

**INFLUENCE OF PARTICIPATORY MONITORING AND
EVALUATION ON PERFORMANCE OF DONOR FUNDED FOOD
SECURITY PROJECTS IN KENYA: A CASE OF KIBWEZI WEST SUB-
COUNTY IN MAKUENI COUNTY**

MWANZIA EDDIE KIMANTHI

**A Research Project Report Submitted in Partial Fulfillment of the
Requirements for the Award of the Degree of Master of Arts in Project
Planning and Management, Department of Open Learning, University of
Nairobi**

2019

DECLARATION

This research project report is my original work and has not been presented for academic award in the University of Nairobi or any other University.

Signature: Date:.....

Mwanzia Eddie Kimanthi

L50/10757/2018

This research project report has been submitted for examination with my approval as the University Supervisor.

Signature: Date:

Dr. Angeline Mulwa

Lecturer, Department of Open Learning

School of Open and Distance Learning

University of Nairobi

DEDICATION

This research project report is dedicated to my dear wife, Angelica, my children Moses, Rebecca and Joshua for their unwavering support and commitment to embrace and nurture academic excellence.

ACKNOWLEDGEMENTS

I wish to acknowledge that tremendous support and encouragement I have received from my Supervisor Dr. Angeline S. Mulwa especially in ensuring that my work was in line with the University of Nairobi requirements. I am deeply indebted to my lecturers; Professor Harriet Kidombo, Professor Christopher M. Gakuu, Professor Charles. M. Rambo, Professor David Macharia, Professor Dorothy. N. Kyalo, Dr. John Mbugua, Dr. Josiah Obare, Dr. Lillian Otieno-Omutoko, Mr. Bwibo Adieri, Ms. Gladys Waithaka, Dr. Daniel Kemei, Dr. Wilson Nyaoro and Dr. Patrick Kathata for their generosity in sharing their great experience and enormous wealth of knowledge. I am equally indebted to the entire Staff in the Department of Open Learning for their relentless efforts and availability to offer assistance whenever I needed it. I equally acknowledge the cooperation and assistance accorded to me by CSO leaders as well as project team members and project beneficiaries who participated in this study.

TABLE OF CONTENT

	Page
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ACRONYMS AND ABBREVIATIONS	x
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study	5
1.4 Research Objectives	5
1.5 Research Questions	6
1.6 Significance of the Study	6
1.7 Delimitations of the Study	6
1.8 Limitations of the Study.....	7
1.9 Assumptions of the Study	7
1.10 Definitions of Significant Terms	8
1.11 Organization of the Research Study	9
CHAPTER TWO: LITERATURE REVIEW	10
2.1 Introduction.....	10
2.2 Performance of donor Funded Food Security Projects	10
2.3 Stakeholder Engagement in PME and Performance of Donor Funded Food Security Projects.....	11
2.4 Staff Training in PME and Performance of Donor Funded Food Security Projects	12
2.5 Resource Allocation in PME and Performance of Donor-Funded Food Security Projects.....	13
2.6 Results Utilization in PME and Performance of Donor Funded Food Security Projects. .	14
2.7 Theoretical Framework.....	14

2.7.1 Program Theory.....	15
2.7.2 Stakeholder Theory	16
2.7.3 Theory of Participation	18
2.8 Conceptual Framework.....	20
2.9 Knowledge Gaps.....	21
2.10 Summary of Literature Review.....	22
CHAPTER THREE: METHODOLOGY	26
3.1 Introduction.....	26
3.2 Research Design.....	26
3.3 Target Population.....	26
3.4 Sampling Procedure	27
3.5 Methods of Data Collection	28
3.5.1 Piloting	28
3.5.2 Validity of Research Instruments.....	29
3.5.3 Reliability of Research Instruments	29
3.6 Data Collection Procedures.....	30
3.7 Data Analysis Techniques.....	30
3.8 Operationalization of Variables Table	31
3.9 Ethical Issues	33
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS	34
4.1 Introduction.....	34
4.2 Demographic Information.....	34
4.2.1 Distribution of Respondents by Gender	34
4.2.2 Distribution of Respondents by their Age bracket	35
4.2.3 Level of Education of the Respondent	35
4.3 Stakeholder Engagement in PME	36
4.3.1 Stakeholders Engagement in Monitoring and Evaluation of Food Security Projects	36
4.3.2 Stakeholder Engagement in PME and Performance of Donor Funded Food Security Projects.....	37
4.3.3 Criteria for Identifying Stakeholders in Respect to Food Security Projects	38

4.4 Staff Training in PME.....	38
4.4.1 Role do Donor Funded Food Security Projects Play in County Development	38
4.4.2 Staff Training in PME and Performance of Donor Funded Food Security Projects.....	39
4.4.3 Criteria for Identifying Staff and Community Members to be Trained on Monitoring and Evaluation	40
4.5 Resource Allocation in PME	41
4.5.1 Time when Resources are Allocated for Monitoring and Evaluation	41
4.5.2 Resource Allocation in PME and Performance of Donor Funded Food Security Projects	41
4.6 Results Utilization in PME	42
4.6.1 Following Predetermined Standard Procedures	43
4.6.2 Results Utilization in PME and Performance of Donor Funded Food Security Projects.....	43
4.7 Performance of Donor Funded Food Security Projects	44
4.8 Inferential Statistics	45
4.8.1 Correlation Analysis.....	45
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	47
5.1 Introduction.....	47
5.2 Summary of Findings.....	47
5.3 Conclusions.....	48
5.4 Recommendations.....	49
5.5 Suggestions for Further Research	49
REFERENCES.....	51
APPENDICES.....	62
APPENDIX I: Letter of Transmittal	62
APPENDIX II: Research Questionnaire	63
APPENDIX III: Research License from NACOSTI	66
APPENDIX IV: Turnitin Originality Report.....	67

LIST OF TABLES

Table 2.1: Summary of Literature Review and Knowledge Gaps	23
Table 3.1: Distribution of Target Population by Organization Legal Status	28
Table 3.2: Reliability Statistics	30
Table 3.3: Operationalization of Variables	31
Table 4.1: Questionnaire Return Rate.....	34
Table 4.2: Distribution of Respondents by Gender	34
Table 4.3: Distribution of Respondents by their Age Bracket.....	35
Table 4.4: Level of Education.....	35
Table 4.5: Stakeholders Engagement in Monitoring and Evaluation of Food Security Projects.....	36
Table 4.6: Stakeholder Engagement in PME and performance of donor funded food security projects	37
Table 4.7: Criteria for Identifying Stakeholders in Respect to Food Security Projects.....	38
Table 4.8: Staff Training in PME and Performance of Donor Funded Food Security Projects.....	39
Table 4.9: Criteria for Identifying Staff and Community Members to be Trained on Monitoring and Evaluation	40
Table 4.10: Time when Resources are Allocated for Monitoring and Evaluation	41
Table 4.11: Resource Allocation in PME and Performance of Donor Funded Food Security Projects	42
Table 4.12: Following Predetermined Standard Procedures.....	43
Table 4.13: Results Utilization in PME and Performance of Donor Funded Food Security Projects.....	43
Table 4.14: Performance of Donor Funded Food Security Projects	44
Table 4.15: Correlation Matrix	45

LIST OF FIGURES

Figure 2.1: Conceptual Framework	21
--	----

LIST OF ACRONYMS AND ABBREVIATIONS

APM	Association of Project Managers
ASAL	Arid and Semi-Arid Lands
CBO	Community Based Organization
CSO	Civil Society Organization
DFID	Department for International Development
FBO	Faith-Based Organization
FFA	Food for Asset
FTC	Feed the Children
GAA	German Agro Action
GOK	Government of Kenya
IFAD	International Fund for Agricultural Development
IFRC	International Federation of the Red Cross
INGO	International Non-Governmental Organization
KESP	Kenya Economic Stimulus Program
KPI	Key Performance Indicator
KNBS	Kenya National Bureau of Statistics
KRCS	Kenya Red Cross Society
MACSON	Makueni Civil Society Organizations Network
MCIDP	Makueni County Integrated Development Plan
NACOSTI	National Commission on Science, Technology and Innovation
NDMA	National Drought Management Authority
NIMES	National Integrated Monitoring and Evaluation System
NGO	Non-Governmental Organization

OECD	Overseas Economic Cooperation for Development
PME	Participatory Monitoring and Evaluation
PMI	Project Management Institute
SDG	Sustainable Development Goal
UNDP	United Nations Development Program
UNGA	United Nations General Assembly
WFP	World Food Program

ABSTRACT

Participatory Monitoring and Evaluation is increasingly becoming a critical tool particularly in the implementation of donor-funded projects. It has become a reality that huge amounts of donor funds are channeled into various food security projects but target communities continue to suffer from the plight hunger, starvation and poverty. This study sought to investigate the influence of participatory monitoring and evaluation on the performance of donor-funded food security projects in Kenya: a case of Kibwezi West Sub-County, Makueni County. The objectives of the study were: to establish the extent to which staff training in PME influences the performance of donor-funded food security projects in Kibwezi West Sub County; to assess the influence of stakeholder engagement in PME on the performance of donor-funded food security projects in Kibwezi West Sub-County to examine the influence of resource allocation in PME on the performance of donor-funded food security projects in Kibwezi West Sub-County; and to investigate the influence of PME results utilization on the performance of donor-funded food security projects in Kibwezi West Sub-County, Makueni county. In this study, the independent variables (IV) were; stakeholder engagement in PME (SE), staff training in PME (ST), resource allocation in PME(RA), and results utilization (RU) in PME. The researcher used descriptive survey design to undertake the study. The target population was one hundred and forty (140) employees working with twenty-four (24) civil society organizations (CSOs) in Kibwezi West Sub-County in Makueni County. A sample size of one hundred and four (104), comprising of 104% of the total population was drawn using probability sampling specifically stratified random sampling method. Data was analyzed using descriptive and inferential statistics. Specifically, the researcher used frequencies and percentages as well as measures of central tendency namely mean, and standard deviation. The study established a positive and significant relationship between stakeholder engagement in participatory monitoring and evaluation, staff training in participatory monitoring and evaluation, resource allocation in participatory monitoring and results utilization in participatory monitoring and evaluation and the performance of donor funded food security projects in Kibwezi West Sub-County Makueni County, Kenya. Based on the findings of the study that came from the respondents in the field and the literature review, the researcher recommends that the relevant government bodies, CSOs and other donors, and all the organizations executing these projects must have a specific well-defined source of finance for the PME exercise. Also, enough financial resources should be allocated and the budget allocation process should be effective so as to have the funds availed at the right time and be in the right hands to ensure the PME processes is successful. The researcher recommends that monitoring personnel should be hired, well remunerated and well trained so as to entrench PME within food security projects. The people to be hired must be in any case well trained and have experience in high standard projects PME. Also, they can partner with bodies like professional bodies like PMI and APM to benefit from the best practices on PME. As revealed by this study, looking at how critical PME is in influencing performance of donor funded food security projects, the study recommends that organizations should institutionalize participatory monitoring and evaluation. In addition, create a monitoring and evaluation unit and /or employ monitoring and evaluation officer(s).

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Participatory monitoring and evaluation has become an indispensable tool in successful design, implementation and sustainability of projects across the World (Kusek & Risk, 2004). In particular, participatory monitoring and evaluation (PME) has become instrumental and critical in the execution of projects geared towards the achievement of the Sustainable Development Goals (SDGs). However, questions have emerged on issues of accountability, transparency, sustainability, project performance, decision making processes and stakeholders/beneficiaries involvement in the projects (Nyonje, Ndunge & Mulwa, 2012). According to Kusek and Rist (2004), monitoring is a continuous assessment of an ongoing project. On the other hand, evaluation is the systematic and objective assessment of projects to determine whether they meet the intended objectives.

The International Federation of the Red Cross (IFRC, 2011) has defined monitoring and evaluation as the routine collection and analysis of data to track progress against set plans and checking compliance to established standards or procedure. Kusek and Risk (2004) argue that evaluation involves identifying and reflecting on the impacts of what has been done, and judging their worth. Conversely, monitoring and evaluation are two interdependent and complimentary terms; therefore, their simultaneous application in food security projects (UNDP, 2002). Participatory monitoring and evaluation is useful in measuring progress towards goals or objectives. Additionally, it is a valuable tool to assess the relevance, effectiveness, efficiency, impact and sustainability of any food security project (IFAD, 2002). Participatory monitoring and evaluation is equally a vital tool in tracking progress in food security project objectives and decision making (Sera & Beaudry, 2007).

In the wake of globalization and the sustainable development goals (SDGs), food security projects have become critical drivers in enhancing socio economic development across the world (OECD, 2002). In the United States for example, food security projects have contributed to socio economic transformation since the dawn of the eighteenth century (DFID, 2010). Ika, Diallo and Thuilier (2012) allude that many epochs and approaches have informed the evolution of food security projects. Chipato (2016) has observed that such

approaches have included technology transfer, social change, social action, sustainable farming practices, farmer-led extension, grassroots climate action and resilience, climate adaptation and smart agriculture as well as grassroots community empowerment.

The Overseas Economic Cooperation for Development (OECD, 2002) reports that food security projects in Europe, particularly in Sweden, German and the United Kingdom, have been undertaken to shape-socio-economic progress. According to Mueke (2011), the successful execution of food security projects has been to a great extent due to the incorporation of participatory monitoring and evaluation. In Sweden, for instance, food security projects have informed the effective and efficient achievement of socio-economic development as well as technological advancement (UNDP, 2016). The improved livelihoods and standards of living among rural and urban communities in German is attributed to successful execution of food security projects (Porter and Goldman, 2013).

Across Africa, particularly in Sub Saharan Africa, execution of food security projects has taken different dimensions and paradigm shifts over the last three decades (Fowler, 2008). In some projects, emphasis has been on sustainable land use practices, climate change adaptation, climate action and resilience, and climate smart agriculture (Mueke, 2013). However, Porter and Goldman (2013) have observed that diverse approaches adopted by food security project implementers have changed over time. Fowler (2004) reports that in the 1960s, the focus was on technology transfer, in the 1970s attention shifted to extension services while in the 1980s more emphasis was on bottom up or community development approach. New approaches in the 1990s focused more on Results Utilization in PME, empowerment and community participation, which were brought to the fore (Fowler, 2008). In 2000s, there was a concerted effort to move towards sustainable land use practices and climate change issues. World Bank (2014) reported that various food security projects had been initiated in Africa in the last decade as efforts to improve the living standards of the African people, particularly the poor and marginalized rural and urban populations.

