralistic evaluation', i.e. employing a range of both quantitative and qualitative evaluation methods, provides the most appropriate strategy for addressing complex issues about what counts as a successful or a good outcome. As such all stakeholders need to be trained on the same approaches (Beattie, 1995).

Management Information Systems (MIS) assist management in monitoring and controlling project organization, resources, activities and outputs, and in identifying stumbling blocks in time (IFAD, 2002). Some findings (constraints, opportunities etc.) of community level PM&E can only be dealt with by other actors, such as by the implementing agency, and therefore need to be fed into a program's MIS. PM&E findings also help project management and staff to obtain

a clearer picture of what is happening, how the project or service is being perceived, and to identify constraints, problems or unexpected results in a timely fashion. This means that adequate and regular feedback and communication systems between PM&E and project management need to be part of the project design (Hilhorst & Guijt, 2006). This is another area of skills that all stakeholders must learn.

Participatory monitoring and evaluation (PM&E) involves the stakeholders in a collaborative framework for measuring, recording, collecting and processing communication information for use in problem-solving and decision-making. Project partners are able to identify corrective actions immediately during project implementation that can create skilled people. The courses are using participatory methods to stimulate learning and facilitating discussions and sharing information, case analysis, fieldwork, and workshops are the main learning methodologies by expertise (Chishawa, 2000).

The staff members should be provided with clear guidance and methodologies, support from coaches, follow-up training and exchange events. A training program for community facilitators therefore must precede the start of the PM&E at the community level. Understanding PM&E principles and ways of working, building commitment to the process and ensuring equity are important elements of such trainings. Coaching of community facilitators should be oriented towards maintaining the quality of the process, such as ensuring that primary stakeholders remain in the driver's seat, and that the process delivers results (Hilhorst & Guijt, 2006).

2.5 Participants in participatory monitoring and evaluation

Despite growing recognition of PM&E as being distinct from conventional M&E, it is sometimes not easy to distinguish between a monitoring and evaluation process that is participatory and one that is not. Nonetheless, it is important to differentiate between participatory M&E and other

M&E approaches that merely use participatory methods. In PM&E, participants become a central feature of the entire process, from defining objectives and information needs to analysing and using results. For instance, this includes efforts that involve local stakeholders in developing the PM&E system itself. PM&E is distinguished from other M&E approaches that may make use of participatory methods (e.g. in data collection) but that are still mainly controlled and determined by outsiders or selected individuals and groups. In reality, however, there is no clear-cut dichotomy-they are but extreme points of a continuum in which lie various combinations of more and less participatory approaches. A process that is said to be participatory requires participants (Kellerman,1997).

Campos and Coupal (1996) and Howes (1992) found out that identifying who participates in PM&E is a crucial preliminary step towards undertaking participatory M&E. However, identifying and selecting participants often becomes problematic. Power relations among key actors can determine who eventually is able to participate and under what particular circumstances. This is partly because the role of monitor and evaluator allows individuals or groups to use power over others in determining how to interpret change. Allowing or disallowing certain parties to participate depends on who has perceived ownership over the PM&E process. As a consequence, interested parties may not always freely come forward to participate in M&E. Either they strategize to establish their position in the PM&E arena, or they have that opportunity bestowed upon them by other more powerful actors. Such difficulties point to the need to examine how we conceptualize who 'participants' are in the PM&E process (Campilan, 1998)

2.6 Nature of implementing agency

Generally speaking, project implementing agencies can be characterized as follows Large, monolithic government departments that have limited experience of working with communities, and have neither the inclination nor the skills to implement learning-based concepts and techniques; Organizations that have some interest in community interaction, but need considerable handholding support to operationalize learning-based M&E concepts and derive maximum utility from them; Organizations that have a culture of working with communities and are familiar with participatory approaches (Action for Social Advancement, 2005). In all three situations, guidance is needed for setting up a PM&E process. Moreover, in the first two situations considerable capacity building and handholding support may be required on participatory approaches and how to work with primary stakeholders on an equal footing (Action for Social Advancement, 2005). The implementing agency may not realize the importance of getting the PM&E processes started from the beginning, particularly if it is already very busy getting the entire project off the ground.

PM&E usually represents a methodological and social innovation for the implementing agency. The implementing agency may not have sufficiently experienced people to develop the approach and the input of experienced consultants may be required (Hilhorst & Guijt, 2006).

Alur Nath & Kumar (2005) demonstrated that the nature of the organizations involved, and the careful selection of partners, are also critical for the success of any CBO's PM&E. Work in one research site in Brazil indicated that when a partnership is still evolving, such as the local NGO and rural trade unions, or if there are few cohesive local groups that can carry the M&E efforts, then PM&E may be driven by one organization. (Yet interestingly, undertaking PM&E is helping to strengthen the organizations and the partnership.) In another research area in Brazil,

the rural trade union/NGO partnership has thrived for 10 years and the union is well-established, thus making the PM&E initiative easier and more locally driven.

Understanding the social context and the organizational culture of implementing agencies and other partner organizations helps in shaping the PM&E approach and the capacity building plan. Social and institutional self-assessments are useful in this regard, but specially commissioned studies may be required too. Issues that can be addressed are: the political context within which PM&E will be operating; local experience with participation and civic engagement; exclusionary mechanisms; the prevailing attitude of office bearers towards openness and transparency; the presence of fora and spaces to discuss findings; current practice with information exchange, feed-back and dialogue; experience with participatory approaches, learning and critical reflection. The results of these assessments and studies should be reviewed with respect to the implications for project design. It does underline, however, the importance of an adaptive and flexible management style (Hilhorst & Guijt, 2006).

Other related issues concerning the nature of the implementing agency are whether engagements and commitments are honoured and whether interactions between staff and 'beneficiaries' are respectful. This includes the possibility for applying checks and oversights in order to prevent abuse, as well as keeping the actions of project staff and authorities in line with established rules. It also assumes that certain groups or interests do not unduly influence decision-making and the allocation of resources. These issues affect the legitimacy of an organization or body and whether it is perceived as trustworthy and credible (Hilhorst & Guijt, 2006).

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Inviting primary stakeholders to engage in a PM&E process only makes sense when it is focused on activities that are largely within the realm of action of these actors: in other words, when the primary stakeholders conclude that changes are needed, they can implement most of them themselves, even if some constraints identified have to be addressed at other levels. The implementing agency, however, should be prepared to discuss findings that concern them and act upon these when appropriate. There is nothing more demotivating for stakeholders than to see their findings and propositions ignored - this will quickly lead to waning interest and high drop-out rates. PM&E should therefore be used selectively (Hilhorst & Guijt, 2006).

2.7 Missing Gaps

In light of the missing gaps about participatory monitoring and evaluation of community based projects in Somalia, civil war in Somalia started with the destruction of the Northwest in 1988, and ended with the collapse of central government institutions and infrastructure throughout the country from 1991. As a result, the provision of social services such as health, education, water, sanitation, food and nutrition was seriously disrupted or abandoned. Though everyone has the right to a standard of living adequate for the health and well being of himself/herself and of his/her family, it has not been possible without the above mentioned social services Action aid Somaliland (1999). Many skilled and professional people fled the country, leading to a lack of capacity further undermining the quality of social services provided to the Somali people. Despite this situation, some social services continued to be provided.

Today the relative peace and stability in Puntland and Somaliland has allowed for reconstruction and development efforts - driven mainly by the commitment and investment of the Somali Diaspora and the private sector, and supported by the international community. The recent installation of the Transitional Federal Government (TFG) in South and Central Somalia

provides a unique opportunity to reconstruct and rebuild in the conflict-affected areas of Somalia, and establish the structures necessary to provide for regions that have suffered isolation, poverty and under-development. It is in this context that the Somali joint need assessment process was launched, in the belief that there is a better future for the Somali people.

