

**PARTICIPATORY MONITORING AND EVALUATION AND PERFORMANCE OF
COMMUNITY BASED IDP PROJECTS IN AFGOYE, LOWER SHEBELLE SOMALIA**

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**A Research Project Report
Submitted in Partial Fulfilment of the Requirements for the
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DECLARATION

This project report is my original work and has not been presented in my degree in any other University

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DEDICATION

I would like to dedicate this project to my parents and my family who have supported me through the period of my studies and throughout the period I have been developing this project. I appreciate their consistent and wise advice and support which has motivated me to pursue my studies to this level. In addition, I would like to dedicate my mentor Abdullahi Ahmed Mohamed for his continuous financial support thus realizing my long-cherished dream.

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ABSTRACT

The experiences of displacement-affected persons show how, since the formation of the federal government in 2012, Somalia has made substantial advances towards peace and security. Somalia's towns and cities, although often strained for resources, have become the primary destination for displaced persons, offering hope for improved living conditions. While significant funding is being channeled to these local NGOs, CBOs and FBOs to undertake community-based projects, and while these projects play an important role in providing humanitarian assistance and livelihoods to IDPs, it is unclear how the use of participatory monitoring and evaluation affects the outcomes of these projects. The overall objective of this study was to establish the effect of project manager knowledge in participatory monitoring and evaluation on performance of community based projects, to assess the influence of planning for participatory monitoring and evaluation on performance of community based projects, to assess the influence of resource availability for participatory monitoring and evaluation on performance of community based projects and to examine the influence of stakeholder involvement in participatory monitoring and evaluation on performance of community based projects. This study was based on community action plan theory and stakeholder theory. The study used a cross-sectional descriptive survey. The objective of the study was a community-based project to support displaced people in Afgooye, Lower Shabelle region. From a target population of approximately 1,250 people, this study used simple random sampling and purposive sampling to select a sample of 175 people. Primary data were collected through questionnaires and key informant interviews. The Statistical Package for the Social Sciences version 25 was used to code, input and analyse quantifiable information from the questionnaire. Inferential statistical analysis as well as descriptive statistical analysis was conducted on the quantitative data collected. An interview summary sheet was used to evaluate qualitative data thematically.

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ABBREVIATIONS AND ACRONYMS

CAP	Community Action Planning
CBOs	Community Based Organizations
DANIDA	Danish International Development Agency
FAO	Food and Agriculture Organization
FPR	Farming Participatory Research
FSR	Farming Systems Research
FBOs	Faith-based organizations
M&E	Monitoring and Evaluation
MIS	Management Information Systems
NORAD	Norwegian Agency for International Development
NGOs	Non-Governmental Organization
PAR	Participatory Action Research
PLA	Participatory Learning and Action
PM&E	Participatory Monitoring and Evaluation
PRA	Participatory Rural Appraisal
SIDA	Swedish International Development Authority
UK DFID	United Kingdom Department for International Development
US AID	United States Agency for International Development
IDP	Internal Displaced people

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The ever-increasing demand for limited resources has increased awareness of the necessity to not only monitor and assess development initiatives, but also to guarantee that the outcomes of these evaluations have an impact on project execution. At the national and subnational levels, it is believed that the availability of accurate, reliable, and consistent data is essential for development programs to effectively deliver services, make responsible use of allotted resources, and assure accountability (Kananura et al, 2017)

Monitoring, according to Jackson (2013), is the ongoing processes of gathering project data for the purpose of informing managers on progress, in line with the intended goals. On the other side, evaluation is defined as a comprehensive review of a project's long-term impacts, exposing what succeeded and what failed, and how to improve on the weaknesses in future undertakings (Jackson, 2013). Therefore, interactive performance measurement is a procedure where stakeholders from different levels watch or assess an intervention, program, or project, share control and ownership of the assessment activity's outcomes, and take or identify corrective actions (Estrella, 2000).

The phrase 'Participatory Monitoring and Evaluation' (PM&E) is the tracking efforts that incorporate local individuals with a variety of skills, experience, societal positions, and interests who may not have had specialized, professional training. Local users carefully capture information about their projects, consider it, and make collaborative management decisions as part of a continuous and periodic process (Jody and Rist, 2009). By definition, participatory monitoring and evaluation requires participation of large number of individuals to evaluate, suggest possible alternatives and develop a consensus regarding an action plan (Alur Nath and Kumar, 2005).