In Kenya, numerous food security projects have been executed particularly after independence in 1963 to address the issues of hunger, drought, malnutrition and livelihoods (Omosa, 2001). Chipato (2016) notes that various food security projects have been implemented at both national and regional or/and county level. These include the Kenya Economic Stimulus program (KESP), and Youth agribusiness project (Mugambi & Kanda,

2013). Owing to emerging issues in food security, it has become imperative for planners in government, private and civil society sectors to entrench participatory monitoring and evaluation in the design and execution of food security projects (UNDP, 2002). In the year 2004, the Government of Kenya put in place the National Integrated Monitoring and Evaluation System (NIMES) to support the economic recovery strategy and steer the country's development agenda towards the Vision 2030 (KNBS, 2016). NIMES was also meant to embrace participatory monitoring and evaluation into national and county planning processes. Additionally, it intended to adopt a project-oriented approach to development.

Makueni County (formerly Makueni District) has not been an exception in this new dispensation as falls under the Arid and Semi-Arid regions (ASAR), where food security projects have been implemented. Food security projects have been spread across the County as one of the strategies to spur socio-economic and political development as key pillars of the Vision 2030 (KNBS, 2016). The County is located approximately 100 kilometers south east of the Kenya capital Nairobi in lower eastern region of the country (MCIDP, 2013-2017). Makueni County covers an area of 8,034.7 square kilometers with a projected population of more than 0.9 million people. It geographically borders Kajiado County to the West, Taita Taveta County to the South, Kitui County to the East and Machakos County to the North. Makueni County is administratively divided into Kaiti, Kibwezi East, Kibwezi West, Kilome, Makueni, and Mbooni Sub Counties

Kibwezi West Sub-County is located approximately 200 kilometers south east of Nairobi along the Nairobi-Mombasa Highway. It comprises of Kibwezi, Makindu and Nzau districts (MCIDP, 2013-2017). Over the past three decades, various food security projects have been implemented in the Sub-County by various development agencies including international Non-Governmental Organizations (INGOs), local Non-Governmental Organizations (NGOs), community-based organizations (CBOs) and faith-based organizations (FBOs) as well as Government agencies (Kimweli, 2013). Mueke (2013) observes that food security projects spread across the entire Sub-County although in the last decade there has been concentration in Kibwezi, and Makindu Districts.

Some of the NGOs that have been active in the Sub-County include German Agro Action (GAA), Kenya Red Cross Society (KRCS), World Food Program (WFP), and Feed the Children (FTC) among others. Despite the existence of all these donor funded food security

projects, Lawrence and Mwanzia (2006) argue that a significant number of these projects have either become “white elephants” or been abandoned altogether owing to lack of community sense of ownership. A number of the stalled projects include cattle dips, water wells, drip irrigation gardens, fish ponds, grain banks or stores, boreholes, and sand dams. Most of them have either stagnated or completely collapsed due to lack of maintenance after the implementing agencies phase out (Lawrence & Mwanzia, 2003).

According to Lawrence and Freeman (2003), all these point at issues of community involvement, sustainability, accountability and transparency. Conversely though, the Sub-County has experienced unprecedented ‘trial and testing’ of various approaches in execution of food security projects (Lawrence & Freeman, 2003). Kimweli (2013) points out that most of the food security projects have either stalled, or prematurely phased out due to lack of proper stakeholder engagement. Further, Nduati (2010) observes that there are some food security projects, which have been successfully executed and their impacts are evident. In retrospect, as Lawrence and Freeman (2003) argue, enormous amounts of donor funds have been sunk into stalled projects or “white elephants” whose impacts and value have not been sustained.

Mzalendo (2016), a citizens’ watchdog alludes that more five donor- sponsored food security projects initiated between 2004 and 2014 in Kibwezi West Sub-County have stalled. The watchdog argues that this is to some extent due to lack of effective community engagement, poor prioritization during project design, and lack of participatory monitoring and evaluation. In view of the foregoing, this study seeks to determine the influence of participatory monitoring and evaluation on the performance of donor-funded food security projects in Kenya with a specific focus on Kibwezi West Sub-County in Makueni County.

1.2 Statement of the Problem

Over the last three decades, donors in Kenya have channeled tremendous amounts of funds to support the implementation of food security projects in the Arid and Semi-Arid (ASAL) counties including Makueni County. The goal of these projects has been to empower communities to become food secure and explore alternative livelihoods in the wake of climate change (WFP,2018). In addition, these projects contribute to a global agenda under the sustainable development goals (SDGs) to end poverty, zero hunger, good health and wellbeing. (UNDP,2016) Such projects have been executed by international Non-

Governmental Organizations (INGOs), National or local Non-Governmental Organizations (NGOs), Faith based organizations (FBOs) and community-based organizations (CBOs) as well as government agencies.

Despite these efforts, communities in this County continue to grapple with food insecurity while the government through the National Drought Management Authority (NDMA) attempts to cushion local residents with food for asset (FFA) interventions. In a 2018 long rains assessment by NDMA identified Makueni County as one the eleven counties that urgently needed relief supplies (WFP,2018). The dire situation of food insecurity in Kibwezi West Sub-County points to the whole issue of the performance of food security projects that have been executed over the years. Although various donor-funded food security projects have been executed in this Sub-County, it's difficult to point out specific tangible results/impacts associated with them (CARE,2012).

1.3 Purpose of the Study

The purpose of this research study was to investigate the influence of participatory monitoring and evaluation on performance of food security projects in Kibwezi West Sub-County, Makueni County, Kenya.

1.4 Research Objectives

The objectives of the research study were as follows;

- i) To assess the influence of stakeholder engagement in participatory monitoring and evaluation on the performance of donor funded food security projects in Kibwezi West Sub-County Makueni County, Kenya.
- ii) To establish the extent to which staff training in participatory monitoring and evaluation influences performance of donor funded food security projects in Kibwezi West Sub-County Makueni County, Kenya.
- iii) To examine the influence of resource allocation in participatory monitoring and evaluation on the performance of donor funded food security projects in Kibwezi West Sub-County, Makueni County, Kenya.
- iv) To investigate the influence of results utilization in participatory monitoring and evaluation on the performance of donor funded food security projects in Kibwezi West Sub-County, Makueni County, Kenya.

1.5 Research Questions

The research questions under this study will be as follows:

- i) How does stakeholder engagement in participatory monitoring and evaluation influence performance of donor funded food security projects in Kibwezi West Sub-County, Makueni County, Kenya?
- ii) To what extent does staff training in participatory monitoring and evaluation influence performance of donor funded food security projects in Kibwezi West Sub-County, Makueni County, Kenya?
- iii) To what extent does resource allocation in participatory monitoring and evaluation influence performance of donor funded food security projects in Kibwezi West Sub-County, Makueni County, Kenya?
- iv) What is the influence of results utilization in participatory monitoring and evaluation on performance donor funded food security projects in Kibwezi West Sub-County, Makueni County, Kenya?

1.6 Significance of the Study

The output of this study may facilitate effective entrenchment of participatory monitoring and evaluation in the design, planning, execution and phase out of donor funded food security projects. The expected outcome of the study is successful completion of food security projects, which may make significant impact on the socio-economic enhancement of community livelihoods. Further, the outcome may lead to better understanding of influence of participatory monitoring and evaluation and its effect on sustainability of donor funded food security projects in Kenya. Additionally, this may assist in policy formulation particularly in critical areas of project design, planning, execution and closure at county level, regional, national and global levels. Also, the findings of this study may, to a great extent contribute to scientific knowledge generation for academic work particularly in the food security sub-sector and monitoring and evaluation of projects.

1.7 Delimitations of the Study

This research study was specifically designed to investigate the influence of participatory monitoring and evaluation on performance of donor funded food security projects in Kibwezi West Sub-County, Makueni County in the Republic of Kenya. The study utilized data availed from donor -funded food security projects especially grain banks, fish ponds, drip irrigation

projects, water boreholes/wells as well market linkage projects (WFP, 2018). Four key independent variables in PME namely staff training, stakeholder engagement, resource allocation, and results utilization in PME were under consideration. The geographical location of Kibwezi West Sub-County in Makueni County along the Mombasa-Nairobi highway made it logistically well placed for purposes of this study. Additionally, the Sub-County has experienced the implementation of numerous donor funded food security projects (Kimweli, 2013).

1.8 Limitations of the Study

Across the discipline of project planning and management, PME has no “cast-on-stone” or standard approach which is applicable to all projects. Therefore, the researcher endeavored to investigate the approach that resonated with the study purpose and objectives. Kibwezi West Sub-County in Makueni county is geographically wide and has a large population; therefore, ensuring coverage of all the districts was difficult and great challenge. In this respect, the researcher focused on Kibwezi, Makindu and Nzauzi districts. Although a considerable amount of research on monitoring and evaluation has been done in this Sub-County, limited studies have been done in the area of PME. In addition, donor funded food security projects attract a lot of attention owing to the amounts of funds involved, therefore respondents could withhold some crucial information for fear of victimization (Kennedy, 2011). However, the researcher assured respondents of confidentiality in that all information collected was exclusively used in the research.

1.9 Assumptions of the Study

A number of critical assumptions were made in this research study. The researcher assumed that the respondents were cooperative and answered questions asked during the survey correctly and with utmost truthfulness. Another assumption was that the sampled population was as representative to the entire population as possible hence the data collected was authentic and anchored on originality. Additionally, it was assumed that the required resources including finances and time were adequate to undertake the study effectively, efficiently and conclusively.

1.10 Definitions of Significant Terms

Key operational terms used in this research study were as explained herein below;

Food Security Projects; in this study, food security projects entailed specific development projects that were geared towards improving the social and economic livelihoods of communities particularly the poor and marginalized. Food Security projects help to lift vulnerable communities from the plight of poverty, starvation, famine, malnutrition and impoverishment.

Key Performance Indicator (KPI); in this study a key performance indicator (KPI) implied a type performance measure that was used to evaluate achievement of service or product objectives. In service delivery it would include cycle time, which entails the time between when a service is requested and the time the service is actually delivered. KPIs could fall under revenue improvement, cost reduction, process cycle time, improvement, and increased customer satisfaction.

Monitoring and Evaluation; monitoring and evaluation in this study implied the process of constantly checking the conversion of inputs into activities, activities into outputs and outputs into outcomes. A key concern was how progress towards achievement of objectives is tracked. On the other hand, evaluation implied the objective assessment of the overall project performance to determine whether set standards, desired quality and expected impact on target beneficiaries had been met.

Resource Allocation (RA); in the context of this study, resource allocation entailed the process of assigning and managing assets entrusted to a project team. This process involved allocating human, financial and material assets to all components of an M & E including design, planning, implementation and results utilization.

Stakeholder Engagement (SE); under this study, a stakeholder was an individual or group of individuals who had an interest in any given donor-funded food security project. Stakeholders were also those individuals or groups whose interest could be affected by the execution of the food security projects. In this regard, stakeholders in donor funded food security projects included; local community members or beneficiaries, local leaders, project team members, county and national government officials and donors funding the projects.

Staff Training in PME (ST); staff training in PME in this study implied measures taken to ensure that project teams have relevant skills, knowledge, experience and expertise to undertake monitoring and evaluation. The ability of the team and stakeholders to design and entrench a PME systems in food security projects is crucial in ensuring their sustainability. This process of staff training in participatory monitoring and evaluation involves equipping them with the abilities and capacities to carry out PME tasks or jobs efficiently and effectively.

1.11 Organization of the Research Study

The study is organized in five chapters. Chapter one entails the introduction including the background of the study, purpose, objectives, and research questions. In addition, this chapter highlights the significance, delimitations, limitations, definition of operational terms and the organization of the study. Chapter two focuses on review of relevant literature on the concept of participatory monitoring and evaluation. In particular, the chapter brings to the fore available literature review on four thematic issues namely; influence of staff training in PME on project performance, influence of stakeholder participation in PME on project performance, influence of resource allocation in PME on project performance and finally, the influence of results utilization in PME on project performance. Chapter three focuses on the research methodology particularly the research design, target population, sampling procedure, methods of data collection, operational definition variables and methods of data analysis. Chapter four focuses on data analysis, presentation and interpretation. Lastly, Chapter five comprises of the summary; conclusions anchored on the study findings and recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The Chapter reviews available literature on participatory monitoring and evaluation (PME) as well as the performance of donor funded food security projects. A review of existing literature is very significant in that it provides knowledge on the effective strategies to use in dealing with the problems at hand and the issues a research study seeks to address (Kothari, 2004). This chapter discusses the relationship between participatory monitoring and evaluation (PME) training and performance of donor funded food security projects. It reviews previous research related to stakeholder engagement and performance of donor funded food security projects as well as resource allocation vis-à-vis performance of donor funded food security projects.

In addition, the chapter discusses existing relevant literature on the influence of utilization of monitoring and evaluation results on the performance of donor funded food security projects. Further, the chapter expounds on the three theories upon which the study is anchored, namely; program theory, stakeholder theory and theory of participation. In addition, the chapter presents a conceptual framework mapping of the concepts involved in the study and the relationship between the dependent and independent variables. The conceptual framework is also diagrammatically presented in this chapter. Lastly, the chapter discusses knowledge gaps that the study seeks to fill and presents a summary of the literature reviewed.

2.2 Performance of Donor Funded Food Security Projects

In the current globalized world, food security projects have become a key driver of social and economic development especially in the developing countries (UNDP, 2002). In Sub Saharan Africa for instance, donor funded food security projects have been a major intervention by governments, development agencies, bilateral and multilateral bodies, faith-based organizations (FBOs), the corporate sector and community-based organizations (Wholey, 1987). The main aim of these projects is to end hunger being one the sustainable development goals (SDGs) adopted by United Nations General Assembly (UNGA) in 2016. Sammy and Wanyoike (2015) observe that donor funded food security projects in Kenya are spread across all the Semi-Arid and Arid zones. In an effort to realize Kenya's vision 2030 and make devolution work, various food security projects have been initiated across the country (Kibua & Mwabu, 2006).

According to Kimweli (2013), huge amounts of donor funds are channeled into food security projects including involvement of youth in agribusiness and therefore the need to demonstrate return on these investments is imperative. A wide range of interventions are implemented by development agencies across the ASAL counties in Kenya, thus the need for cost and benefit analysis of such initiatives is equally vital (Mutunga, 2013). Kibua and Mwabu (2008) argue that issues and questions have been raised on whether food security projects indeed deliver the desired change or impact on the target beneficiaries especially under the new constitutional dispensation. According to Kusek and Rist (2004), monitoring and evaluation systems provide a basis to measure impact, effectiveness, efficiency, relevance and sustainability of donor-funded food security projects. Therefore, the need to measure the performance of these projects has become a critical concern not only to donors but also to all stakeholders directly or indirectly interested in these projects (Mueke, 2011)

2.3 Stakeholder Engagement in PME and Performance of Donor Funded Food Security Projects

In an effort to ensure effective and efficient participatory monitoring and evaluation of food security projects, stakeholder engagement, involvement and consultation plays a pivotal role (Donaldson & Preston, 1995). Jones (2008) observes that stakeholder engagement and involvement offers an excellent opportunity for stakeholder empowerment and critical reflection. According to Rusek and Rist (2004), critical reflection is a process where outputs of a project PME system are examined through stakeholder scrutiny or “citizen jury” and the results of such a reflection provide insights on how to improve the PME system. Such results are fed back into the PME system.