While there are many documented illustrating the lack of positive impacts on community based projects in target war-town in participatory monitoring and evaluation is not clearly effective for local analysis and decision-making. The challenge lies in developing locally-based programs that are also relevant on a larger scale, scaling up. Missing gaps literature of this study reveals that many researchers remain disbelieving about the validity of society of failure states for identifying participation in development projects/programmes.

No studies on this area of interest have been done before now, hence monitoring and evaluation on community based projects in-terms local community active participation remains a gap. Participatory monitoring and evaluation is not easier if the situation are, misunderstanding between donors, government and local community towards community driven M&E, lack of decentralized institutions and transparency, lack of strategic monitoring and evaluation of funding agencies, absence government policy of community participation in monitoring and evaluation development projects, miss-understands participation as a democratic way, lack of process of carefully defining who the community is to avoid missing key people lack of established community awareness of the PM&E process, lack of setting supportive legal/constitutional frameworks, incapacity of local community co-coordinator or other liaison person/institution, lack of security and stability to develop the PM&E process, missing on time feedback of PM&E findings (UNDP, 2009)

Figure 1. Conceptual framework

Independent variables

Time availability	

Resources Availability	

Dependent Variable

Skills Availability	

Application of Participatory to community based projects

Participants in PM&E	

Nature of the project implementing agency	

Political stability

Moderating Variables

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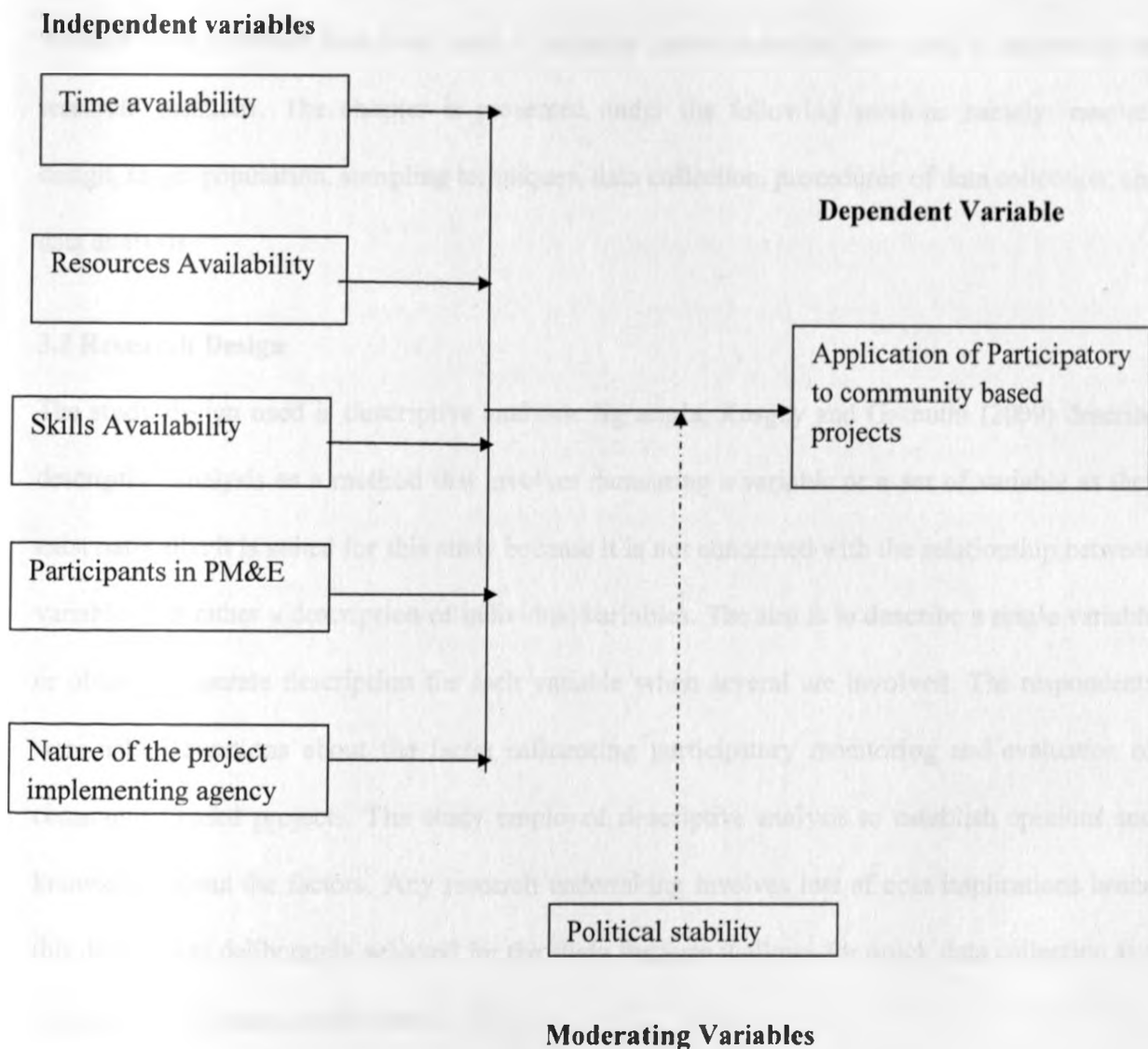
CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter presented the research methodology of the study. It described and justifies the methods and processes that were used in order to collect data that was used in answering the research questions. The chapter is presented under the following sections namely: research design, target population, sampling techniques, data collection, procedures of data collection, and data analysis.

3.2 Research Design

The study design used is descriptive analysis. Ng'ang'a, Kosgey and Gathuthi (2009) describe descriptive analysis as a method that involves measuring a variable or a set of variable as they exist naturally. It is suited for this study because it is not concerned with the relationship between variables but rather a description of individual variables. The aim is to describe a single variable or obtain a separate description for each variable when several are involved. The respondents were asked questions about the factor influencing participatory monitoring and evaluation of community based projects. The study employed descriptive analysis to establish opinions and knowledge about the factors. Any research undertaking involves lots of cost implications hence this design was deliberately selected for the study because it allows for quick data collection at a comparatively cheap cost (Grinnell, 1993).

3.3 Target Population

A target population is the population to which the researcher ultimately wants to generalize the results. This target population is the population from which the sample was drawn. Relevant

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characteristics of the subjects or respondents must be stated as well as the inclusion and exclusion criteria in selecting the subjects or respondents identified. This study selected Mogadishu town purposively (Wardhigley District) which has some of the largest IDP population in Somalia Regions. The area has been getting food aid for about 11years. The targeted area of study's population is estimated to be 1000 households composed of IDPs.

3.4 Sample Size

Mogadishu town (Wardhigley District) has many food aid projects from international donors, local NGOs and religious based organizations. These projects are attached to internally displaced people (IDPs). There are thousands of IDPs who were randomly sampled. They were accessed through their camps. Sample size of this study comprised of about 100 respondents derived from 1,000 households of the targeted population. This was done in line with Mugenda & Mugenda (1999), who say that a sample size can be taken by sampling 10% of the target population.10 local leaders will be selected randomly. So the total number of respondents will be one hundred and ten respondents (110).

3.5 Sampling Procedure

Sampling is important because it makes it possible to generalize the findings of the study to a wider area. The sampling procedure that is most appropriate for the study is random sampling procedure. This will be for a variety of reasons, knowledge of the issue of project monitoring and their past and present experience to the issue. The whole populations of project managers and other stakeholders, as well as Executive Director will be chosen through stratified sampling technique to produce rich, valued and varied data.

3. 6 Research instrument

The research used two data collection methods which were; a questionnaire (Appendix B) to collect data from the community under consideration-Household heads (Wardhigley District). Personal interviews (Appendix C) were administered to get the view and opinion of local leaders of the community, religious leaders, traditional leaders and the youth. The questionnaire had two sections. Section A dealt with personal information while Section B contained questions concerned with time availability, resource availability, skills availability, the participants as well as the nature of the implementing agency.

3.7 Instrument Validity

Validity refers to the appropriateness of the instruments. Validity of the above mentioned instruments was assured through expert judgment and by making sure that the coefficient of validity was at least 70%. Through consultation with the supervisor, standard questionnaire were constructed which could answer the objectives of the study. The formula used to calculate the validity of the instrument was Content Validity Index (CVI) which equals the number of items declared valid divided by the total number of items used in piloting the instrument

3.8 Instrument reliability

Reliability refers to the consistency in measuring whatever it is intended to measure. Mugenda, (2003) indicates that it is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability of the instrument was established through a test-retest technique. The researcher conducted a pre-test of the instrument on a group of subjects who were themselves IDPs and then re-administered the same test to the same subjects for the second time after a week. Those who took part on the piloting were excluded in the main study. From the two tests spearman rank order correlation was employed to compute

the correlation coefficient in order to establish the extent to which the content of the questionnaires are consisted in eliciting the same responses. A correlation coefficient (r) of about 0.75 was established which according to (Orodho, 2009) is considered high enough to judge the reliability of the instrument.

3.9 Data Collection procedures

The questionnaires were administered by the researcher after seeking permission from the authorities in Wardhigley District and participants. Upon the approval, appointments were made with the authorities and the participants where necessary.

3.10 Data Analysis

The questionnaires and the interviews were analyzed by the use of descriptive statistics (frequencies and percentages). The descriptive analysis was appropriate for this study because it involved the description, analysis and interpretation of circumstances prevailing at the time of study. Descriptive statistical techniques were used to analyze various items of the questionnaire. These included averages, percentages, frequencies and totals. This study used frequencies and percentages because they easily communicate the research findings to majority of readers (Gay, 1992). Frequencies easily show the number of subjects in a given category.

A number of frequency and percentage Tables were used to present data findings. Coding was done where the response were transferred into summary sheets by tabulating. They were tallied to establish frequencies. The frequencies were determined by converting similar responses into percentages to illustrate related levels of opinion.

3.11 Ethical consideration

Consent of the participants was sought whereby they agreed to participate in the study through voluntary informed consent without threat or undue inducement. In addition the respondents were assured that the information they gave was to be kept confidential and used only for the purpose of research. For anonymity the respondents were requested not to write their identities in the questionnaire section while the appropriate chain of command was followed before the commencement of the data collection process.

3.12 Operational definition of variables

3.1 Table

Objective	Variable	Indicators	Measurement scale	Types of analysis
1.To establish the influence of time availability on the application of participatory monitoring & evaluation community based projects	Time availability	-Objective are set -stakeholders are brought on board. -Meetings take place -capacity building take place	Nominal Ordinal	Descriptive
2. To investigate the influence of resource availability on application of participatory monitoring & evaluation on community based projects	Resource availability	-Finances for PM&E are availed. -Personnel /participants from the community level are involved. -Other materials such as paper/pens are availed	Nominal /ordinal	Descriptive

3. To assess the influence of skills availability on application of participatory monitoring & evaluation on community based projects.	Skill availability	-Observation skill is developed -Action researching skill is developed -Financial management skill is developed	Norminal Ordinal	Descriptive
4. To explore the extent to which the nature of the organization involved influences participatory monitoring & evaluation on community based projects.	Nature of organization	-Cooperation between stakeholders and implementers -stakeholders Feedback is acted upon -commitments are honoured	Norminal / Ordinal	Descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This study aimed at establishing the factors influencing application of participatory monitoring and evaluation on Community Based Projects. (A case of IDPs in Mogadishu Somalia).

4.2 Questionnaire return rate

One questionnaire (Appendix B) was used as an instrument for collection of data from household heads and it was administered to 100 household heads. There was an interview schedule (Appendix C) which was administered to 10 local leaders.

Table 4.1: Distribution of questionnaire rate

Type respondent's	Total	frequency (f)	percentage (%)
Household head	100	80	80
Local leaders	10	10	100

Out of the 100 questionnaires given to the household heads, 20 (20%) were not returned. But all the local leaders who had been sampled were interviewed because the local leaders had offices within the camps where the researcher could easily identify and interview them. The 20% loss in the household heads questionnaire was due to the wondering nature of the refugees in the camps hence the researcher could not locate some of them to collect the questionnaires back. So the household heads who participated in the study were 80 (80%) and 10 (100%) of the local leaders.

4.3 The demographic characteristics of the respondents

The demographic characteristics of the household heads were obtained by use of 4 closed ended questions and 1 open ended question. The results were presented in Table 4.2,4.3, 4.4, 4.5 and 4.6.

Table 4.2: Household heads gender

Gender	frequency (f)	percentage (%)
Male	58	72.5
Female	22	27.5
Total	80	100

Majority of the household heads who responded to this study were male 72.5% while women formed 27.5%.This however does not mean majority of household heads are male rather the women shyed away from the study due to cultural and religious factors which do not allow women to talk to men freely.

Table 4.3: Distribution of household heads responses as per age of the respondent

Age	frequency (f)	percentage (%)
21- 30	26	32.5
31 – 40	46	57.5
41 –50	5	6.2
51 – 60	3	3.8
Total	80	100.0

Table 4.3 shows that majority 57.5 % of the household heads who responded to this study were in the age bracket 31-40, followed by 32.5% in age bracket 21-30.These ages represent the prime age of those with young children living in camps due to the war in Somalia. The aged 41 to 60 were few in the camps and majority of them were not willing to participate to this study.

Table 4.4: Academic qualifications of household heads

Level of Education	frequency (f)	percentage (%)
Primary Education	26	32.5
Middle Education	35	43.7
Secondary Education	11	13.8
Vocational Education	5	6.2
Tertiary Education	3	3.8
Total	80	100.0

Table 4.4 shows that 32.5% of the respondents had gone up to primary school level which take 4 years in Somalia. Majority of the respondents in the refugee camp had gone up to Middle level education which also covers 4 year. There is a 13.8% of respondent who had gone up to secondary education which also takes 4 years. Those who had vocational education were represented by 6.25 and tertiary education had only 3.8%. The vocational education Programs last from 3 to 4 years. Unemployed adults and young people may receive adult literacy and vocational skills training. The government effort is supplemented by international aid initiatives and commercial enterprise. As for tertiary education there are two forms of education. One is aimed at school dropouts and helps them to become useful employed citizens. The other is the traditional university model that is offered at several universities and polytechnics.

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Table 4.5: Level of Education in comparison to gender

Level of Education /Gender	Male		Female		Total
	f	%	f	%	
Primary Education	6	7.5	20	25	
Middle Education	33	41.5	2	2.5	
Secondary Education	11	13.8	0	0	
Vocational Education	5	6.2	0	0	
Tertiary Education	3	3.8	0	0	
Total	58	72.8	22	27.5	

These results of this Table show that women in Somalia had the lowest education with 25% out of 27.5 % of the women who respondent to the study having the primary school education. Only 2.5% had gone to middle level education. These low levels of education have affected PM/E in the CBOs.

Table 4.6: Responses as to household heads size of the family

Responses	frequency (f)	percentage (%)
1-2 members	6	7.5
3-4 members	20	25.0
5-7 members	36	45.0
8 and above	18	22.5
Total	80	100.0

Table 4.6 shows that the responses from the household head indicated that 7.5% had a family of between 1-2 members while those with 3-4 members were 25% and 5-7 children had a response of 45% and lastly those with above 8 children and above had a 22.5% score. It should be noted that majority of the Somalis are Muslim who are allowed to have more than one wife (Polygamy-up to four wives) hence the big number of family members.

Table 4.7: Responses as to whether any of the family members had full time job

Responses	frequency (f)	percentage (%)
Yes	0	0
No	80	100
Total	80	100

All 100% of the respondents indicated that non of their family members had full time jobs but after probing them it was established that some worked as casual for instance in distributing food stuff to the rest and were paid by the NGOs involved.

4.4 Demographic characteristics of the local leaders

The demographic characteristics of the local leaders was sought using 6 open ended questions and the results were presented on Table 4.8,4.9 and 4.10

Table 4.8: Responses of the local leaders on their gender.