Miseda (2014) observes that stakeholder engagement not only empowers stakeholders with knowledge and skills in food security projects but also enhances their sustainability. Many countries in Africa, particularly Kenya, have had many food security projects executed by development agencies but fail to pass sustainability test owing to lack of effective stakeholder engagement especially in monitoring and evaluation (Mueke, 2011). According to Mugambi and Kanda (2013), one of the key determinants of an effective monitoring and evaluation strategy of the implementation of community-based projects is stakeholder engagement. This is particularly vital in enhancing community or beneficiary capacities to manage and entrench monitoring and evaluation of their own projects (Mulwa, 2007).

Further, Kimweli (2013) underscores the importance of involving stakeholders in the implementation of monitoring and evaluation of community food security projects. Additionally, Njuki, Kaaria, Chesire and Sanginga (2013) have demonstrated that stakeholder participation is an effective strategy for building self-sustaining monitoring and evaluation systems as well as strengthening organizations involved in food security projects. Stakeholder engagement and involvement enhances transparency and accountability especially in monitoring and evaluation of development projects (Mungai, 2009). Mulwa and Nguluu (2003) attest to the fact that the process of stakeholder engagement presents great opportunities particularly in entrenching monitoring and evaluation to enhance learning and empowerment of the target communities.

However, as Idoro (2012) observes, there are challenges that accompany stakeholder engagement in the integration of monitoring and evaluation systems into donor funded food security projects. The arguments advanced by Nyonje, Ndunge and Mulwa (2012) in monitoring and evaluation planning and project performance attest to the fact that stakeholder engagement is a critical element in the project design, implementation and closure. This resonates well with the execution of donor funded food security projects. According to Omosa (2001), a monitoring and evaluation system is integrated and entrenched within the entire project life cycle bringing in to the fore stakeholder engagement as an integral part of the process.

2.4 Staff Training in PME and Performance of Donor Funded Food Security Projects

Chapolwe (2005) has advanced the argument that failure to measure progress towards success leaves the pathway to success uncertain and unpredictable. However, to track and assess progress towards achievement of predetermined objectives requires human skill. The most valuable asset for a project or organization is its human resources. Therefore, the need for team members who have relevant training and skills in monitoring and evaluation is paramount (Guijt, 1996). According to PMI (2013, PME training and skills are an integral part of the internal capacity of a monitoring and evaluation system in every project. The building and strengthening of a project team PME skills is essentially significant to the successful execution of a project monitoring and evaluation system (Chambers, 1998).

Sera and Beaudry (2007) note that the knowledge and ability of project team members to tackle monitoring and evaluation tasks and activities is essential in ensuring successful, effective and efficient execution of any PME system. In this regard, a food security project that does not have team members who have sufficient training in PME cannot adequately deliver on its desired goal. The PME goal could be geared towards improving learning, performance, accountability and transparency within the project as well as in the local community where the project is being implemented (Guijt, 2000). Moreover, in the absence of a robust staff training in participatory monitoring and evaluation (PME), the anticipated results may remain an ideal and not a reality.

2.5 Resource Allocation in PME and Performance of Donor-Funded Food Security Projects

Resources are scarce and need to be utilized with utmost prudence. They are an essential asset to an organization or project especially the human, financial, and material resource in respect to the successful execution of any project monitoring and evaluation system (Oyugi, 2006). As Lawrence and Freeman (2003) observe in “Lessons under the Mango Tree”, the process of allocating resources for monitoring and evaluation activities is essential in ensuring the successful implementation of any monitoring and evaluation system. In addition, allocating resources for participatory monitoring and evaluation especially in the implementation of donor funded food security projects is critical to their success. Potter and Goldman (2013) note that for the effective and efficient execution of monitoring and evaluation system, a food security project requires an internal capacity to implement and sustain the system.

According to the UNDP (2009), the internal capacity involves project team which has skills in monitoring and evaluation, availability of funds to facilitate PME activities and material resources including office space, information system and required supplies as well as a committed top management. Pfeiffer and Salancil (1978) in “Resource Dependency Theory” argue that resources are instrumental in the execution of any activity. They further allude that in the absence of resources, it would be practically difficult to translate a plan into actual action. According to Hatch (2013), resources are a critical component in the implementation of any activity particularly in the perspective of monitoring and evaluation. Further, Fadare (2013) allude that all projects are resource-constrained and the need to allocate those resources equitably is imperative.

The Global Fund (2011) notes that in the designing, planning and execution of a monitoring and evaluation system, many donor funded projects fail to allocate adequate resources for participatory monitoring and evaluation. This failure significantly impacts on the effective, efficient and successful performance of the project. Additionally, Spaling et al (2014) argues that in order to ensure the project outcomes and impact are sustained, adequate resources need to be allocated for monitoring and evaluation right at the onset of the project design. Consequently, allocating sufficient resources ensures that the monitoring and evaluation activities are undertaken effectively, adequately and successfully (Davis & Adam, 2010). Also, Sera and Beaudry (2007), argue that the whole process of allocating resources is indeed a crucial determinant to the successful and sustainable execution of any monitoring and evaluation system within any given project.

2.6 Results Utilization in PME and Performance of Donor Funded Food Security Projects.

The utilization of PME results has a great bearing on the success and sustainability of food security projects (Kibua, 2006). At the onset of designing a PME system, stakeholders and their interest are identified and analyzed. According to Jody and Ray (2004), in “Ten steps to a results-based monitoring and evaluation system”, this process provides a snapshot of the entire process. Hence, it ensures that the information needs of all stakeholders are clearly defined and the timelines indicated on when the information is required. The robust system created by PME facilitates dissemination of results and their utilization in terms of improving the project performance and sustaining its impacts or benefits (Khan, 2000).

2.7 Theoretical Framework

According to Leedy and Ormond (2005), a theory is a description of phenomenon and the interactions of its variables that are used to attempt to explain or predict. Further, Lee and Fielding (1996) argue that different scholars’ views vary on what constitutes a theory, its purpose, and what is a good theory. Gay and Weaver (2011) define a theory as “a system of laws” and affirm that research knowledge tends to contribute to theory more incrementally, building upon, and adding to a lexicon of facts. In addition, Galtung (1985) describes a theory as a set of assumptions structured by a relation of implication or inference. According to Kaplan (1964), a theory is a group of related generalizations that indicate new observations, which can be empirically tested for the purpose of explaining or predicting. Therefore, this study will be anchored on program theory, stakeholder theory, and theory of

participation. The program theory is very instrumental in evaluation practice of development and infrastructure projects (Rodgers, Petrosino, Huebner & Hacsí, 2000).

2.7.1 Program Theory

Donaldson and Lipsey (2006), explain that program theory has been used over the years to guide monitoring and evaluation activities. Bickman (1987) argues that program theory is a sensible model on how a project or program is supposed to work and states that it is a proposition of the process of turning inputs into outputs as well as transforming a bad state of affairs into a better one through inputs. The theory also demonstrates the process through which project elements are presumed to impact on the outcomes (Bickman, 1990). According to Wholey (1987), the program theory comprises of an elaborate organizational plan on how to deploy resources including human, financial and material, as well as how to organize activities of a project/program to ensure that the intended system is developed and sustained.

The program theory shows the capability of a project or program to fix problems through addressing the gaps identified during a needs assessment as well as providing tools to determine areas of improvement or impact during an evaluation (Bickmann, 1990). Khan (2000) argues that a vast majority of development organizations tackle human service programs that are designed and redesigned from time to time to improve livelihoods. Brousselle and Champagne (2011) allude that program theory is a logical analysis of project planning process and eventual evaluation of the outcomes. As Gay and Weaver (2011) have observed, the concept of program theory is closely related to the use of logical models like the logical framework, the results framework and the goal-oriented planning in project execution.

Jones (2009) argues that the theory therefore utilizes the logical models like the logical framework as its approach in dealing and tackling problems. The program theory is a detailed version of the logic model (Bickmann, 1987). Conversely, just like the logical framework, a graphical representation of the program theory can be done through the logical model (Khan, 2000). According to Jody and Ray (2004), the logic model is used in guiding stakeholder identification, analysis and engagement, the management and evaluation of project outcomes.

According to Brousselle and Champagne (2011), the program theory is useful in the logical analysis and assessment of an intervention right from the planning to evaluation. Bickmann (1987) observes that since monitoring and evaluation are interlinked to the project life cycle,

the application of program theory becomes useful in logically depicting this interlink. Elsewhere, Rodgers (2000) explains that the program theory offers perspectives to carrying out evaluations especially in planning outcomes to monitor and interplay of the various variables. According to Weiss (2004) program theory offers a basis to win and influence stakeholders and allies to mobilize resources and efforts towards effective and efficient monitoring and evaluation of program or project activities. Additionally, program theory provides a platform to develop a model like the logical framework within which all key components are logically aligned (Wholey, 1987).

IIRR (2012) demonstrates that the program involves data collection plans that are entrenched within the framework in order to measure the extent and nature of each element's occurrence. Data that has been collected using different methods and sources on the same element is triangulated (Rodgers et al 2000). Program related data is compared to what was intended and to what the standards are for that particular program. Weiss (2004) recommends the use of critical path diagrams (CPDs) to model the sequence of steps between program activities and the desired outcomes. Wholey (1987) notes that the causal nature of this kind of model helps the evaluator to identify the variable to include in the evaluation exercise, discover where in the chain of events in the sequence breaks down whilst staying alive to the changes in the program execution that may affect the pattern depicted in model.

Arguably, Bickmann (1987) asserts that program theory in the context of evaluation practice today is the construction of a plausible, logical and sensible model of how a program is supposed to work in real world. Also, according to Lipsey (1993) it is a set of propositions as to what goes on in a 'black box' during the transformation of inputs into outputs, meaning how a bad situation is transformed in to a better one. It entails transforming abstract ideas or plans into practical outcome or action. Brousselle and Champagne (2011) also perceives program theory as the process through which program or project interventions are presumed to impact on the outcomes. They note that it is a process through which program or project interventions logically translate into outcomes and impacts. Therefore, the program theory presents a logical perspective of how various program or project components are interlinked and influence each other especially in an evaluation exercise (Bickmann, 1990).

2.7.2 Stakeholder Theory

A stakeholder is an individual or group, which can be affected either positively or negatively by the execution and delivery of a project outcome or objective (Freeman, 1994). Freeman

further asserts that a stakeholder can either be internal or external to the project but has a vested interest in the project deliverables. According to Action Aid (2008), stakeholders have a great influence on an organization or project outcomes. This owes to the fact that it is common for corporations and organizations to produce externalities or program outcomes that impact on different stakeholders in varied ways. Gray (2001) asserts that such externalities and outcomes force stakeholders to exert pressure on organizations to reduce negative impacts and scale up the positive ones. Freeman (1994) explains that the theory suggests that an organization or entity should pursue strategies that put into consideration parties affected by decisions while attempting to minimize costs and maximize benefits to representative groups. The theory calls for public institutions to think beyond financial performance but rather their obligations towards the community and their constituents (Jones, 1995).

According to Jones (2008), the interplay in monitoring and evaluation are far beyond the traditional fiduciary duties to stakeholders and extend to clients or customers, employees, contractors, suppliers and neighboring communities. Mitchel, Agle and Wood (1997) perceive an organization as a system of stakeholders created as a legal entity which functions for the benefit of the community or society. Jones (2009) holds that organizations are established with a purpose to create wealth or value to the shareholders and stakeholders. According to Jensen (2001), a monitoring and evaluation system should meet the various needs of stakeholders, in particular when a livelihood project is initiated.

Development projects particularly food security initiatives are owned collectively by political communities, which exert pressure on organizations to meet stakeholder needs and expectations (Freeman, 1994). Public authorities create environmental regulators which formulate policies and requirements and ensure there is compliance as well as well as penalties for non-compliance with public participation laws (Donaldson & Preston, 1995). In Kenya for example, the constitution requires public or stakeholder participation in all projects and programs (GoK, 2012). Overall, the above perspectives indicate that there is a positive relationship between the pressures of stakeholders and the monitoring and evaluation of donor funded food security projects. Stakeholder theory is majorly applicable to public or community development projects in water, education, health, infrastructure and agriculture sectors (Argandona, 1985).

Stakeholder theory is anchored on the “stakeholder mindset”, which entails the basic idea of creating value for stakeholders. They attest that the needs and interests of the various individuals and groups the organization interacts with, directly or indirectly should be addressed in a balanced approach (Freeman et al ,2010). It is on the backdrop of this assertion that donor funded food security and livelihood interventions need to carry out rigorous and in-depth stakeholder holder analysis. Consequently, this helps to identify the specific needs and interests of stakeholder as well as to ensure that they are effectively addressed (Mitchel, Agle& Wood, 1997). As Jones (1995) asserts, this is particularly relevant to the entire process of monitoring and evaluation of development interventions, especially where donor funded food security projects are undertaken.

2.7.3 Theory of Participation

The theory of participation especially of beneficiaries in development projects has been proposed by various researchers and development activists as an appropriate strategy to attain sustainability (Chitere & Ileri, 2004). According to Wengert (1976), ‘if there is a political revolution going on around the world, it is what might be called participation explosion’. Wengert further alludes that the participation phenomenon may be worldwide, although its meaning, role, function and importance may vary from culture to culture and from political system to political system. He argues that the drive or reasons for seeking more participation vary depending on the perspectives from which the subject is approached as well as the stakeholders concerned. In the particular, the institutional, political, economic context and self-interest of those opposing as well as those supporting participation shapes these drives or reasons (APM, 2016).

The participatory theory forms the basis upon which to build a model and framework for empowerment and Results Utilization in PME of target beneficiaries of any development initiative. In order to critically and clearly analyze empowerment in respect to participation, the root constructs of power and control from which empowerment construct is derived must be considered (Conger & Kanunga, 1988). According to Edwards (2013) in “a theory of participation in 21st century governance”, states that the “emergence of highly vocal populist movements across the globe in 2011 has put the relationship between the public agency and citizenry under a proverbial microscope, as a common theme among protestors is the lack of citizens voice in governance”.

This resonates quite well with the entire process of program and project delivery and sustainability. Edwards (2013) in examining the historical back-and-forth that public participation and populism in participation theory particularly in the 21st century, asserts that it has entrenched democracy. Although populism and participation are differing constructs, they have a shared theme in that both involve the expression of individual's view or that of a group in public domain. According to Edwards (2013), a relationship does exist between community culture and capacities, which tend to build stronger, cohesive and democratic communities. Therefore, the theory of participation in practice helps to build a robust positive civic culture and enhance community capacities. The in-person exchange that exists between public entities and citizens in participation has the potential to improve prospects of deliberative democracy (Arnstein, 1969).