Response on gender	frequency (f)	percentage (%)
Male	10	100
Female	0	0
Total	**10**	**100**

Table 4.8 indicates that all 100% of the local leaders were male. This is due to the fact that they worked for NGOs which advertise for non family jobs. The other reason is also due to the ravaging war in Somalia which has continued for over twenty years and has made the climate not conducive for women to work. Coupled with that is the Islamic culture which does not allow women to talk publicly. It is also important to note that those who worked with the NGOs were not Somali citizens only but were from all over the world.

Table 4.9: Distribution of local leaders responses as per age of the respondent

Age	frequency (f)	percentage (%)
21- 30	2	20
31 – 40	7	70
41 –50	1	10
51 – 60	0	0
Total	80	100.0

Majority of the local leaders 70% were in the age bracket 31-40 followed by those who are between 21-30 years with 20% and age bracket 41-50 was represented by only 10%. Again the results indicate the idea of having the young people working for the NGOs due to the nature of their jobs and the hazards associated with the war in Mogadishu.

Table 4.10: Responses as to what projects the local leaders were involved in.

Responses	frequency (f)	percentage (%)
World Vision Somalia	3	30
Somalia Red Cross	2	20
German Agro Action	2	10
Cooperative Housing Foundation	I	10
Somali Elder	2	20
Total	10	100

As shown in Table 4.10 many of the local leaders in the refugee camp were working for NGOs. 30% were working for World Vision Somalia 20% worked for Red Cross Somalia, 10% worked for German Agro Action and the same percentage worked for Cooperative Housing Foundation. 20% were the only ones representing the Somali elders within the refugee camp. From the interviews it was established that majority of the respondents were dealing with food aid.

4.5 Information about projects in the refugee camp.

Both the local leaders and household heads were given item about projects in the refugee camp. The responses were analyzed and presented on Table 4.11, 4, 12, 4.13 and 4.14.

Table 4.11: Responses as to whether both local leaders and household heads were involved in participatory monitoring and evaluation

Response	YES		NO	
	f	%	f	%
Local leaders	10	100	0	0
Household heads	50	62.5	30	37.5

All the local leaders 100% including the two Somali elders were involved in monitoring and evaluation of the projects they were involved in. As for the household heads only 62.5% were involved and 37.5% were not involved.

Table 4.12: Response as to why household heads were not involved into PM/E

Response	frequency (f)	percentage (%)
Illiteracy	21	26.25
The NGOs do not allow us to be involved in the PM/E process	4	5.0

I don't understand what PM/E is	5	6.25
We are involved in PM/E.	50	62.25
Total	80	100

Those who indicated that they were not involved in PM/E in Table 4.12 were asked to give reasons for their non involvement and illiteracy topped the list with 26.25%. The other reasons given for that was NGOs were not involving them 5% while others did not understand what M/E was 6.25%. The 62.25% response is for those who had indicated in Table 4.11 that they were involved in PM/E.

4.6 Item on how time influences the application of participatory monitoring and evaluation

The first objective of this study was to establish the influence of time availability on the application of participatory monitoring & evaluation community based projects. One open ended question was given to the household heads and statements on a Likert scale were also give to them to respond to. The local leaders responded to two open ended questions in their interview. The results of the findings were presented on Table 4.13, 4.14, 4.15, and 4.16.

Table 4.13: Household heads responses as to the number of times in a month that PM/E were done

Response	frequency (f)	percentage (%)
Once	31	38.75
Twice	5	7.25
Irregularly	18	22.5
Not done at all	26	32.5
Total	80	100

The results of the household heads indicate that PM/E in most organizations was done once per month 38.75%. Those who indicated that they did it twice were the minority with 7.25% response. There are those who said that it was done but irregularly 22.5% .The 32.5 % includes those who indicated that they were not involved in M/E. They also indicated that time was a constraint to them due to the busy schedule of the implementing agents. Also some of the local were too busy to get involved in PM/E.

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Table 4.14: Local leaders responses as to the number of times in a month that PM/E were done

response	frequency (f)	percentage (%)
At least once	10	100
Twice	0	0
Irregularly	0	0
Not done at all	0	0
Total	80	100

All the local leaders 100% in the camp indicated that PM/E was done at least every month meaning that every month PM/E was being in the organizations which they worked for. The result are different from those given by the household heads though it should be noted that some of their responses were out of ignorance because in Table 10 quite a number of them had shown that they were illiterate and other did not know what PM/E meant.

The respondents were asked to indicate whether they strongly agreed (4), Agree (3) disagreed (2) or strongly disagreed (1) with the statements given concerning time in PM/E and their responses were presented on Table 4.15

Table 4.15: Responses as to the views of the household heads concerning time allocation in PM/E

Responses	4 %	3 %	2 %	1 %
1.Sufficient time should be allocated to develop, adapt and implement an agreed process.	67.5	25.0	0	0
2. Allocating adequate time is absolutely central to the success of PM&E	77.5	12.5	0	0

Table 4.15 indicate that majority of the respondents 67.5% strongly agree that sufficient time needs to be allocated to develop adapt and implement an agreed process. 25% of the household heads agreed to that also. In the same tune 77.5% which is a big percentage also strongly agreed that time central to the success of PM/E. This show that time is a factor that influences the success of PM/E in projects.

The local leaders had also been asked to indicate how time affected PM/E and their responses were analyzed on Table 4.16

Table 4.16: Responses as to how time factor affected the PM/E in a project as per the local leaders

Responses (%)	Frequency (f)	percentage
1. Time to develop, adapt and implement the process.	10	100
2. To teach methodologies issue to the stakeholders	10	100
3. To build confidence and trust among the stakeholders	8	80
4. Getting concerns and negotiating different interests	9	90
5. For determining the objectives	7	70
6. For selecting the indicators	10	100

4.6 Items on resource allocation

The second objective of this study was to investigate the influence of resource availability on application of participatory monitoring & evaluation on community based projects. The household heads were given statements to respond to while the local leaders were given one pen ended question to respond to. The responses were analysed on Table 4.17

A table 4.16 show that time is needed for developing adapting and implementing the PM/E process with 100% responses. Also 100% of the leaders indicated that methodologies of doing PM/E need to be taught to the stakeholders first before embarking on it and another 100% response also showed that selection of indictors also take a lot of time. To build confidence and trust among the stakeholders 80% of the leaders showed that time was necessary as well as to get the concerns and negotiating different interests 90% while time for determining the objectives scored 70%.

Table 4.17: Responses as to the views of the household heads concerning resource allocation in PM/E

Responses	4 %	3 %	2 %	1 %
1. Adequate financial and human resource is needed at all levels of PM/E	89	11	0	0
2. Finances are needed for –				
i. capacity building;	70	30	0	0
ii. costs for implementation;	100	0	0	0
iii. community and discussion for facilitation;	80	20	10	0
iv. information and feed-back mechanisms;	60	30	10	0
v. internal learning;	66.25	33.75	0	0
vi. documenting experience;	50	32.25	17.5	0
vii. and provisions for scaling up and institutionalization	61.25	38.75	0	0

Table 4.18 shows that majority 89% of the respondents strongly agreed that adequate financial and human resources are needed at all levels PM/E. 11% agreed to the same. On the areas where money

was needed the household heads 100% agreed strongly that cost for implement was needed, 80% agreed strongly on monies to finance community and discussions for facilitation, 70% for capacity building, 66.25% for internal learning, 50% for documenting the experiences and 61.25% was needed for scaling up and institutionalization.