Mansuri and Rao (2012) identify the focus on participation in development projects, particularly from the mid-1980s, as a reaction against large-scale "top-down" investment projects, and the social costs of structural adjustment. They further argue that the quest for renewed policy interest in participation accompanied by expansion in funding, has proceeded, in a large extent, with little systematic effort to understand the particular challenges involved in participation or to learn from past programs. As a result, the process is arguably still driven by more ideology and optimism than by systematic analysis, either theoretical or empirical. According to Mansuri and Rao (2012), there is distinction between "organic" participation and "induced" participation. "Organic" participation reflects collective action organized by communities or through local political action, often geared to counter state actions. On the other hand, "induced" participation is typically influenced by donors or government programs, and international NGOs notably through decentralization, devolution and community-driven development.

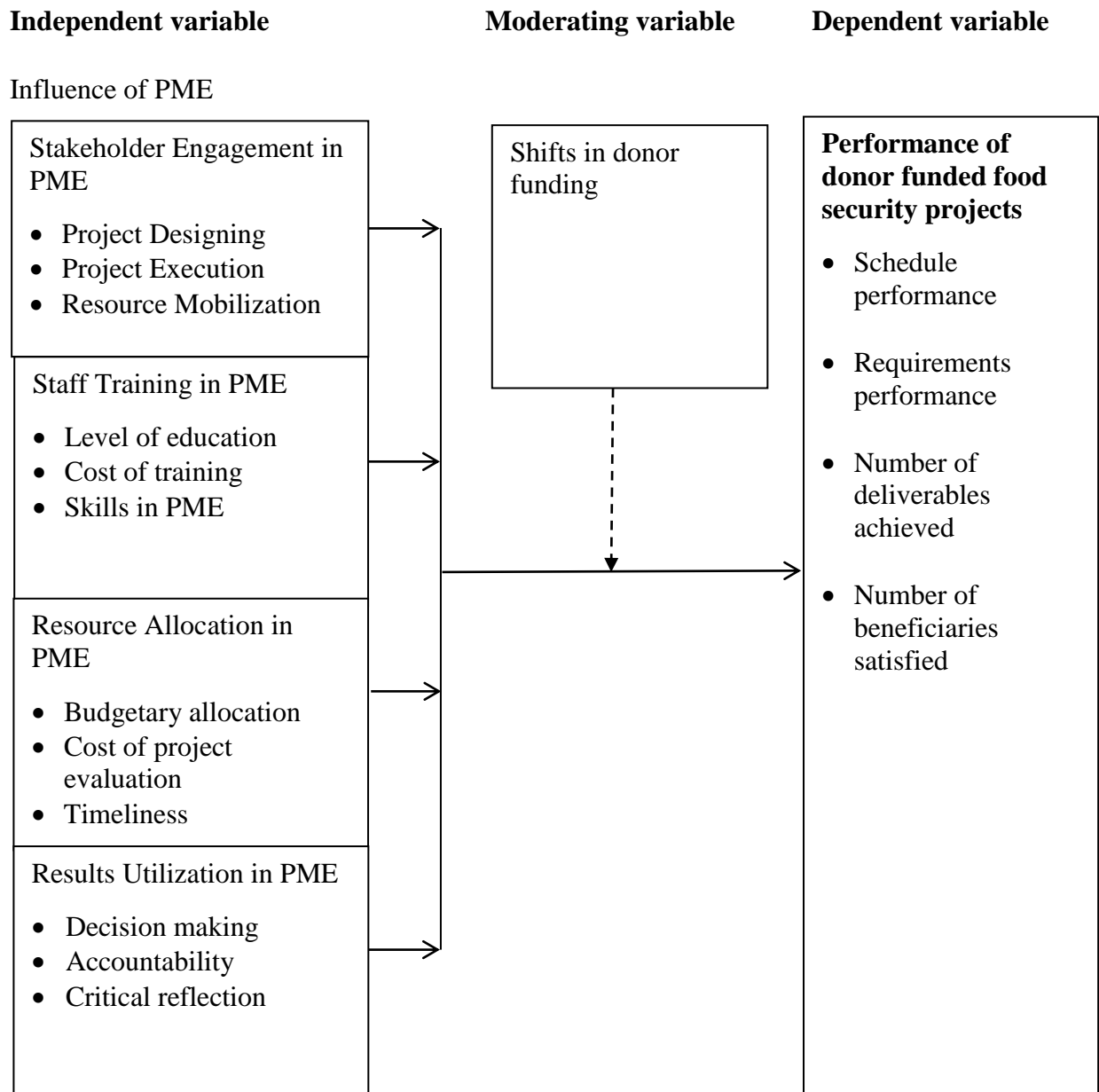
In comparison though, beyond the instrumental argument for participatory approaches, Norad (2013) notes that the meaning and scope of "participation" in development discourse has expanded from engagement or involvement in community projects to participation in policy lobbying and advocacy. Conversely, the discourse of politics and governance, compounded with forms of participation in the economic and socio-cultural dimensions has greatly influenced the scope of participation. The wider concept of the participatory theory therefore is essential and central to the idea of a citizen, understood as someone with rights, aspirations, and responsibilities in relation to other community members and the state (DFID,

2010). Arguably, according to Chambers (2009), the rights of a citizenship can be seen as a precursor to active practice and socio-political participation as part of a relationship of accountability between duty holders and the right owners.

2.8 Conceptual Framework

According to Mugenda and Mugenda (2003), a conceptual framework provides a reflection of how the different variables are related to each other. As explained earlier in the introduction of this chapter, the variables defined here were independent and dependent. An independent variable is a factor that influences and determines the behavior or effect of the dependent variable. In this study, the independent variables include; staff training in PME (ST), stakeholder engagement (SE), resource allocation (RA) and PME results utilization (RU). On the other hand, a dependent variable is a factor that is monitored and/or measured to establish the effect of the independent variable. In this study, the dependent variable is the performance of donor funded food security projects (Y) in Kibwezi West Sub-county, Makueni County (Kothari, 2004).

Figure 2.1: Conceptual Framework



2.9 Knowledge Gaps

The purpose of any donor funded food security project is to ensure the target beneficiaries are food secure and that their livelihoods are improved (Omosa, 2001). The food security projects previously and currently being implemented in Makueni County share a similar goal and most of them are executed on the premise of community participation (Kimweli, 2013). However, in many food security projects, the aspect of participation is perceived as mere provision of labor and materials by project beneficiaries (Acharya, Kumar, Satyamurti, & Tandon, 2006). Consequently, enormous and tremendous challenges engulf donor-funded

food security projects particularly in designing, executing and sustaining participatory monitoring and evaluation (PME) systems.

Therefore, these challenges influence the sustainability of such projects leaving the intrinsic and extrinsic benefits of PME of food security projects in terms of empowerment, efficiency, effectiveness, relevance, impact and sustainability in jeopardy (Mungai, 2009). In the food security sub-sector, most of the research information that is available has been on technology transfer and little attention given to the influence of participatory monitoring and evaluation (PME) on the performance of these projects (Mulwa, 2010). This study was undertaken to investigate, fill in this gap and expand knowledge on the influence of participatory monitoring and evaluation (PME) on project performance of donor funded food security projects in Kibwezi West Sub-County, Makueni County.

2.10 Summary of Literature Review

This Chapter has provided a broad and in-depth review of some of existing literature materials relating to participatory monitoring and evaluation of donor funded food security projects. Specifically, the researcher has analyzed relevant studies on the concept of participatory monitoring and evaluation of food security projects both globally and locally in Kenya. The Literature reviewed indicates that there exist knowledge gaps that can be bridged by undertaking a study on the influence of participatory monitoring and evaluation on performance of donor funded food security projects. This is particularly relevant to Kibwezi West Sub-County, Makueni county where various donor-funded food security projects have been implemented.

In addition, the chapter presents a conceptual framework of the study's independent variable (IV) and the dependent variable (DV). Based on the conceptual framework, the study will investigate the performance of donor-funded food security projects as the dependent variable. Staff training in PME(MET), stakeholder engagement (SE) in PME, resource allocation in PME (RA) and utilization of results in PME (UR) will comprise the independent variables (IV) of the study. The chapter also critically brings to the fore knowledge gaps that the study seeks to bridge in regard to participatory monitoring and evaluation vis-à-vis performance of donor-funded food security projects in Kibwezi West Sub-County, Makueni county.

Table 2.1: Summary of Literature Review and Knowledge Gaps

Variable	Researcher	Title of Study	Methodology Used	Study Findings	Gaps Identified
Training in PME of food security projects	Mugambi & Kanda (2013);	Determinants of Effective Monitoring and Evaluation of Strategy implementation of community-based projects	Descriptive research design, Stratified random sampling, questionnaires	Monitoring and evaluation skills can influence the delivery of development projects. Increased absorption and application of M & E skills in projects	Limited information on the influence of PME skills on development projects.
	Chaplowe, Scott. G. (2008);	Monitoring and Evaluation planning	Descriptive research Design, Document Analysis, Questionnaires	Monitoring and evaluation skills determine the quality of an M & E system and the results generated.	Limited information PME skills. Perhaps a combination of questionnaires and observation would generate more data
Stakeholder Engagement in PME of food security projects	Mulwa, F. (2008);	Participatory Monitoring and Evaluation of Community projects: community-based project monitoring, qualitative impact assessment and people friendly evaluation methods.	Descriptive research design, purposive random sampling,	Involvement of stakeholders at the planning and design stage of a project is essential in establishing an effective monitoring and evaluation system.	Limited knowledge and information on what influence stakeholder participation has on monitoring and evaluation of development projects.
	Mulwa & Nguluu (2003);	Participatory Monitoring and Evaluation. A strategy for organization strengthening	Exploratory research design, Interview	Participation of target beneficiaries has great influence on the sustainability of development projects.	Need for more knowledge on the link between PME and project performance

Resource Allocation In PME of food security projects	Chambers, R., (2009);	“So that the poor count more”: Using participatory methods in impact evaluation	Survey, Interviews, Observation, stratified sampling	The role of beneficiaries is critical to the success of project and sustainability of their impacts	Need for more knowledge on the link between participation and M&E
	Edwards, V. (2013);	A theory of participation in the 21 st Century governance	Exploratory research design, Survey, Questionnaires, purposive random sampling	Sustainability is achievable only when participation is in action	The influence of participation on M&E not fully explored
	Biermann & Harsh, (2017);	Resource Dependency Theory: In Palgrave handbook of inter-organizational relations in World politics	Case Study, Survey, direct observation, cluster sampling, and descriptive statistics.	Resource allocation particularly deployment of qualified human capital and financial resource are critical in the design, planning and implementation of a monitoring and evaluation system.	An understanding of what influence resource have in the successful execution of monitoring and evaluation of development projects
	Oyugi, N. L., (2006);	Equity in Resource Allocation: Need for Constituency Development Fund allocation criteria	Descriptive research design, survey, random sampling, questionnaire, interview and observation	Project resource allocation needs to be equitable and fair especially on public projects to leverage on the benefits of M & E and minimize political manipulation.	Further study on the relationship between M & E and resource allocation.
	Hatch, M., (2013);	Resource Requirements and Environmental Dependency	Exploratory, document analyses, questionnaires,	There is a close relationship between resource requirements in environmental projects and	Need for knowledge and understanding on the influence of resource allocation and

Results utilization in PME of food security projects	Obiozor-Ajie, U, O. (2010);	Politics of Development and under-development	Snow Ball Sampling	M & E particularly in environmental sustainability	M & E
	DFID (2010);	Improving Public services, in politics of poverty: Elites, Citizens and State.	Exploratory research design, document analysis, and interviews	Politics and development projects are inseparable, which can, to a great extent determine the success of failure of a development project.	Need for knowledge on influence the level of empowerment generated by sharing of M & E results
	Kennedy et al (2011);	Politics of large scale economic and infrastructure projects in fast growing cities of the south	Descriptive research design, Snowballing sampling, interviews,	Political influence has a great role to play in the implementation of any monitoring and evaluation system of a development project	Insufficient information on the link between politics and M & E and how the latter influences the former.
			Case Study, document analysis, interviews, questionnaires and observation	Politics influence the implementation of large - scale projects due to the huge amounts of funds that are involved, which undermines the success of such projects.	Politics from the m & E perspective inadequately explained. The link between politics M & E is critical to study

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter details the research methodology used in this study in terms justifying the research methods and choices by presenting an objective research process. The main areas of the discussions are; research design, target population, sample size, sampling procedures, data collection instruments, validity, reliability and data collection procedures. Additionally, data analysis techniques, operational definition of variables and ethical considerations are equally discussed in the chapter.

3.2 Research Design

In this study, descriptive survey research design was used to collect data. According to Miller and Yang (2007), descriptive research designs entail those studies that are concerned with describing characteristics of a particular individual or group with a view to ascertain whether variables are associated or not. Kothari (2004) describes a descriptive survey research as a study that seeks to obtain information that describes an existing phenomenon by asking individuals about their attitudes, perceptions, behaviors, and values about that particular phenomenon. The researcher used descriptive survey research design as it is appropriate in collecting data on the traits of a particular population in terms of cost effectiveness and within the limitations of time.

3.3 Target Population

Mugenda & Mugenda (2012) define a population as a complete or entire set of subjects that can be studied. Subjects may include; people, objects, animals, plants, and organizations from which a sample is drawn. In this study, the target population was one hundred and forty (140) project team members who are involved in monitoring and evaluation of food security projects undertaken by twenty-four (24) civil society organizations (CSOs) in Kibwezi Sub-County (MACSON, 2018). The targeted respondents with information were purposively given self-administering questionnaire. These individual respondents included project managers, project officers, PME officers, grant managers, community leaders and target beneficiaries. The mandate to monitor and evaluate food security projects undertaken by civil society organizations (CSOs) was the basis for selecting this population.

3.4 Sampling Procedure

Sampling is defined as the selection of part of an aggregate or totality on the basis of which a judgment of inference about the aggregate or totality is made (Bairagi & Munot, 2019). It entails drawing samples that would be representative of the population under study. The objective of sampling procedure is to secure a sample which is subject to limitations of size and produces characteristics of the population as closely as possible. In this study, probability sampling was used as it can provides accurate information about groups that are too large to study in their entirety. According to Burholder et al. (2015), it also provides an efficient system of capturing, in small group, the variations or heterogeneity.

Specifically, a stratified random sampling method was used, where a sample was drawn from 140 project team members working with 24 civil society organizations/NGOs in Kibwezi Sub-County (MCIDP, 2018). The CSOs were put in a stratum based on the legal status such as INGOs, NGOs, FBOs, and CBOs and a sample size selected from each stratum. A sample size of 30% was picked from each stratum (Ramler & Van Ryzin, 2015). The target respondents were either the project managers or other staff involved in monitoring and evaluation owing to their involvement in the core aspects of project execution including M & E. Therefore, they were deemed to be well placed to provide the required information for this study. The confidence level of the study was 95% with a margin error of +/-5%.

A sample is defined as number of items selected as representation for the whole population Determining sample size involves choosing the number of observations within a population of interest to make an inference about a population from a sample (Yamane, 1967). Yamane formula was used to come up with a sample size of 104 respondents

$$n = \frac{N}{1 + N(e)^2}$$
$$n = \frac{140}{1 + (140)(0.05)^2}$$

$$n = 103$$

Where N is the population, n is the sample size and e is error of margin. Error of margin is the sampling error. Assuming 95% confidence level and 5% margin of error, and then the proposed sample size was 104 respondents.

Table 3.1: Distribution of Target Population by Organization Legal Status

Legal Status of CSO	Population	Sample
1. INGOs	10	7
2. NGOs	20	14
3. FBOs	30	22
4. CBOs	25	19
5. Farmer Associations	25	19
6. Women Groups	30	22
Total	140	104

Source: Makueni Civil Society Organizations Network (MACSON), 2018.

3.5 Methods of Data Collection

This study combined the use of questionnaire and document analysis as methods of data collection. Questionnaires are easy to administer and in addition, they can generate a large array of data. Due to the diversification of the respondents, questionnaires served as the most convenient method of collecting the required data. Also, questionnaires are known to save time as they are self-administered and therefore respondents have ample time to think and fill them out the questionnaires at their free time thus minimizing errors. Upon handing in the questionnaires, the researcher undertook a follow up to ensure that the questionnaires are returned.

3.5.1 Piloting

The researcher conducted a pilot study by administering questionnaires on 10 respondents in the neighboring Kibwezi East Sub-County. This accounted for 10% of the sample size (Burholder et al, 2015). The respondents who took part in the pilot study did not participate in the main study. This owes to the fact that the pilot study aimed at testing for reliability and validity of the research instruments. Coefficients were obtained to determine the internal consistency and the reliability test for piloted questionnaires in measuring the influence of staff training in PME(ST), stakeholder engagement in PME(S), resource allocation in PME(RA) and results utilization in PME(RU) on the performance of donor funded food security projects.

3.5.2 Validity of Research Instruments

Bairagi and Munot (2019) have defined validity as the degree of accuracy and meaningfulness of inferences which are based on the research results. Validity entails the strength of conclusions, inferences, or propositions, and the degree to which results obtained from the analysis of data actually represent a phenomenon understanding. According to Mugenda and Mugenda (2003), it is concerned with whether an instrument is measuring what it is required to measure. The study put into consideration the validity of the research instruments and the results.

In respect to the foregoing definitions, the research instrument (questionnaire) was subjected to expert opinion from the research supervisor. In order to ensure internal validity of the study, variables were carefully analyzed to ensure that appropriate indicators are associated with each variable and the required data was collected using the appropriate research instrument. On the other, to ensure external validity, appropriate and representative samples were selected for the study to provide an assurance for results to be generalized to the population.

3.5.3 Reliability of Research Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data the same way each time it is used under the same condition with the same subjects (Burholder et al, 2015). A test and re-test method was applied to test the reliability of the research instruments. In this process, the gap between the test and retest was two days while the respondents were identified by their names. When a coefficient of 0.80 or more was obtained, then it implied that there is a high degree of reliability of the data collected (Ramlar & Van Ryzin, 2015). However, where the coefficient was lower than 0.80, then the research instrument was reworked and the process repeated.

Unwavering quality of the investigation results was guaranteed through triangulation where gathered data was affirmed through the different research instruments and related inquiries to be utilized in the examination. This guaranteed the after effects of the investigation are a genuine impression of the circumstance examined. The examination utilized Cronbach's Alpha coefficient, whereby assembled data was striven for internal consistency. A Cronbach Alpha of 0.863 demonstrated reliability of the instrument

Table 3.2: Reliability Statistics

Cronbach's Alpha	No of Items
0.863	5

3.6 Data Collection Procedures

Once approval of the research proposal was obtained, and an introduction letter issued by the University, research permit was sought and obtained from the National Commission for Science, Technology and Innovation (NACOSTI). Additionally, consent was obtained from the respective civil society organizations (CSOs) whose employees participated in the study. The researcher dropped and picked up the questionnaires the same day. In cases where it was not possible to drop and pick up the questionnaires the same day, the researcher dropped and picked them up the following day. Secondary data was obtained from respective project documents including monitoring and evaluation reports.

3.7 Data Analysis Techniques

Data collected from the field was analyzed using both qualitative and quantitative techniques. A thematic analysis of secondary data in form of documents were performed while quantitative analysis techniques were employed to analyze primary data. Data was sorted, cleaned and entry carried out. The use of descriptive statistics involving frequencies and percentages were applied to aid in interpreting trends and occurrences in respect to the study. Descriptive summaries involved the use of measures of central tendencies such as mean, mode, and standard deviation. Carl Pearson's correlation, which is a form of parametric inferential statistic, was used to measure the relationship between the variables of the study.

The data analysis process helped establish the relationship between independent variables; staff training in PME, stakeholder engagement, resource allocation and results utilization in PME on the dependent variable performance of donor-funded food security projects as well as the relationship among the independent variable. The relationship between variables was established through correlation analysis. The dependent variable (DV) was performance of donor-funded food security projects (Y), the four independent variables (IV) were staff training in PME (ST), Stakeholder engagement in PME (SE), Resource allocation in PME (RA) and results utilization in PME (RU).

3.8 Operationalization of Variables Table

Operationalization is the process of strictly defining variables into measurable factors. The process defines concepts and allows them to be measured, empirically and quantitatively.

Table 3.2: Operationalization of Variables

Objective	Variable	Indicator	Measurement	Measurement Scale	Types of Data Analysis	Tools of Analysis
Objective 1: To establish the influence of M & E training on performance of donor funded food security projects in Kibwezi West Sub-County	Independent variables PM E training	Level of Education	Academic qualifications	-Interval	Descriptive Statistics	Mean and Standard Deviation
		Cost of training	Stakeholder Engagement in PME	-Nominal -Ordinal		
		Skills in M & E	Professional qualifications		Correlation Analysis	
Objective 2: To assess the influence of Stakeholder engagement on performance of donor funded food security projects in Kibwezi West Sub County	Stakeholder engagement	Project designing	Needs satisfaction of the benefactors	-Interval	Descriptive Statistics (Percentages and Averages)	Mean and Standard Deviation
		Project execution	Community involvement in project design, and execution	-Nominal -ordinal		
		Resource Mobilization				

Objective 3: To assess the influence of resource allocation on the performance of donor funded food security projects in Kibwezi West Sub County	Resource allocation	Stakeholder Engagement in PME Cost of project evaluation Timeliness	Amounts allocated for M & E Number of M & E staff Availability of funds on time	-Interval -Nominal -ordinal	Correlation Analysis Descriptive Statistics	Mean and Standard Deviation
Objective 4: To examine the influence of M & E results utilization on the performance of donor funded food security projects in Kibwezi West Sub County	PME Results utilization	Decision making Accountability Critical reflection	M & E review meetings held M & E system re-planning	-Interval -Nominal -ordinal	Descriptive Statistics (Percentages and averages)	Mean and Standard Deviation
Moderating Variables	Shifts in donor funding	Donor driven PME	Number of times project M & E plans have been changed by donors	-Interval -Nominal -ordinal	Descriptive Statistics	Mean and Standard Deviation
Dependent Variable	Performance of donor funded food security Projects	Timeliness Cost effectiveness Beneficiaries reached Deliverables achieved	Number of PME meetings held during the project cycle Reports generated for each project Number of beneficiaries reached	-Interval -Nominal -ordinal	Descriptive Statistics (Percentages and Averages) Qualitative Analysis	Mean and Standard Deviation

3.9 Ethical Issues

Ethics are norms or standards of behavior that guide the moral choices an individual makes about their behavior and relationship with others. Parties in a research undertaking should observe ethical behavior, which entails respect for others, based on the “do-no-harm” principle. Research ethics was put into consideration when developing and administering data collection tools and techniques to avoid any form of harm, suffering, violation or infringement of rights. In order to achieve this, consent was obtained before the research to ensure confidentiality of the data obtained and learning about the organization’s culture or project before the research. Where necessary and appropriate, absolute sensitivity and caution was exercised. The researcher undertook to explain to the respondents the significance or benefits of the study in order to protect their rights. In addition, the research ensured there was no form of plagiarism or fraud throughout the research process.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents results arising from the analysis of data collected using questionnaires. The data collected was analyzed using descriptive and inferential statistical methods for each variable and the findings presented in tabular summaries, and their implications discussed.

Table 4.1: Questionnaire Return Rate

No. of questionnaires Returned	Target No. of respondents	Response Rate (%)
74	104	96.15%

The high questionnaire response rate (96.15%) shown in Table 4.4 resulted from the method of administration of the instrument. This is acceptable according to Mugenda and Mugenda (2003). This method also ensured that the respondents' queries concerning clarity were addressed at the point of data collection; however, caution was exercised so as not to introduce bias in the process. It also reduced the effects of language barrier, hence, ensuring a high instrument response and scoring rate.

4.2 Demographic Information

This section discusses the demographic characteristics of the respondents in the study. These include; distribution of respondents by their gender, age, level of education and the results are presented in terms of the study objectives.

4.2.1 Distribution of Respondents by Gender

In this section the researcher sought to establish the gender of the respondents. Their responses are shown in Table 4.2.

Table 4.2: Distribution of Respondents by Gender

	Frequency	Percent
Male	42	56.7
Female	32	43.3
Total	74	100.0

The respondents were asked to indicate their gender; the results showed that 42 (56.7%) of the respondents were males while 32 (43.3%) of the respondents were females. This implies that there were more male respondents than females who took part in the study.

4.2.2 Distribution of Respondents by their Age bracket

The researcher sought to know the age group of the respondents and the figures were as shown below.

Table 4.3: Distribution of Respondents by their Age Bracket

	Frequency	Percent
Below 35 years	10	13.5
36 - 49 years	40	54.1
50 years and above	24	32.4
Total	74	100

From the Table 4.3 above, 40 (54.1%) of the respondents were between 36 - 49 years of age, those of the age of 50 years and above were 24 (32.4%), and those with ages below 35 years were 10 (13.5%). This implies that majority of the respondents were between 36 - 49 years of age.

4.2.3 Level of Education of the Respondent

In order to participate meaningfully in monitoring and evaluation process or project management altogether, the employee's level of education should enable this to be done easily. The respondents were asked to state their level of education according to Table 4.4.

Table 4.4: Level of Education

	Frequency	Percent
Primary	22	29.8
High School	32	43.2
Tertiary	12	16.2
University	8	10.8
Total	74	100

The majority of the respondents were high school leavers 32(43.2%) and primary level of education was 22(29.8%). The tertiary and university level certificate holders were only 8(10.8%).

4.3 Stakeholder Engagement in PME

The study sought to establish whether stakeholder engagement in participatory monitoring and evaluation influences performance of donor funded food security projects. The study findings are as shown in subsequent headings.

4.3.1 Stakeholders Engagement in Monitoring and Evaluation of Food Security Projects

The respondents were asked questions on whether project stakeholders are engaged in monitoring and evaluation of food security projects. The results or findings are as shown by Table 4.5.

Table 4.5: Stakeholders Engagement in Monitoring and Evaluation of Food Security Projects

	Frequency	Percent
Yes	44	59.5
No	30	40.5
Total	74	100

From Table 4.5, 44(59.5%) of the respondents indicated that project stakeholders are engaged in monitoring and evaluation of food security projects in Kibwezi West Sub-County Makueni County, Kenya while 30(40.5%) of the respondents indicated that project stakeholders are not engaged in monitoring and evaluation of food security projects in Kibwezi West Sub-County Makueni County, Kenya. This implies that project stakeholders are engaged in monitoring and evaluation of food security projects in Kibwezi West Sub-County Makueni County, Kenya.

4.3.2 Stakeholder Engagement in PME and Performance of Donor Funded Food Security Projects

The respondents were asked to indicate the extent to which Stakeholder Engagement in PME is a contributing factor of in the performance of food security projects). The status of this variable was rated on a 5-point Likert scale ranging from; SA-strongly agree (5), Agree(4), N-neutral(3), D-disagree(2), SD-strongly disagree(1). The result findings are as shown in table 4.6 below.

Table 4.6: Stakeholder Engagement in PME and performance of Donor Funded Food Security Projects

Statement	SD		D		N		A		SA		Mean	Standard Deviation
	F	%	F	%	F	%	F	%	F	%		
A thorough stakeholder analysis is done	4	5.4	6	8.1	22	29.7	32	43.2	10	4	3.0426	1.33533
Stakeholders participate in project design and M &E planning	6	8.1	8	10.8	12	16.2	26	35.1	22	6	3.8298	0.66621
All stakeholders take part in critical reflection and feedback.	2	2.7	4	5.4	10	13.5	32	43.2	26	2	3.8936	0.59511
Stakeholder take part in resource mobilization for M& E	8	10.8	4	5.4	16	21.6	36	48.6	10	8	3.0761	1.27731
Composite mean and standard deviation											3.4605	0.9685

According to the findings, majority of the respondents agreed that all stakeholders take part in critical reflection and feedback (mean=3.8936). In addition, respondents agreed that stakeholders participate in project design and M &E planning (mean=3.8298). However, the respondents were neutral on the statement that their department has two separate budget lines for its monitoring and evaluation (mean=3.0761), and that a thorough stakeholder analysis is done (mean=3.0426). This indicates that that all stakeholders take part in critical reflection and feedback. Similar to the study findings, Miseda (2014) observes that stakeholder engagement not only empowers stakeholders with knowledge and skills in food security projects but also enhances project sustainability. Many countries in Africa, particularly Kenya, have had many food security projects executed by development agencies but fail to pass sustainability test owing to lack of effective stakeholder engagement especially in monitoring and evaluation (Mueke, 2011). According to Mugambi and Kanda (2013), one of the key determinants of an effective monitoring and evaluation strategy of the

implementation of community-based projects is stakeholder engagement. This is particularly vital in enhancing community or beneficiary capacities to manage and entrench monitoring and evaluation of their own projects (Mulwa, 2007). In an effort to ensure effective and efficient participatory monitoring and evaluation of food security projects, stakeholder engagement, involvement and consultation plays a pivotal role (Donaldson & Preston, 1995). Jones (2008) observes that stakeholder engagement and involvement offers an excellent opportunity for stakeholder empowerment and critical reflection. According to Rusek and Rist (2004), critical reflection is a process where outputs of a project PME system are examined through stakeholder scrutiny or “citizen jury” and the results of such a reflection provide insights on how to improve the PME system. Such results are fed back into the PME system.

4.3.3 Criteria for Identifying Stakeholders in Respect to Food Security Projects

The study sought to establish whether there exists a criterion for identifying stakeholders in respect to food security projects. The findings are as shown in Table 4.7.

Table 4.7: Criteria for Identifying Stakeholders in Respect to Food Security Projects

	Frequency	Percent
Yes	46	62.2
No	28	37.8
Total	74	100

From the findings on Table 4.7, respondents indicated that there exists a criteria for identifying stakeholders in respect to food security projects 46 (62.2%), while 37.8% indicated that there does not exist a criterion for identifying stakeholders in respect to food security projects.