Table 4.18: Local leader's response as to whether resources were necessary in PM/E of projects

Gender	frequency (f)	percentage (%)
Yes	10	100
No	0	0
Total	80	100

According to Table 17 all the local leaders were 100% in agreement that resources were indeed necessary for PM/E These results are in agreement with the household heads results with quite a big percentages indicating that the resources were needed for various activities shown on Table 4.19

4.8 Items on skills availability and its influence on PM/E

The third objective was to assess the influence of skills availability on application of participatory monitoring & evaluation on community based projects. Three statement concerning skill were given to the household heads to respond to. The local leaders were also asked to respond to one question on whether the implementing agency trains them.The results were shown on Table 4.20 and 4.21 respectively.

Table 4.19: Household heads responses as how skill influences PM/E of projects

Responses	4	3	2	1
	%	%	%	%
Skill is important in PM/E for				
1.Planning,imlementing, assessing and on monitoring	90	10	0	0
2.Numeracy,literacy, interviewing and computing	100	0	0	0
3. For qualitative and quantitative approaches	83.75	16.25	0	0
4. Management Information Systems (MIS)	100	0	0	0
5. For follow ups.	67.50	32.5	0	0
Total	**80**		**100**	

Table 4.19 shows that skills are necessary for PM/E in the following area, planning, implementing, assessing and monitoring with a 90% strongly agreeing to that, for numeracy, literacy, interviewing and monitoring 100%, in qualitative and quantitative 83.75%, for Management Information Systems (MIS) 100% and for follow ups with 67.50%.These results are an indication that skills influence PM/E in the various areas as indicated.

Table 4.20 Response as to whether the implementing agency trains the local leaders

Gender	frequency (f)	percentage (%)
Yes	10	100
No	0	0
Total	80	100

Table 4.20 shows that all 100% of the local leaders were trained in PM/E skills confirming the results of the household heads.

4.9 Items on how participants influence PM/E

The fourth objective was to examine how participants influence participatory monitoring & evaluation on community based projects.

Statement concerning participants were given to the Local leaders who were directly involved in selecting the participants who took part in PM/E. The results were presented in Table 4.21

Table 4.21: Responses from the local leaders as to how participants influence PM/E

Responses	4	3	2	1	
	%	%	%	%	
Identifying and selecting participants often becomes problematic	100	0	0	0	
Power relations among key actors can determine who eventually is able to participate and under what particular circumstances.	100	0	0	0	
Participants strategize to establish their position in the PM&E arena.	85	15	0	0	
Allowing or disallowing certain parties to participate depends on who has perceived ownership over the PM&E process	100	0	0	0	

According to 4.21 all 100% the local leaders agreed without doubt that identifying and selecting participants can often becomes problematic, also 100% strongly agree that power relations among key actors can determine who eventually is able to participate and under what particular circumstances. 85% agree strongly that there are participants who strategize to establish their position in the PM&E arena with 15% who agree with some doubt. There is 100% of the leaders

who say allowing or disallowing certain parties to participate depends on who has perceived ownership over the PM&E process. As to ways in which the leaders identify those to participate PM/E the leader in their interviews used the village elders in the camp or the clan elders.

4.10 Items on how nature of the organization influences PM/E of projects

The last objective was to explore the extent to which the nature of the organization involved influenced participatory monitoring & evaluation on community based projects. Several statements were given to the respondent to respond to and the results presented on Table 4.22, 4.23, and 4.24.

Table 4.22: Responses from household heads as to the extent to which the nature of the organization involved influenced PM/E on community based projects

Responses	4 %	3 %	2 %	1 %	
The implementing agency may lack experienced people to develop the approach		100	0	0	0
Other agencies may not realize the importance of getting the PM&E processes started at the beginning		67.5	10	22.5	0
Experience of the organizations involved, and the careful selection of partners, are also critical for the success of any CBO's PM&E		100	0	0	0
The implementing agency should be prepared to discuss findings that concern stakeholders and act upon these when appropriate		100	0	0	0

The results of this Table indicate that there are times when the implementing agency lack experienced people to develop the approach with 100% agreeing to that. There is a 67.5% who

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agreed without doubt that other agencies may not realize the importance of getting the PM&E processes started at the beginning, however 10%agree to that with some doubt while there is a 22.5% who disagree to that with some doubt. The respondents also indicated that experience of the organizations involved, and the careful selection of partners, are also critical for the success of any CBO's PM&E with100% being in agreeing strongly without a doubt. 100% agree without no doubt that the implementing agency should be prepared to discuss findings that concern stakeholders and act upon these when appropriate

Table 4. 23: Responses as to the issues that can be addressed by the implementing agency

Responses	4 %	3 %	2 %	1 %
i. The political context within which PM&E will be operating;	100	0	0	0
ii. Local experience with participation and civic engagement;	80	10	10	0
iii. The prevailing attitude of office bearers towards openness and transparency; the presence for and spaces to discuss findings;	70	20	10	0
iv. Current practice with information exchange,	100	0	0	0
v. Feed-back and dialogue;	50	0	0	50
vi. Learning and critical reflection.	70	30	0	0
vii. Whether engagements and commitments are honored	100	0	0	0
viii. whether interactions between staff and ' beneficiaries' are respectful	50	0	0	0

As for the results in Table 4.23 majority strongly agreed with all the statement except for a few of them. For instance on feed back and dialogue the respondent only agreed that the implementing agency has only 50% control while the other 50% disagreed strongly without a doubt because they felt that the stakeholders have a key role to play in feedback and dialogue. On Learning and critical reflection the respondents also strongly by 70% while 30% agreed with some doubt. As for the prevailing attitude of office bearers towards openness and transparency; the presence for and spaces to discuss findings 70% were strongly in agreement, 20% agreed with some doubt and 10% doubted. These results indicate that all these roles were not a preserve of the implementing agency rather there were other stakeholders involved.

Table 4.24: Response as to whether involving local people in PM/E activities is beneficial to CBOs

Gender	frequency (f)	percentage (%)
Yes	10	100
No	0	0
Unsure	0	0
Total	80	100

All the household heads 100% agreed that it was important to involve local people in PM/E activities of the CBOs. Non of them refuted that and non of the them was unsure even the ones who had indicated earlier that they were illiterate also agreed that PM/E was beneficial

As a way of concluding all the respondents were asked to give suggestions and recommendation on how local people can actively be involved in participatory monitoring and evaluation on community based projects. The results of the findings for all the respondents were presented together on Table 4.25 for comparison purposes.

Table 4.25: Suggestion as to how the local people can actively be involved in participatory monitoring and evaluation on community based projects.

Response	frequency (f)	percentage (%)
Household heads suggestions		
Enough finances be allocated to PM/E	63	78.75
Consult people on the ground on who should participate	70	87.5
Train them on the M/E processes	80	100
Local leaders suggestions		
1. Project planners should include a clearly delineated monitoring and evaluation plan as an integral part of the overall project plan	10	100
2. All stakeholders be involved in identifying the project, the objectives and goals and identification	7	70
3. Also in collection and analysis of the data, and capturing the lessons and capturing the lessons.	5	50

The suggestion given in indicate that 78.75% of the household heads suggest that enough finances be allocated to PM/E 87.5% say that people on the ground should be consulted on who should be involved in the M/E while 100% think that training them on the M/E processes will go a great way. The leaders suggestions were that project planners should include a clearly delineated monitoring and evaluation plan as an integral part of the overall project plan with100% .70% showed   that all stakeholders be involved in identifying the project, the objectives and goals and identification.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study aimed at establishing the factors influencing application of participatory monitoring and evaluation on Community Based Projects. (A case study of IDPs in Mogadishu Somalia). It used descriptive design and attracted 80% of household heads who participated in the study and 100% of the local leaders.

5.2 Summary of the findings

Out of the 100 questionnaires given to the household heads, 20 (20%) were not returned. But all the interviews scheduled for the local leaders were done because the local leaders had offices where the researcher could easily reach them. The 20% loss in the household heads questionnaire was due to the wondering nature of the refugees in the camps hence the researcher could not locate some of them for the return of the questionnaires. So the household heads who participated in the study were 80 (80%) and 10 (100%) of the local leaders.