4.4 Staff Training in PME

The study sought to establish whether staff training in participatory monitoring and evaluation influences performance of donor funded food security projects. The study findings are as shown in subsequent headings.

4.4.1 Role do Donor Funded Food Security Projects Play in County Development

The respondents were asked to indicate the role donor funded food security projects play in County development. Respondents indicated that donor funded food security projects help in alleviating hunger in the County. Similar to the findings, Sammy and Wanyoike (2015)

opines that the main aim of these projects is to end hunger being one the sustainable development goals (SDGs) adopted by United Nations General Assembly (UNGA) in 2016. Sammy and Wanyoike (2015) observe that donor funded food security projects in Kenya are spread across all the Semi-Arid and Arid zones. In an effort to realize Kenya’s vision 2030 and make devolution work, various food security projects have been initiated across the country (Kibua & Mwabu, 2006). According to Kimweli (2013), huge amounts of donor funds are channeled into food security projects including involvement of youth in agribusiness and therefore the need to demonstrate return on these investments is imperative. A wide range of projects are implemented by development agencies across the ASAL counties in Kenya, thus the need for cost and benefit analysis of such initiatives is equally vital (Mutunga, 2013).

4.4.2 Staff Training in PME and Performance of Donor Funded Food Security Projects

The study also sought to establish the extent of agreement with various statements on the impact of Staff Training in PME and performance of donor funded food security projects. The status of this variable was rated on a 5-point Likert scale ranging from; SA-strongly agree (5), Agree (4), N-neutral (3), D-disagree (2), SD-strongly disagree (1). The study findings are depicted in table 4.8 below.

Table 4.8: Staff Training in PME and Performance of Donor Funded Food Security Projects

Statement	SD		D		N		A		SA		Mean	Standard Deviation
	F	%	F	%	F	%	F	%	F	%		
Selection of staff for training is done fairly	4	5.4	10	13.5	16	21.6	32	43.2	12	74	4.0319	0.61263
Training selection involves local communities	2	2.7	6	8.1	4	5.4	26	35.1	36	74	4.0957	0.46534
Thorough training needs assessment is done	0	0.0	4	5.4	18	24.3	30	40.5	22	74	3.9362	0.70036
Target beneficiaries are trained on M & E	4	5.4	6	8.1	12	16.2	36	48.6	16	74	4.0106	0.37373
There is budget allocation for M & E activities	6	8.1	4	5.4	6	8.1	22	29.7	36	74	4.0638	0.50393
Composite mean and standard deviation											4.0276	0.5312

From the study findings, the respondents strongly agreed that training selection involves local communities (mean=4.0957), there is budget allocation for M & E activities (mean=4.0638),

and that Selection of staff for training is done fairly (mean=4.0319). In addition, respondents agreed that target beneficiaries are trained on M & E (mean=4.0106) and that thorough training needs assessment is done (mean=3.9362). This implies that training selection involves local communities, there is budget allocation for M & E activities, and that selection of staff for training is done fairly. Similar to the study findings, Chapolwe (2005) has advanced the argument that failure to measure progress towards success leaves the pathway to success uncertain and unpredictable. However, to track and assess progress towards achievement of predetermined objectives requires human skill. The most valuable asset for a project or organization is its human resources. Therefore, the need for team members who have relevant training and skills in monitoring and evaluation is paramount (Guijt, 1996). According to PMI (2013), PME training and skills are an integral part of the internal capacity of a monitoring and evaluation system in every project. The building and strengthening of a project team PME skills is essentially significant to the successful execution of a project monitoring and evaluation system (Chambers, 1998).

4.4.3 Criteria for Identifying Staff and Community Members to be Trained on Monitoring and Evaluation

The study sought to establish whether there exists a criteria for identifying staff and community members to be trained on monitoring and evaluation. The findings are as shown in Table 4.9.

Table 4.9: Criteria for Identifying Staff and Community Members to be Trained on Monitoring and Evaluation

	Frequency	Percent
Yes	52	70.2
No	22	29.8
Total	74	100

From the findings, respondents indicated that there exists a criteria for identifying staff and community members to be trained on Monitoring and evaluation 52(70.2%), while 29.8% indicated that there does not exist a criteria for identifying staff and community members to be trained on Monitoring and evaluation

4.5 Resource Allocation in PME

The study sought to establish whether resource allocation in participatory monitoring and evaluation influences performance of donor funded food security projects. The study findings are as shown in subsequent headings.

4.5.1 Time when Resources are Allocated for Monitoring and Evaluation

The study sought to establish when resources are allocated for Monitoring and Evaluation. The study findings are as shown in Table 4.10 below.

Table 4.10: Time when Resources are Allocated for Monitoring and Evaluation

	Frequency	Percent
At the initiation of the project	16	21.6
During planning	22	29.8
During implementation	32	43.2
Not at all	4	5.4
Total		100

According to the findings above, majority of the respondents 32(43.2%) indicated that resources are allocated for Monitoring and Evaluation during implementation, 22(29.8%) indicated during planning, 16(21.6%) indicated at the initiation of the project while 4 (5.4%) indicated not at all. This implies that resources are allocated for Monitoring and Evaluation during implementation.

4.5.2 Resource Allocation in PME and Performance of Donor Funded Food Security Projects

The study also sought to establish the extent of agreement with various statements relating to the Resource Allocation in PME and performance of donor funded food security projects. The status of this variable was rated on a 5point Likert scale ranging from; SA-strongly agree (5), Agree (4), N-neutral (3), D-disagree (2), SD-strongly disagree (1). The study findings are depicted in Table 4.11.

Table 4.11: Resource Allocation in PME and Performance of Donor Funded Food Security Projects

Statement	SD		D		N		A		SA		Mean	Standard Deviation
	F	%	F	%	F	%	F	%	F	%		
There is a budgetary allocation during the planning stage	2	2.7	4	5.4	6	8.1	32	43.2	10	2	4.0213	0.67168
There is adequate funding for monitoring and evaluation	4	5.4	6	8.1	10	13.5	26	35.1	22	4	4.1064	0.30998
The projects have enough trained M & E staff.	6	8.1	8	10.8	12	16.2	32	43.2	26	6	4.0638	0.56432
M & E budgets are strictly adhered to by project teams.	4	5.4	8	10.8	4	5.4	36	48.6	10	4	4.117	0.7011
Composite mean and standard deviation											4.077	0.562

Based on the study findings, the respondents strongly agreed that, M & E budgets are strictly adhered to by project teams (mean=4.117), and that There is adequate funding for monitoring and evaluation(mean=4.1064). In addition, respondents agreed that the projects had enough trained M & E staff(mean=4.0638), and that there was a budgetary allocation during the planning stage (mean=4.0213). This implies that M & E budgets are strictly adhered to by project teams and that there is adequate funding for monitoring and evaluation. Similarly, Spaling et al (2014) argues that in order to ensure the project outcomes and impact are sustained, adequate resources need to be allocated for monitoring and evaluation right at the onset of the project design. Consequently, allocating sufficient resources ensures that the monitoring and evaluation activities are undertaken effectively, adequately and successfully (Davis & Adam, 2010). Also, Sera and Beaudry (2007), argue that the whole process of allocating resources is indeed a crucial determinant to the successful and sustainable execution of any monitoring and evaluation system within any given project.

4.6 Results Utilization in PME

The study sought to establish whether Results Utilization in participatory monitoring and evaluation influence performance of donor funded food security projects. The study findings are as shown in subsequent headings.

4.6.1 Following Predetermined Standard Procedures

The researcher sought to investigate whether the project teams follow predetermined standard procedures in carrying out M & E. The study findings are as shown in table 4.12 below.

Table 4.12: Following Predetermined Standard Procedures

	Frequency	Percent
Yes	70	94.6
No	4	5.4
Total	74	100

From the responses, 94.6% of the respondents indicated that the project teams follow predetermined standard procedures in carrying out M & E, while only 5.4% were on contrary opinion. This implies that project teams of donor funded food security projects in Kibwezi West Sub-County in Makueni County, Kenya follow predetermined standard procedures in carrying out M & E.

4.6.2 Results Utilization in PME and Performance of Donor Funded Food Security Projects

The study sought to establish the extent of agreement with various statements relating to the Results Utilization in PME and performance of donor funded food security projects. The status of this variable was rated on a 5point Likert scale ranging from; SA-strongly agree (5), Agree (4), N-neutral (3), D-disagree (2), SD-strongly disagree (1). The study findings are depicted in table 4.13 below.

Table 4.13: Results Utilization in PME and Performance of Donor Funded Food Security Projects

Statement	SD		D		N		A		SA		Mean	Standard Deviation
	F	%	F	%	F	%	F	%	F	%		
Stakeholders can freely access project M & E reports	0	0.0	4	5.4	18	24.3	32	43.2	20	0	4.266	0.44421
There is robust M & E reports dissemination plan	4	5.4	6	8.1	12	16.2	28	37.8	24	4	4.1915	0.39558
Baseline information is used to improve performance	6	8.1	4	5.4	6	8.1	32	43.2	26	6	4.2872	0.47795
Target beneficiaries benefit from project M & E reports	2	2.7	6	8.1	10	13.5	36	48.6	20	2	4.2979	0.45978
Composite mean and standard deviation											4.2607	0.4444

Based on the study findings, the respondents strongly agreed that target beneficiaries benefit from project M & E reports (mean=4.2979) and that baseline information is used to improve performance (mean=4.2872). In addition, respondents agreed that human capital with proper training and experience is vital for the generation of M&E results (mean=4.266), and that there is robust M & E reports dissemination plan (mean=4.1915). This implies that target beneficiaries benefit from project M & E reports and that baseline information is used to improve performance. In tandem with the study findings, Kibua, (2006) opined that the utilization of PME results has a great bearing on the success and sustainability of food security projects. At the onset of designing a PME system, stakeholders and their interest are identified and analyzed. According to Jody and Ray (2004), in “Ten steps to a results-based monitoring and evaluation system”, this process provides a snapshot of the entire process. Hence, it ensures that the information needs of all stakeholders are clearly defined and the timelines indicated on when the information is required. The robust system created by PME facilitates dissemination of results and their utilization in terms of improving the project performance and sustaining its impacts or benefits (Khan, 2000).

4.7 Performance of Donor Funded Food Security Projects

The study sought to establish the extent of agreement with various statements relating to the performance of donor funded food security projects. The status of this variable was rated on a 5point Likert scale ranging from; SA-strongly agree (5), Agree (4), N-neutral (3), D-disagree (2), SD-strongly disagree (1). The study findings are depicted in table 4.14 below.

Table 4.14: Performance of Donor Funded Food Security Projects

Statement	SD		D		N		A		SA		Mean	Standard Deviation
	F	%	F	%	F	%	F	%	F	%		
Schedule performance	0	0.0	4	5.4	6	8.1	34	45.9	30	74	4.2979	0.45978
Requirements performance	2	2.7	2	2.7	4	5.4	28	37.8	38	74	4.1489	0.35793
Number of deliverables achieved	4	5.4	0	0.0	6	8.1	38	51.4	26	74	4.1277	0.55327
Numbers of beneficiaries reached	0	0.0	2	2.7	0	0.0	36	48.6	36	74	4.2447	0.52232
Composite mean and standard deviation											4.2048	0.473325

The study established that M&E ensures project schedule performance (mean=4.2979), and numbers of beneficiaries satisfied (mean=4.2447). In addition, the respondents agreed that

M&E ensures project requirements performance(mean=4.1489) and number of deliverables achieved (mean=4.1277). This indicates that M&E ensures schedule performance, general level of satisfaction of beneficiaries by performance of donor funded food security projects and that requirements performance of the project.

4.8 Inferential Statistics

To evaluate the relationships between the dependent and independent variables, correlation was done and the findings presented in the following subsections.

4.8.1 Correlation Analysis

In this subsection a summary of the correlation is presented. It seeks to first determine the degree of interdependence of the independent variables and also show the degree of their association with the dependent variable separately. These results are summarized in Table 4.15.

Table 4.15: Correlation Matrix

	Performance of donor funded food security projects	Stakeholder Engagement in PME	Staff Training in PME	Resource Allocation in PME	Results Utilization in PME
Performance of donor funded food security projects(r) Sig. (2 tailed)	1				
Stakeholder Engagement in PME (r) Sig (2 tailed)	0.773 0.036	1			
Staff Training in PME (r) Sig. (2 tailed)	0.463 0.018	0.316 0.047	1		
Resource Allocation in PME (r) Sig. (2 tailed)	0.618 0.025	0.163 0.019	0.216 0.047	1	
Results Utilization in PME (r) Sig. (2 tailed)	0.652 0.031	0.161 0.029	0.233 0.0464	0.462 0.014	1

The correlation summary shown in Table 4.15 indicates that the associations between the independent variables were significant at the 95% confidence level and a strong comparison to their associations with the dependent variable. This means that the intervariable

correlations between the independent variables were strong enough to affect the relationship with the dependent variable. Results of the Pearson's correlation coefficient depicts that there is a significant positive relationship between Performance of donor funded food security projects and Stakeholder Engagement in PME ($\rho=0.773$). Therefore, it can be implied that an increase in Stakeholder Engagement in PME is associated with increased Performance of donor funded food security projects. Secondary, they showed that there is a weak significant relationship between Performance of donor funded food security projects and Staff Training in PME ($\rho=0.463$). Thirdly, the findings showed that there is a strong positive significant relationship between Resource Allocation in PME and Performance of donor funded food security projects ($\rho=0.618$). Finally, there was a significant positive relationship between Results Utilization in PME and Performance of donor funded food security projects ($\rho=0.652$).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, conclusions and recommendations of the research. The chapter also contains suggestions of related studies that may be carried out in the future.

5.2 Summary of Findings

The study established that project stakeholders were engaged in monitoring and evaluation of food security projects in Kibwezi West Sub-County Makueni County, Kenya and that all stakeholders take part in critical reflection and feedback. Further the study established that there exists a criteria for identifying stakeholders in respect to food security projects in Kibwezi West Sub-County Makueni County, Kenya. The study established a positive and significant relationship between stakeholder engagement in PME and the performance of donor funded food security projects in Kibwezi West Sub-County in Makueni County, Kenya.