5.2.1 Findings on the demographics of the respondents

Majority of the household heads who responded to this study were male 58% while women formed 22%.This however does not mean majority of household heads are male rather the women shyed away from the study due to cultural and religious factors which do not allow women to talk to men freely. Another majority 57.5 % of the household heads who responded to this study were in the age bracket 31-40, followed by 32.5% in age bracket 21-30.These ages represent the prime age of those with young children living in camps due to the war in Somalia.

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The aged 41 to 60 were few in the camps and majority of them were not willing to participate to this study.

Another finding of this study is that a small percentage of the respondents had gone up to primary school, which take 4 years in Somalia. Majority of the respondents in the refugee camp had gone up to Middle level education which covers 4 year. There is a 13.8% of respondent who had gone up to secondary education which also takes 4 years. Those who had vocational education were represented by a mere 6.25% and tertiary education had only 3.8%. The vocational education Programs last from 3 to 4 years. Unemployed adults and young people may receive adult literacy and vocational skills training. The government effort is supplemented by international aid initiatives and commercial enterprise. As for tertiary education there are two forms of education. One is aimed at school dropouts and helps them to become useful employed citizens. The other is the traditional university model that is offered at several universities and polytechnics (UNICEF's Survey of Schools in Somalia for 2003-2004)

The study also found out that women in Somalia had the lowest education with 25% out of 27.5 % of the women who respondent to the study having the primary school education. Only 2.5% had gone to middle level education. These low levels of education have affected PM/E in the CBOs. These results are in agreement with literature reviewed UNICEF's Survey of Schools in Somalia (2003-2004) which indicated that education opportunities in Somalia are limited outside major urban areas and gender representation among both educators and students remains skewed. Though the men had higher education as compared to women still majority had only gone to secondary level. Literature had shown however that many skilled and professional people fled the country due to the civil war, leading to a lack of capacity further undermining the quality of social services provided to the Somali people. Despite this situation, some social services

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continued to be provided. Today the relative peace and stability in Puntland and Somaliland has allowed for reconstruction and development efforts - driven mainly by the commitment and investment of the Somali Diaspora and the private sector, and supported by the international community. The recent installation of the Transitional Federal Government (TFG) in South and Central Somalia provides a unique opportunity to reconstruct and rebuild in the conflict-affected areas of Somalia, and establish the structures necessary to provide for regions that have suffered isolation, poverty and under-development.

Responses from the household head indicated that 7.5% had a family of between 1-2 members while those with 3-4 members were 25% and 5-7 children had a response of 45% and lastly those with above 8 children and above had a 22.5% score. It is worth noting that majority of the Somalis are Muslim who are allowed to have more than one wife (Polygamy-up to four wives) hence the big number of family members as indicated by the majority of the respondents.

All 100% of the respondents indicated that non of their family members had full time jobs but after probing them it was established that some worked as casual for instance in distributing food stuff to the rest of the refugees and were paid by the NGOs involved.

All 100% of the local leaders were male. This is due to the fact that they worked for NGOs which advertise for non family jobs. The other reason is also due to the ravaging war in Somalia which has continued for over twenty years and has made the climate not conducive for women to work. Coupled with that is the Islamic culture which does not allow women to talk publicly. It is also important to note that those who worked with the NGOs were not Somali citizens only but were from all over the world.

Majority of the local leaders 70% were in the age 31-40 followed by those who are between 21 30 with 20% and age bracket 41-50 was responded by only 10%. Again the results indicate the idea of having the young people working for the NGOs due to the nature of their jobs and the hazards associated with the war in Mogadishu.

Many of the local leaders in the refugee camp were working for NGOs. 30% were working for World Vision Somalia 20% worked for Red Cross Somalia, 10% worked for German Agro Action and the same percentage worked for Cooperative Housing Foundation. 20% were the only ones representing the Somali elders within the refugee camp. From the interviews it was established that majority of the respondents were dealing with food aid.

5.2.2 Findings on time availability

Those who indicated that they were not involved in PM/E in Table 10 were asked to give reasons for their non involvement and illiteracy topped the list with 26.25%. This is unlike literature in UNESCO (2009) which had indicated that not all stakeholders get involved in monitoring and evaluation forgetting involved required time and energy that not everyone is either prepared or able to give. With respect to time availability and constraints, many have argued that adopting participatory approach that involve more stakeholders will generally require some substantial time commitment The other reasons given for that was NGOs were not involving them 5% while others did not understand what M/E was 6.25%. The 62.25% response is for those who had indicated in Table 9 that they were involved in PM/E. 67.5% strongly agree that sufficient time needed to be allocated to develop adapt and implement the agreed process of M/E. 25% of the household heads also agreed to that. In the same tune 77.5% which is a big percentage also strongly agreed that time is central to the success of PM/E. 100 of the local leaders also agreed to

the same. This is an indication that time is a factor that influences the success of PM/E in projects.

100% of the leaders indicated that methodologies of doing PM/E need to be taught to the stakeholders first before embarking on it and another 100% response also showed that selection of indictors also take a lot of time. To build confidence and trust among the stakeholders 80% of the leaders showed that time was necessary as well as to get the concerns and negotiating different interests 90% while time for determining the objectives scored 70%.

5.2.3 Resource availability

Adequate financial and human resources are needed at all levels of PM/E with a 89% of the respondents strongly agreeing to that. On the areas where money was needed the household heads 100% agreed strongly that cost for implementation was needed, 80% agreed strongly on monies to finance community and discussions for facilitation, 70% for capacity building, 66.25% for internal learning, 50% for documenting the experiences and 61.25% was needed for scaling up and institutionalization. These results are in line with a study done by Kaarin &Njuki (2005) which indicate that resource availability is a basic element of participatory monitoring and evaluation and increases the likelihood that running project activities and resource allocation could continue until the project ends and reach chance to grab advantages. All the local leaders in this study 100% were also in agreement that resources were indeed necessary for PM/E These results are in agreement with the household heads results with quite a big percentages indicating that the resources were needed for various activities.

5.2.4 Findings on skills availability

Skills too were necessary for PM/E in the following area, planning, implementing, assessing and monitoring with a 90% strongly agreeing to that, for numeracy, literacy, interviewing and monitoring 100%, in qualitative and quantitative methods 83.75%, for Management Information Systems (MIS) 100% and for follow ups with 67.50%. According to literature reviewed Management Information Systems (MIS) assist management in monitoring and controlling project organization, resources, activities and outputs, and in identifying stumbling blocks in time (IFAD, 2002). These results are an indication that skills influence PM/E in the various areas as indicated. All 100% of the local leaders were trained in PM/E skills confirming the results of the household heads that training was very important. organizational learning will affect the requirements for external assistance and capacity building. Agreeing with the findings Hilhorst & Guijt (2006) in their study found out that capacity building and training may be needed on issues related to the PM&E process, such as the identification of core information needs; the formulation of relevant and feasible indicators; the concept of benchmarking; data collection methods; analysis processes; and how to use findings for reflection and identification of actions. In Mogadishu, the area of this study this was a big challenge as this study has indicated that the majority of the residents were illiterate hence could not be trained due to language barrier as well as lack of capacity to grasp the concepts.

5.2.5 Findings of participants in PM&E

All 100% the local leaders agreed without doubt that identifying and selecting participants can often becomes problematic agreeing with literature that the implementing agency may not have sufficiently experienced people to develop the approach and the input of experienced consultants

may be required (Hilhorst & Guijt, 2006). Also 100% strongly agree that power relations among key actors can determine who eventually is able to participate and under what particular circumstances. 85% agree strongly that there are participants who strategize to establish their position in the PM&E arena with 15% who agree with some doubt. There is 100% of the leaders who say allowing or disallowing certain parties to participate depends on who has perceived ownership over the PM&E process. As to ways in which the leaders identify those to participate PM/E the leader in their interviews used the village elders in the camp or the clan elders.