The study revealed that training selection involves local communities, there is budgetary allocation for M & E activities, and that selection of staff for training is done fairly. Also, the study established that they exists a criteria for identifying staff and community members to be trained on monitoring and evaluation. The study established that there was a positive and significant relationship between staff training in PME and the performance of donor funded food security projects in Kibwezi West Sub-County in Makueni County, Kenya

The study revealed that resources are allocated for monitoring and evaluation during implementation and that M & E budgets are strictly adhered to by project teams and that there is adequate funding for monitoring and evaluation. The study also established a positive and significant relationship between resource allocation in participatory monitoring and evaluation and the performance of donor funded food security projects in Kibwezi West Sub-County in Makueni County, Kenya

The study found out that project teams of donor funded food security projects in Kibwezi West Sub-County in Makueni County, Kenya follow predetermined standard procedures in carrying out M & E. Also, the study revealed that target beneficiaries benefit from project M

& E reports. The study established a positive and significant relationship between results utilization in participatory M & E and the performance of donor funded food security projects in Kibwezi West Sub-County in Makueni County, Kenya

5.3 Conclusions

The study concludes that project stakeholders are engaged in monitoring and evaluation of food security projects in Kibwezi West Sub-County Makueni County, Kenya and that all stakeholders take part in critical reflection and feedback. Further the study concludes that there exists a criteria for identifying stakeholders in respect to donor funded food security projects in Kibwezi West Sub-County Makueni County, Kenya. The study concludes that there is a positive and significant relationship between stakeholder engagement in participatory monitoring and evaluation on the performance of donor funded food security projects in Kibwezi West Sub-County Makueni County, Kenya

The study concludes that training selection involves local communities, there is budget allocation for M & E activities, and that selection of staff for training is done fairly. Also, the study concludes that they exists a criteria for identifying staff and community members to be trained on Monitoring and evaluation. The study concludes a positive and significant relationship between staff training in participatory monitoring and evaluation and the performance of donor funded food security projects in Kibwezi West Sub-County in Makueni County, Kenya

The study concludes that resources are allocated for Monitoring and Evaluation during implementation and that M & E budgets are strictly adhered to by project teams and that there is adequate funding for monitoring and evaluation. The study also concludes a positive and significant relationship between resource allocation in participatory monitoring and evaluation and the performance of donor funded food security projects in Kibwezi West Sub-County in Makueni County, Kenya

The study concludes that project teams of donor funded food security projects in Kibwezi West Sub-County Makueni County, Kenya follow predetermined standard procedures in carrying out M & E. Also, the study revealed that target beneficiaries benefit from project M & E reports and that baseline information is used to improve performance. The study concludes there is a positive and significant relationship between results utilization in

participatory monitoring and evaluation and the performance of donor funded food security projects in Kibwezi West Sub-County in Makueni County, Kenya

5.4 Recommendations

Based on the findings of the study that came from the respondents in the field and the literature review, the researcher recommends that;

- i) The relevant government bodies, the NGOs, other donors, and all the bodies handling these projects must have a specific well-defined source of financing the PME exercise. Also, enough financial resources should be allocated and the budget allocation process should be effective so as to have the funds availed at the right time and be in the right hands in order to ensure the PME processes is a success.
- ii) Monitoring and evaluation personnel should be hired, well remunerated and well trained so as to achieve the targets of PME. The people to be hired must be well trained and have experience in high standards of project PME. Also, they may partner professional bodies like the Project Management Institute (PMI) and the Association of Project Management (APM) to benefit from the best practices in PME.
- iii) There should also be periodic refresher courses for the staff to keep them up to date with emerging M & E trends and issues. In the course of the study, the researcher established that training has a significant influence on the performance of donor funded food security projects. Therefore, to ensure an effective and efficient PME system is in place, an elaborate staff and community training program needs to be in place.
- iv) As revealed by this study, looking at how critical PME is in influencing performance of donor funded food security projects, the study recommends that organizations should institutionalize participatory monitoring and evaluation (PME). Such can be achieved by creating a participatory monitoring and evaluation unit and /or employing a participatory monitoring and evaluation officer(s). The PME officer(s) need to have grounded knowledge, skills and experience in PME of donor funded food security projects.

5.5 Suggestions for Further Research

Anchored on the findings of this study, the researcher suggests the following possible areas for further research;

- i) There is need to study the participatory monitoring & evaluation tools and techniques in use on other types of projects outside the donor funded sector, for example, manufacturing, infrastructure and health sector. This would give useful comparisons and insights about the different PME tools and techniques in use in different industries as well as enrich the project management knowledge area.
- ii) There is also need to study the other tools and techniques used in the various stages of the project life cycle in respect to performance of donor funded food security projects. PME is only one part of the Project Life Cycle, and the shortcomings in the PME may actually have been carried forward from a previous project stage.

REFERENCES

- Acharya, B. Y., Kumar, V., Satyamurti, R., &Tandon. (2006). *Reflections on Participatory Evaluation - the Private Voluntary Organization for Health-II (PVOH) Experience*. Paper presented for the International Conference on Participatory Monitoring and Evaluation: Experience and Lessons. Cavite: IIRR Publications
- Action Aid. (2008). *Accountability, Learning and Planning Systems (ALPS)*. London: Action Aid, UK, Hamlyn House, Macdonald Road, Archway, London N19 5P.
- APM, (2016). *Association for Project Management: Measures for Assuring Projects-APM toolkit*. London: APM
- Argandoña, A. (1998). The stakeholder theory and the common good. *Journal of Business Ethics*, 17(9-10), 1093-1102.
- Arnstein, S. (1969). A Ladder of Citizen Participation. *Journal of the American Planning Association*, 35, (4), 216-224.
- Bairagi, V. &Munot, M. (2019). *Research Methodology; a practical and scientific approach*. London: CRS Press.
- Becker, G. (1965). A Theory of the Allocation of Time. *The Economic Journal*, 75(299), 493-517.
- Bickman, L. (1990). Advances in Program Theory. *New directions for program evaluation*.
- Bickman, L. (1987). The functions of program theory. *New Directions for Evaluation*, 33,5-18.
- Biermann, R., &Harsch, M. (2017). *Resource Dependence Theory*. London: Palgrave Macmillan UK.
- Brousselle, A., & Champagne, F. (2011). Program theory evaluation: Logic analysis. *Evaluation and Program Planning*, 34(1),69-78.
- Burholder, G., Cox, K., Crawford, L., &Hitchcok, J. (2015). *Research Design and Methods; an applied guide for scholars and practitioners*. CA: CRS

- CARE (2012). *Participatory Monitoring, Evaluation, Reflection and Learning for Community-based Adaptation: PMERL Manual. A manual for local practitioners*. Nairobi: CARE International
- Chambers, R. (2009). So that the poor count more: using participatory methods for impact evaluation. *Journal of Development Effectiveness*, 1(3), 243-246.
- Chambers, R. (1998). *Forward* in J. Blackburn & J. Holland (eds), *Who Changes: Institutionalizing Participation in Development*. London: Intermediate Technology Publications.
- Chaplowe, S. G. (2008). *Monitoring and Evaluation Planning: American Red Cross/CRS M&E Module Series*. Washington, DC and Baltimore, MD: American Red Cross and Catholic Relief Services (CRS).
- Chipato, N. (2016). *Organizational Learning and Monitoring and Evaluation in Project-Based Organizations*. Stellenbosch: Stellenbosch University.
- Chitere, O., & Ileri, O. (2004). *District Focus for Rural Development in Kenya: It's Limitations as a Decentralization and participatory planning strategy and prospects for the future*. Nairobi: Institute for Policy Analysis and Research.
- Cohen, K., & Cyert, R. (1965). *Theory of the firm; resource allocation in a market economy*. New York: Prentice-Hall International Series in Management (EUA).
- Conger, J., & Kanungo, R. (1988). The Empowerment Process: Integrating Theory and Practice. *Academy of Management Review*, 13(3),471-482.
- Cooper, D., & Schindler, P. (2008). *Business Research Methods*. London: McGraw Hill Higher Education.
- Davis, G. F., & Cobb, J. A. (2010). *Resource Dependency Theory: Past and Future Stanford's Organization Theory Renaissance, 1970-2000*. Bingley, NY: Emerald Group.

- DFID (2010). *Improving Public Services, in The Politics of Poverty: Elites, Citizens and States: Findings from Ten Years of DFID-funded Research on Governance and Fragile States 2001–2010*. London: Department for International Development.
- Diallo, A., Thuillier, D. (2005). The success of international development projects, trust and communication: An African perspective. *International Journal of Project Management*, 23(3), 237–252.
- Donaldson, S. I., & Lipsey, M. W. (2006). Roles for theory in contemporary evaluation practice: Developing practical knowledge. *The Handbook of Evaluation: Policies, programs, and Practices*, 56-75.
- Donaldson, T., & Preston, L. (1995). The stakeholder theory of the corporation: Concepts, evidence, and implications. *Academy of Management Review*, 20(1),65-91.
- Edwards, V. (2013) A theory of Participation in the 21st Century Governance. *International Journal of Organization Theory and Behavior*, 16(1),1-28.
- Europe Aid, (2012). *Results-oriented Monitoring handbook*.
- Fadare, S. (2013). *Resource Dependency, Institutional, and Stakeholder Organizational Theories in France, Nigeria, and India*. School of Business and Leadership. Regent University.
- Fowler, A. (2008). *Civic Driven Change: Citizens Imagination in Action*. Haque: Institute of Social Studies
- Fowler, A. (1997). *Striking a Balance: A Guide to Enhancing the Effectiveness of Non-Governmental Organizations in International Development*. London: Earthscan
- Freeman, R., Harrison, J., Hicks, A., Parmar, B., & Colle, S. (2010). *Stakeholder Theory: State of the Art*. New York: Cambridge University Press.
- Freeman, R. (1999). Divergent Stakeholder Theory. *Academy of Management Review*, 24(2), 233-236.
- Freeman, R. (1994). The politics of stakeholder theory: Some future directions. *Business Ethics Quarterly*, 4(4), 409-421.

- Galtung, J. (1985). *Theory and methods of social research*. London: Allen & Urwin.
- Gaventa, J., & Barrett, G. (2012). Mapping the Outcomes of Citizen Engagement. *World Development*, 40(12), 2399–2410.
- Gay, B., & Weaver, S. (2011). Theory building and paradigms: A primer on the nuances of theory construction. *American International Journal of Contemporary Research*, 1(2), 24-32.
- Global Fund (2011). A monitoring and evaluation toolkit. HIV, Tuberculosis, Malaria, Health and Community Systems strengthening (4thEd).
- Gray, J. (2009). *Evaluations for learning*. A discussion paper for the UK not-for-profit sector www.framework.org.uk.
- Gray, R. (2001). *Thirty Years of Social Accounting, Reporting and Auditing*. From Stakeholder Management to Stakeholder Accountability.
- GoK (2012). *Constitution of Kenya, 2010*. Nairobi: Government Press.
- Guijt, I. (2000). *Methodological Issues in Participatory Monitoring and Evaluation*. In Estrella, M. et al. *Learning from Change: Issues and Experiences in Participatory Monitoring and Evaluation*. London: Intermediate Technology Publications.
- Guijt, J. (1996). *Part I: Moving slowly and reaching far: Institutionalizing participatory planning for child-centred community development*. Kampala: Redd Barna-East Africa.
- Hackman, J. D. (1985). Power and centrality in the allocation of resources in Colleges and Universities. *Administrative Science Quarterly*, 61-77.
- Hatch, M. (2013). Resource Requirements and Environmental Dependency. *European Scientific Journal*, 12.
- Hillman, A. J., Withers, M. C., & Collins, B. J. (2009). Resource dependence theory: A review. *Journal of management*, 35(6), 1404-1427.
- IFAD (2002). *Gathering, Managing and Communicating information: A Guide for Project M & E*. Rome: IFAD

- IFRC (2011). *Project/Program Monitoring and Evaluation (M & E) Guide*. Geneva: IFRC.
- Ika, L., Diallo, A., & Thuillier, D. (2012). Critical success factors for World Bank projects: an empirical investigation. *International Journal of Project Management*, 30(1), 105–116.
- IIRR (2012). *Participatory Monitoring, Evaluation and Learning*. Cavite: IIRR Publications
- IUCN (2014). *Annual Report of the International Union for Conservation of Nature*. Gland: IUCN.
- Jensen, M. (2001). Value maximization, stakeholder theory, and the corporate objective function. *Journal of Applied Corporate Finance*, 14(3), 8-22.
- Jody, Z. & Ray, R. (2004). *Ten Steps to a result-based monitoring and evaluation system: A Handbook for Development practitioners*. Washington: World Bank.
- Jones, N. (2009). *Improving Impact Evaluation Coordination and Use*. A Scoping study commissioned by the DFID Evaluation Department on behalf of NONIE.
- Jones, S. (2008). *Stakeholder Theory. The state of the Art. The Blackwell Guide to effective stakeholder involvement*. Oxford: Blackwell Publishing.
- Jones, T. (1995). Instrumental Stakeholder Theory: A synthesis of Ethics and Economics. *Academy of Management Review*, 20(2), 404-437.
- Kamau, C. & Mohamed, H. (2015). Efficacy of Monitoring and Evaluation Function in Achieving Project Success in Kenya: A Conceptual Framework. *Science Journal of Business and Management*, 3(3), 82-94.
- Kaplan, A. (1964). *The conduct of inquiry: Methodology for behavioral science*. New York, NY: Thomas Y. Crowell.
- Kennedy, L., Robbins, G., Scott, D., Sutherland, C., Denis, E., Andrade, J., & Bon, B. (2011). The politics of large-scale economic and infrastructure projects in fast-growing cities of the south. *Literature Review*, 3.