The results of this study indicate that there are times when the implementing agency lack experienced people to develop the approach with 100% agreeing to that. There is a 67.5% who agreed without doubt that other agencies may not realize the importance of getting the PM&E processes started at the beginning, however 10%agree to that with some doubt while there is a 22.5% who disagree to that with some doubt. The respondents also indicated that experience of the organizations involved, and the careful selection of partners, are also critical for the success of any CBO's PM&E with100% being in agreeing strongly without a doubt. 100% agree without no doubt that the implementing agency should be prepared to discuss findings that concern stakeholders and act upon these when appropriate.

5.2.5 Findings on the nature of implementing Agency

Majority strongly agreed with all the statement given on issues the implementing agency needed to address except for a few of them. For instance on feed back and dialogue the respondent only agreed that the implementing agency has only 50% control while the other 50% disagreed strongly without a doubt because they felt that the stakeholders have a key role to play in feedback and dialogue. On Learning and critical reflection the respondents also strongly agreed

by 70% while 30% agreed with some doubt. As for the prevailing attitude of office bearers towards openness and transparency; the presence for and spaces to discuss findings 70% were strongly in agreement, 20% agreed with some doubt and 10% doubted. These results indicate that all these roles were not a preserve of the implementing agency rather there were other stakeholders involved.

5.3 Discussion of the study

This subsection discusses the finding of the study in comparison to literature reviewed

5.3.1 Discussion on the demographics of the respondents

This study found out that women in Somalia had the lowest education with majority having gone up to primary school. These low levels of education have affected PM/E in the CBOs. These results are in agreement with literature reviewed UNICEF's Survey of Schools in Somalia (2003-2004) which indicated that education opportunities in Somalia was limited outside major urban areas and gender representation among both educators and students remains skewed. Though the men had higher education as compared to women still majority had only gone to secondary level. Literature had shown however that many skilled and professional people fled the country due to the civil war, leading to a lack of capacity further undermining the quality of social services provided to the Somali people. Despite this situation, some social services continued to be provided. Today the relative peace and stability in Puntland and Somaliland has allowed for reconstruction and development efforts - driven mainly by the commitment and investment of the Somali Diaspora and the private sector, and supported by the international community. The recent installation of the Transitional Federal Government (TFG) in South and Central Somalia provides a unique opportunity to reconstruct and rebuild in the conflict-affected areas of

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Somalia, and establish the structures necessary to provide for regions that have suffered isolation, poverty and under-development.

5.3.2 Discussion on time availability

Those who indicated that they were not involved in PM/E in Table 10 were asked to give reasons for their non involvement and illiteracy topped the list. This is unlike literature in UNESCO (2009) which had indicated that not all stakeholders get involved in monitoring and evaluation forgetting involved required time and energy that not everyone is either prepared or able to give. The difference in the finding is occasioned by the fact that Somali the area of study has not been having a government for over 20years hence there were no working systems including education. Those who got any form of education got it from the neighboring countries or from the diaspora. However, the with respect to time availability and constraints, many of the respondents in this study argued that adopting participatory approach that involve more stakeholders will generally require some substantial time commitment

5.3.3 Discussion on resource availability

This study established that adequate financial and human resources are needed at all levels of PM/E. On the areas where money was needed all the household heads agreed strongly that cost for implementation was needed. They were also in agreement that monies to financing community, discussions for facilitation, capacity building, internal learning, documenting the experiences, scaling up and institutionalization was necessary. These results are in line with a study done by Kaarin &Njuki (2005) which indicate that resource availability is a basic element of participatory monitoring and evaluation and increases the likelihood that running project activities and resource allocation could continue until the project ends and reach chance to grab advantages. The local leaders in this study were also in agreement that resources were indeed

necessary for PM/E. All 100% of the local leaders were trained in PM/E skills confirming the results of the household heads that training was very important.

5.3.4 Discussion on skills availability

Skills too were found to be necessary for PM/E in the following area, planning, implementing, assessing and monitoring with a majority of the respondents strongly agreeing to that. Skills for numeracy, literacy, interviewing and monitoring in qualitative and quantitative methods, for Management Information Systems (MIS) and for follow ups were especially necessary in Somalia were few if any had such skills. According to literature reviewed Management Information Systems (MIS) assist management in monitoring and controlling project organization, resources, activities and outputs, and in identifying stumbling blocks in time (IFAD, 2002). These results are an indication that skills influence PM/E in the various areas as indicated. The study further found out that organizational learning will affect the requirements for external assistance and capacity building. Agreeing with the findings Hilhorst & Guijt (2006) in their study found out that capacity building and training may be needed on issues related to the PM&E process, such as the identification of core information needs; the formulation of relevant and feasible indicators; the concept of benchmarking; data collection methods; analysis processes; and how to use findings for reflection and identification of actions. In Mogadishu, the area of this study this was a big challenge as this study has indicated that the majority of the residents were illiterate hence could not be trained due to language barrier as well as lack of capacity to grasp the concepts.

5.3.5 Discussion on participants in PM&E
The local leaders who responded to this study agreed without doubt that identifying and selecting participants can often becomes problematic agreeing with literature that the implementing

agency may not have sufficiently experienced people to develop the approach and the input of experienced consultants may be required (Hilhorst & Guijt, 2006). Power relations among key actors in Mogadishu can determine who eventually is able to participate and under what particular circumstances. It was also found out that there are participants who strategize to establish their position in the PM&E arena.

5.3.6 Discussion on the nature of implementing agency

Though literature had indicated that some of the implementing agencies may not realize the importance of getting the PM&E processes started from the beginning, particularly if it is already very busy getting the entire project off the ground (Hilhorst & Guijt, 2006) all the household heads agreed that it was important to involve local people in PM/E activities of the CBOs. Non of them refuted that and non of the them was unsure even the ones who had indicated earlier that they were illiterate also agreed that PM/E was beneficial PM&E usually represents a methodological and social innovation for the implementing agency. So the implementing agency had influence because it was supposed to initiate the PM/E activities, provide the resources and ensure that despite the challenge of lack of skill, that the stakeholders were trained on the methodologies of PM/E. This could be done through consultants as Hilhorst & Guijt (2006) indicates that the implementing agency may not have sufficiently experienced people to develop the approach hence the input of experienced consultants may be required.

5.4 Conclusion of the study

All the local leaders including the two Somali elders were involved in monitoring and evaluation of the projects they were involved in but only 62.5% of the household heads were involved. Those who indicated that they were not involved in PM/E gave reasons for their non

involvement and illiteracy topped the list followed by a response that the NGOs were not involving them. Others did not understand what M/E was.

Time was found to be very important in PM/E. Sufficient time needs to be allocated to develop adapt and implement the agreed process of M/E because it is central to the success of M/E.

Training was also found to be very important in PM/E and it needed a lot of time to be build into the stakeholders. This is because methodologies of doing PM/E needed to be taught to the stakeholders first before embarking on it and selection of indictors also took lots of time. Time was also needed to build confidence and trust among the stakeholder as well as to get the concerns and negotiating different interest. It is also crucial for determining the objectives. Skills were necessary in the following area, planning, implementing, assessing and monitoring. Numeracy, literacy, interviewing and monitoring in qualitative and quantitative methods for Management Information Systems (MIS) and for follow ups. Resources in form of finances and human resource were indeed necessary for PM/E according to this study for various activities. These resources included cost for implementation, community and discussions for facilitation, for capacity building, internal learning, for documenting the experiences and for scaling up as well as institutionalization.

Village elders in the camp or the clan elders were used to identify those to be involved in M/E, although power relations among key actors can determine who eventually is able to participate and under what particular circumstances. There are however participants who strategize to establish their position in the PM&E arena. The experience of the organizations involved, and the careful selection of partners are also critical for the success of any CBO's PM&E.

The study also found out that it is important to involve local people in PM/E activities of the CBOs because. Enough finances should be allocated for PM/E while people on the ground

should be consulted on who should be involved in the M/E. Training them on the M/E processes would go a long way in helping them in the processes involved in PM/E. Project planners should include a clearly delineated monitoring and evaluation plan as an integral part of the overall project plan .The stakeholders should also be involved in identifying the project, the objectives and goals while being involved in collection and analysis of data, and in capturing the lessons.

5.5. Recommendations

This study makes several recommendations which include that;

1. There is need for Somali government to recognize the roles played by women in development and put some affirmative action in place that will enable women to have the equity in their participation especially in peace building, the PM/E processes and also in research participation.

2. Now that there is a government in place there is need for the refugees in the camps to be resettled so as to contribute to development of the country for the study found out that all the respondents did not have the full time employment and all depended on handouts from the NGOs present and the government.

3. There is need for the transitional government to train its citizens on all areas and especially on PM/E because the leaders indicated that there are times they lacked qualified personnel to do that.

4. The education level of the citizens in Somalia and especially in the camps needed to be uplifted because the study found out that those who were not involved in PM/E was due to illiteracy.

5. Literacy has indicated that the construction of Somalia is being done by its citizens who are in the diaspora. The governments needs to formulate initiatives that will bring the elite Somalis back home to contribute to their nation

6.   The NGOs should use the findings of this study to implement the best participatory monitoring and evaluation practices especially those that the study finding has found out that they are not interested on PM/E because the study has also shown that PM/E is very important.

7. Lastly but not least there is need to for the implementing agencies to allocate enough finances for PM/E, train the human resources to be involved, and involve the people who are on the ground who by extension are the beneficiaries of the projects. This will ensure maximum impact as well as continuity of the project long after the implementing agency leaves.

5.6 Suggestions for further research

There need for further research to be done on:-

1. Factor that influence PM/E on projects that are being carried out in peaceful environments.

2. The impact of PM/E on projects efficiency and sustainability.

3. Way in which project managers can mobilize the communities to participate fully in participatory monitoring and evaluation.

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APPENDICES

APPENDIX A: TRANSMITTAL LETTER

Appendix A: Letter to respondents

Dear Respondent,

I am a graduate student of the University of Nairobi. I am conducting a study on the factors influencing application of participatory monitoring and evaluation on community based projects. A case study of internally displaced people (IDPs) in Mogadishu Somalia). This is in fulfillment of the degree in Masters of Arts in Project Planning and Management. You have been selected to participate in this study. I would very much appreciate if you would kindly assist me by responding to all the items attached in the questionnaire. Your name and that of your organization need not to appear anywhere in the questionnaire unless you wish. The information you provide is anonymous and will be used for academic research purposes only.

Your cooperation will be greatly appreciated.

The completed questionnaire will be picked from you two weeks after delivery.

Thankyou in advance.

Yours faithfully,

_____

Abdisalan (Abdisalan Jama Adan)Post graduate student

APPENDIX B: QUESTIONNAIRE FOR HOUSEHOLD HEADS

SECTION A: Information about the stakeholder

1. Indicate your Gender.

Male   ( )   Female   ( )

2. Indicate your age (in years) in the appropriately box

(a) 21- 30   ( )   (b) 31 – 40   ( )

(c) 41 –50   ( )   (d) 51 – 60   ( )

3. What is your highest Academic qualification? (Please explain)------------------------------------

4. How big is your household?

(a) 1-2 members   ( )   (b) 3-4 members   ( )

(c) 5-7 members   ( )   (d) 8 and above   ( )

5. Does any of the households member have a full time job

(a) Yes   ( )   (b) No   ( )

Section b: Information about projects in the refugee camp.
6. Are you involved in monitoring and evaluation in any CBO?
(a) Yes   ( )   (b) No   ( )

7. If your answer in question 7 is yes how many times do you meet in a month-----------?

8. If your answer to question 7 is No kindly give the reasons for not being involved in the monitoring and evaluation---
---?

9. Do you think time is a constraint to monitoring and evaluation?
(a) Yes   ( )   (b) No   ( )

10. Please explain your answer in Question 10 --

Section c. Items on monitoring and evaluation.

Please use the key below to answer the following statements by indicating: (4) strongly agree-if you agree with no doubt at all (3) agree-if you agree with some doubt, (2) disagree- if you disagree with some doubts (1) strongly disagree –if you disagree with no doubt at all.

Statement/Scale	4	3	2	1
Items on time management 12. Sufficient time should be allocated to develop, adapt and implement an agreed process.				
13. Allocating adequate time is absolutely central to the success of PM&E				
Items on resource availability 14. Adequate financial and human resources to carry out the required levels of monitoring and evaluation are required				
15. The budget for the PM&E process should include resources for;				
viii. capacity building; ix. costs for implementation; x. community and discussion for facilitation; xi. information and feed-back mechanisms; xii. internal learning; xiii. documenting experience; xiv. and provisions for scaling up and institutionalization				
Items on skill availability				
Skills are needed for				
-Planning, implementing, monitoring, assessing and evaluation				
-numeracy, literacy, interviewing, computing and for feedback.				
-qualitative and quantitative approaches				
-Management Information Services				
-Corrective action and for				
Follow up actions				
Items on how the implementing agency can influence PM/E				
26. Other agencies may not realize the importance of getting the PM&E processes started from the beginning				
27. The implementing agency may lack sufficiently experienced people to develop the approach and the input of experienced consultants may be required that is why participating				
Experience of the organizations involved, and the careful selection of				

partners, are also critical for the success of any CBO's PM&E				
Understanding the social context and the organizational culture of implementing agencies helps in shaping the PM&E approach				
The implementing agency should keep the actions of project staff and authorities in line with established rules.				
The implementing agency should be prepared to discuss findings that concern stakeholders and act upon these when appropriate				

30. Issues that can be addressed by the implementing agency are:
  i.   the political context within which PM&E will be operating;
  ii.   local experience with participation and civic engagement;
 iii. exclusionary mechanisms;
 iv. the prevailing attitude of office bearers towards openness and transparency; the presence of for and spaces to discuss findings;
  v.   current practice with information exchange,
 vi. feed-back and dialogue;
 vii. experience with participatory approaches,
viii. learning and critical reflection.
 ix. whether engagements and commitments are honoured
  x. whether interactions between staff and 'beneficiaries' are respectful.				

33. In your opinion, do you believe that involving local people in participatory monitoring and evaluation activities is beneficial to community based projects?

    a) Yes
    b) No
    c) Unsure

35. Please give suggestions and recommendation on how local people can actively be involved in participatory monitoring and evaluation on community based projects.--------------------------------
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APPENDIX C: PERSONAL INTERVIEW GUIDE

Guiding questions to the local officials, religious leaders, Local NGOs, and youth and Women

1. Please state your gender---

2. Please state your age---

3. Which project are you involved in? (Mention the name)--

4. What does the project deal with? eg. Food Aid etc---

5. Are you involved in PM&E in any project?---

6. If your answer to question 6 is Yes, how many times do you meet per month----------------------

--.

7. Does PM&E require resources?

10. If your answer to question 10 is Yes please list some of the resource needed?

Human resource --

---.

Other resources---

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8. Does the implementing agency train you on PM&E?--

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9. Please explain your answer to question 12.--

10.How does the implementing agency choose those to be involved in PM&E?------------

11. Please use the key below to answer the following statements by indicating: (4) strongly agree-if you agree with no doubt at all (3) agree-if you agree with some doubt, (2) disagree- if you disagree with some doubts (1) strongly disagree –if you disagree with no doubt at all.

Statements	4	3	2	1
Items on how participants influence PM/E - Identifying and selecting participants often becomes problematic				
- Power relations among key actors can determine who eventually is able to participate and under what particular circumstances.				
- Participants strategize to establish their position in the PM&E arena				
- Allowing or disallowing certain parties to participate depends on who has perceived ownership over the PM&E process				

12. How does the implementing agency affect PM&E? (Please explain)--------------------------------

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14. Please give suggestions and recommendation on how local people can actively be involved in participatory monitoring and evaluation on community based projects.

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_____

_____

Thank you for your cooperation.