- Kelly, K. & Magongo, B. (2004). *Report on Assessment of Monitoring and Evaluation Capacity of HIV/AIDS organization in Swaziland*. Swaziland: NERCH
- Kenya National Bureau of Statistics (2016). *Kenya Integrated Household Budget Survey (KIHBS) report*. Nairobi: KNBS
- Khan, M. A. (2000). *Planning for and monitoring of project sustainability: a guideline on concepts, issues and tools*. Retrieved on June, 25, 2012.
- Kibua, T.N., & Mwabu, G. (2008). *Decentralization and Devolution in Kenya: New Approaches*. Nairobi: University of Nairobi Press.
- Kibua, T. (2006). *An Assessment of the Management and Utility of the Constituency Development Fund in Kenya*. Nairobi: Institute of Policy Analysis and Research.
- Kimweli, J. M. (2013). The Role of Monitoring and Evaluation Practices to the Success of Donor Funded Food Security Intervention Projects: A Case Study of Kibwezi District. *International Journal of Academic Research in Business and Social Sciences*, 3, (6)
- Kothari, C. R. (2004). *Research Methodology*. New Delhi: Wishwa Prakashan.
- Kothari, C. R. (1999). *Research Methodology*. New Delhi: Wishwa Prakashan.
- Kusek, J. & Risk, R. (2004). *Principles of Monitoring and evaluation*. New York: World Bank
- Lawrence, M., & Freeman, E. (2003). *The Impacts of migration on the establishment of social capital and environmental degradation in Kibwezi, Kenya*. In the proceedings of the 20th and 30th Annual Third World Conference. pp. 102-116. Chicago: TWCF.
- Lawrence, M. & Mwanzia, E. (2006). *Kibwezi; A community put on the cross by Development Agencies; In social theory and practice*. Dubrovnik: Inter University Center (IUC).
- Leedy, P.D., & Ormond, J. (2005). *Practical research: Planning and design* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

- Lepak, D. P., & Snell, S. (1999). The human resource architecture: Toward a theory of human capital allocation and development. *Academy of Management Review*, 24, (1),31-48.
- Lipsey, M. W. (1993). Theory as method: Small theories of treatments. *New Directions for Program Evaluation*, (57), 5-38.
- Makueni County Integrated Development Plan (MCIDP), (2013). Retrieved August 28, 2019 from www.makueni.go.ke
- Makueni Civil Society Organizations Network (MACSON) (2018)
- Mansuri, G., & Rao. V. (2012). *Localizing Development: Does Participation Work? A World Bank Policy Research Report*. Washington DC: World Bank.
- Miller, G., & Yang, K. (2007). *Handbook of Research Methods in Public Administration*. New York: CRS Press
- Miseda, B. A. (2014). Extent to which community participation in project identification and planning influences sustainability of NMG food security projects in Kisumu West, Kenya. *International Journal of Physical and Social Sciences*, 4(12), 409.
- Mitchell, R.K., Agle, B., & Wood, D. (1997). Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts. *Academy of Management Review*, 22(4), 853-886.
- Mueke, M., (2011). *An assessment of sustainability of donor funded community development projects. A case of Kibwezi Irrigation Project in Kibwezi district, Kenya*. Unpublished Masters project. Nairobi: University of Nairobi.
- Mugambi, F., & Kanda, E. (2013). Determinants of effective monitoring and evaluation of strategy implementation of community-based projects. *International Journal of Innovative Research and Development*, 2(11), 67-73.
- Mugenda, A. G. (2013). *Introduction to Qualitative Research Methods*. Nairobi: ACTS Press.
- Mugenda, A. G. & Mugenda, O. (2012). *Research Methods Dictionary*. Nairobi: ACTS Press

- Mugenda, O. M., & Mugenda, A. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: ACTS Press.
- Mulwa, F.W.&Nguluu, S. (2003). *Participatory Monitoring and Evaluation: A Strategy for Organization Strengthening*. Nairobi and Eldoret: Zapf Chancery and Premise-Olivex Publishers
- Mulwa, F. W. (2010). *Demystifying participatory. Community development beginning from the people: ending at the people*.
- Mulwa, F. W. (2008). *Participatory monitoring and evaluation of community projects: community-based project monitoring, qualitative impact assessment, and people-friendly evaluation methods*. Nairobi. Paulines Publishers.
- Mulwa, F. W. (2007). *Participatory Monitoring and Evaluation of Community Projects. Community Based Project Monitoring, Qualitative Impact Assessment and People Friendly Evaluation Methods*. Nairobi: Zapf Chancery
- Mungai, M. (2009). *Civil Society Organizations' Role in Enhancing Accountability and Community's Participation in the Management of Public Funds: The Case of the Constituency Development Fund in Kenya. Research Paper*. Nairobi: International Institute for Social Studies.
- Muriungi, T. (2015). The role of participatory monitoring and evaluation programs among government corporations: A case of EwasoNgi'ro North Development Authority. *International Academic Journal of Social Sciences and Education*, 1(4),53- 76.
- Mutunga, K. (2013). *'Poverty, ignorance, and disease,' were the challenges Kenyans faced during independence*. Standard Newspaper, December 25, 2013.
- Mzalendo, K. (2016). *Evaluation of public development projects in Kibwezi Sub-County*.
- Nduati, A. (2010). *A case study of the Kibwezi community-based health management information system project*. Bergen: Bergen University
- Nguluu, B. (2003). *Community Participation in the Implementation of CDF Projects in Kenya. Opportunities and Challenges*. Nairobi: University of Nairobi Press.

- Njuki, J., Kaaria, S., Chetsike, C., & Sanginga, P. (2013). Participatory Monitoring and Evaluation for stakeholder engagement, and institutional and community learning. *Journal of Academic Research in Business and Social Sciences*, 3(6), 9-19.
- Norad L. (2013). *A study report on a framework for Analyzing Participation in Development*. Oslo: Norad Publication
- Nordberg, E., & Finer, D. (1990). *Community participation and sustainable development: the case of the Kibwezi water project in Kenya*. In *Society, environment and health in low-income countries* (pp.170-9). Dept of International Health Care Research, Karolinska Institute.
- Nyonje, R., Ndunge, D., & Mulwa, S. (2012). *Monitoring and evaluation planning and project performance*. Nairobi: Aura Publishers.
- Obiozor-Ajie, U. (2010). *Politics of Development and under development*. Lagos: Academia
- OECD (2002). *Glossary of Key terms in Evaluation and Results based Management*. Paris: OECD.
- Omosa, M. (2001). *Reaching out to stakeholders: The Impact of Agricultural reforms on poverty alleviation in rural Kenya*. In K. Prah & M. Ahmed (eds), *Africa in transformation: Organization for social science research in Eastern and Southern Africa (OSSREA)*, Addis Ababa.
- Oyugi, N. L. (2006). *Equity in Resource Allocation: The Need for Alternative Constituency Development Fund Allocation Criteria (Vol. 76)*. Nairobi: Institute for Policy Analysis and Research.
- Pfeiffer, W., & Salancil, R. (1978). *Resource Dependency Theory*. London: Macmillan Publishers.
- Phiri, B. (2015). *The influence of monitoring and evaluation on project performance: A case of African Virtual University, Kenya*. Unpublished Masters Thesis. Nairobi: University of Nairobi

- PMI (2013). *A Guide to the Project Management Body of Knowledge*, 5thEd. New York: Project Management Institute, Inc.
- Porter, S., & Goldman, I. (2013). A Growing Demand for Monitoring and Evaluation in Africa. *African Evaluation Journal*, 1(1).
- Ramler, D., & Van Ryzin, G. (2015). *Research Methods in Practice; Strategies for description and causation*. CA: Sage Publications
- Rogers, P. (2000). Causal models in program theory evaluation. *New Directions for Evaluation*, 87,47-55.
- Rogers, P., Petrosino, A., Huebner, T., and Hacsí, T. (2000). Program theory evaluation: Practice, promise, and problems. *New Directions for Evaluation*, 87, 5-13.
- Sammy, W., &Wanyoike, D. (2015). Influence of monitoring and evaluation on Youth funded agribusiness projects in Bahati Sub County, Nakuru County, Kenya. *International Journal of Economics, Commerce and Management United Kingdom*, 3(11).
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students* (5th ed.). Harlow: Prentice Hall.
- Sera, Y., & Beaudry, S. (2007). *Monitoring and Evaluation: Tips for Strengthening Organizational Capacity*. New York: Social Development Department – The World Bank Group.
- Spaling, H., Brouwer, G., &Njoka, J. (2014). Factors affecting the sustainability of a community water supply project in Kenya. *Development in Practice*, 24(7), 797-811.
- Tafara, A. C. (2013). *Factors influencing sustainability of rural community-based water projects in Mtito Andei, Kibwezi Sub-county, Kenya*. Unpublished Thesis University of Nairobi and Samburu East districts. Kenya. Approaches and the Way Forward. Emerging Markets Group, Ltd.
- UNDP (2009). *Handbook on planning monitoring and evaluation of development projects*. New York: UNDP/A.K. Office Supplies

- UNDP (2006). *Annual Report: Global Partnership for Development*. New York: UNDP
- UNDP (2002). *Handbook on Monitoring and Evaluation for Results*. New York: UNDP.
- Weiss, C. H. (2004). On theory-based evaluation: Winning friends and influencing people. *The Evaluation Exchange*, 9(4), 1-5.
- Wengert, N. (1976). Citizens participation: Practice in search of a theory. *Natural Resources Journal*, 16, 23.
- Wholey, J. S. (1987). Evaluability Assessment: Developing program theory. *New directions for Evaluation*, 33, 77-92.
- World Food Program (2018). *Building Resilience Communities; Community Asset Creation program*. Nairobi: World Food Program.
- World Bank (2014). *Voice and Agency; Empowering Women and Girls for Shared Prosperity*. Washington: World Bank Group.
- World Bank (2009). *The Sunken Billions: The Economic Justification for Fisheries Reform*. Washington: World Bank Group.
- Wysocki, R., &McGray, R. (2003). *Effective Project Management: Traditional, Adaptative, and Extreme*. 3rd edition. Indiana: Wiley Publishing.
- Yamane, T. (1967). *Elementary Sampling Theory*. New Jersey: Prentice-Hall, Inc.

APPENDICES

APPENDIX I: Letter of Transmittal

Eddie Mwanzia
P.O. Box 400 -90137
Kibwezi, Kenya
September 29, 2019

Dear Sir/Madam:

Re: Influence of Participatory Monitoring and Evaluation on performance of donor-funded food security projects in Kenya: a case of Kibwezi Sub-County, Makueni County

I am currently a student at the University of Nairobi pursuing a Master of Arts Degree in Project Planning and Management in the School of Open and Distance Learning (SODL). As part of the requirements of this degree, am undertaking a research study “Influence of participatory monitoring and evaluation on the performance of donor-funded food security projects in Kenya: a case of Kibwezi West Sub county in Makueni county”

In this respect, you have been selected to participate as a respondent in this research. Please feel free to respond to all items in true reflection of your opinion and experience. Kindly do answer all questions with utmost good faith and sincerity. Under no circumstances whatsoever shall you be identified from the information you provide and neither shall any information about individuals be used or share with any organizations. All data collected will be exclusively used for purposes of this study.

Your participation and contribution is equally significant to the successful execution of this study. Thank you in advance for taking time to participate in this research study.

Sincerely yours,

Eddie Mwanzia
L50/10757/2018

APPENDIX II: Research Questionnaire

Influence of Participatory Monitoring and Evaluation on Performance of Donor-Funded Food Security Projects in Kenya: A case of Kibwezi West Sub-County, Makueni County

I am pursuing a Master of Arts Degree in Project Planning and Management at the University of Nairobi. I am undertaking the aforementioned research and I have designed the following questions in respect to the same. I humbly and kindly request you to answer all questions to the best of your knowledge. Please tick or fill appropriately in the space(s) as provided. Kindly note that the information provided will be treated with utmost confidentiality.

SECTION A: Respondents’ profile

1. Gender Male [] Female []
2. Ages of respondents Below 35 years [] 36 - 49 [], 50 and above []
3. Educational level of respondents
 Primary [] High School [] Tertiary [] University []

SECTION B: Stakeholder Engagement and its influence on Performance

1. In your opinion are project stakeholders engaged in monitoring and evaluation of food security projects? YES [] NO []
2. To what extent do you agree with the following statements in regard to stakeholder engagement in food security projects? Use a scale of 1- 5 to rate your responses.

Stakeholder Engagement Monitoring and Evaluation	1	2	3	4	5
A thorough stakeholder analysis is done					
Stakeholders participate in project design and M &E planning					
All stakeholders take part in critical reflection and feedback					
Stakeholder take part in resource mobilization for M& E					

3. a) Is there criteria for identifying stakeholders in respect to food security projects in your organization? YES [] NO []
- b) If your answer is yes, what is the criteria?

.....

SECTION C: Staff Training in PME and its influence on Performance

4. In your opinion, what role do donor funded food security projects play in County development?

.....

5. Using a scale of 1 – 5 to rate your response on the extent to which you agree to the following statements regarding staff training in Monitoring and Evaluation of donor funded food security projects.

1- Strongly Agree 2. Agree 3. Neutral 4. Disagree 5. Strongly Disagree

Staff Training on Monitoring and Evaluation	1	2	3	4	5
Selection of staff for training is done fairly					
Training selection involves local communities					
Thorough training needs assessment is done					
Target beneficiaries are trained on M & E					
There is budget allocation for M & E activities					

6. a) Does criteria exist for identifying staff and community members to be trained on Monitoring and evaluation in your organization? YES [] NO []

b) If your response is YES, what is the criterion?

.....

SECTION D: Resource Allocation and its influence on Performance

7. When are resources allocated for Monitoring and Evaluation?

- a) At the initiation of the project
- b) During planning
- c) During implementation
- d) Not at all

8. Using the Likert scale of 1 – 5, provide your response to the following statements as

1. Strongly Agree 2. Agree 3. Neutral 4. Disagree 5. Strongly disagree

Resources Allocation for Monitoring and Evaluation	1	2	3	4	5
There is a Stakeholder Engagement in PME during the planning stage					
There is adequate funding for monitoring and evaluation					
The projects enough trained M & E staff					
M & E budgets are strictly adhered to by project teams					

SECTION E: Results Utilization and its influence on Performance

9. a) Do project teams follow predetermined standard procedures in carrying out M & E? YES [] NO []

b) If Yes, what standards do they use?

.....

10. Indicate the extent of agreement to the following statements using the Likert scale

1. Strongly Agree 2. Agree 3. Neutral 4. Disagree 5. Strongly Disagree

M & E Results Utilization	1	2	3	4	5
Stakeholders can freely access project M & E reports					
There is robust M & E reports dissemination plan					
Baseline information is used to improve performance					
Target beneficiaries benefit from project M & E reports					

SECTION F: Performance of Donor Funded Food Security Projects

11. To what extent do the following performance evaluation dimensions apply to determine the performance of food security projects? Using a scale of 1 – 5, rate your responses.

1- Very great extent, 2- Great extent, 3-Moderate extent, 4-Minimal extent, 5- No extent

Performance of Donor funded food security projects	1	2	3	4	5
Project cost performance					
Project requirements performance					
Number of deliverables achieved					
Numbers of beneficiaries satisfied					

In your own opinion, what needs to be done to enhance the performance of donor-funded food security project in Kibwezi West County?

.....


APPENDIX III: Research License from NACOSTI

REPUBLIC OF KENYA
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **205650**

RESEARCH LICENSE

Date of Issue: **20/November/2019**




This is to Certify that Mr.. Eddie Mwanzia of University of Nairobi, has been licensed to conduct research in Makeni on the topic: Influence of Participatory Monitoring and Evaluation on Performance of Donor Funded Food Security Projects in Kenya: A case of Kihwezi West Sub-County in Makeni County for the period ending : 20/November/2020.

License No: **NACOSTI/P/19/2873**

Applicant Identification Number
205650

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX IV: Turnitin Originality Report

INFLUENCE OF PARTICIPATORY MONITORING AND EVALUATION ON PERFORMANCE OF DONOR FUNDED FOOD SECURITY PROJECTS IN KENYA: A CASE OF KIBWEZI WEST SUB-COUNTY IN MAKUENI COUNTY

ORIGINALITY REPORT

9%	6%	1%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Federal University of Technology Student Paper	1%
2	www.ijsr.net Internet Source	<1%
3	pracademics.com Internet Source	<1%
4	issuu.com Internet Source	<1%
5	Submitted to Kisii University Student Paper	<1%
6	utamu.ac.ug Internet Source	<1%
7	digitalrepository.unm.edu Internet Source	<1%
8	www.fuzu.com Internet Source	<1%