As noted by Jobes (1997) PM&E differs from traditional monitoring and evaluation by focusing on empowering local population rather than relying on outsiders to judge and verify for accountability. PM&E is about fostering local ownership in the community. Its goal is to guarantee grassroots influence over a project. It focuses on building capacity for community stakeholders in planning, decision making and operational efficacy (Jobes, 1997). In the worldwide endeavor to achieve environmental, economic and social sustainability, PM&E has proved to be an important instrument. The associated sustainability criteria and indicators are vitally important on a global

scale for identifying, tracking, and reporting participatory environmental, economic, and social trends, for tracking progress toward goals, and for influencing laws and practices (Speer, 2012).

1.1.1 Participatory Monitoring and Evaluation

A few traditional participatory research methods that serve as the foundation of PM&E include Participatory Action Research (PAR), Participatory Learning and Action (PLA), Participatory Rural Appraisal (PRA), Farming Systems Research (FSR), and Participatory Farming Research (FPR). By the 1980s, PM&E had already gained access to larger donor agencies and developmental organizations' policymaking departments. These organizations include the Food and Agriculture Organization (FAO), the World Bank, the Swedish International Development Authority (SIDA), the Norwegian Agency for International Development (NORAD), the Danish International Development Agency (DANIDA), UK Department for International Development (DFID) and the United States Agency for International Development (USAID).

PM&E is anchored in five main principles (Institute of Development Studies (IDS), 1998). The first is participation, which requires building systems and practices that involve individuals who will be the program's most immediate beneficiaries, as well as those who are generally passive and/or weak in its conception and implementation. Second, negotiation which involves an undertaking to working through diverse perspectives (sometimes resulting in unanimity and conflict) on what the assessment should be used and conducted, what steps should be taken, and what topics it takes as a result of the evaluation.

The third premise is that learning among all participants leads to remedial action and program improvement when it is shared. The fourth concept is flexibility, which recognizes that because conditions, people, and skills available for the process might change, flexibility is necessary. The last concept is eclectic, which means that practitioners can create knowledge using a wide range of approaches. Beneficiaries can create some and employ suitable and heuristic local processes. PM&E is a concept, an overall integral part of strategic learning that fosters engagement of those directly affected by a program.

The Latin American organizations regularly engage in participative monitoring and assessment to emphasize upon the resources that project use to produce results, in terms of finance, knowledge and skills and activities. For instance, collecting data via methodical observations, systematic bookkeeping, or a programmed descriptive research, as well as outputs such as employee training,

printed materials, or any ongoing development (Franks, 2012). The Canadian public institutions and as well as related projects undergo periodic assessments and the reports produced are used to inform the steering and diagnostic political discourses. PM&E became an established part of the growth policy or program lifecycle, resulting in higher growth efficacy by enhancing performance responsibility and giving effective solutions that have improved planning, budgeting, and policymaking.

After several years of executing the PM&E in Ghana, better project outcomes of public initiatives were realized (Tørseth, Aas, Breivik, Fjæraa, Fiebig, Hjellbrekke & Yttri, 2012). Zambia on the other hand, have witnessed a rise in staff wrangles related to management of programs. Some NGOs that receive funds from donors engage in a struggle amongst management over who should be in charge of management, thus resulting in ineffective administration processes and ultimately affects PM&E's execution (Mackenzie, Tan, Hoverman & Baldwin, 2012). As a result, resource utilization gets postponed, only to be completed at a date beyond the schedule. Programmes are classified as successful only when the time and budget factors are adhered to. PM&E enhances the operational efficiency and keeps the agendas within the implementation frame. Mackenzie et al. (2102) opines that the adoption of PM&E in projects cultivates an efficiency culture.

Due to a variety of problems, including insufficient funding for this technique, a lack of understanding of the benefits, a negative perception of the entire process, and insufficient senior management training inside organizations, PM&E is not widely used in Kenya (Sangole, Kaaria, Jemimah, Lewa & Mapila, 2014). Quality management competencies, training levels, and the efficacy of development committees in monitoring and assessment are all questioned (Gichoya, 2005). Inefficiencies arise as a result of limited expertise and skills, which stymies the adoption of PM&E. Political involvement allows inept persons who don't grasp the criteria employed in monitoring and evaluation to enter the picture, thus complicating the PM&E environment.

1.1.2 Community based projects

A project is an endeavor made up of a number of deliberate, related acts intended to accomplish certain objectives within a predetermined spending limit and time frame (Filicetti, 2009). To increase project success in terms of goals and objectives, the interested parties should be a part of the team that plans, monitors, and evaluates frameworks. Deliverables, budget, and time are all

Variables that may be used to determine project success. Antill (2004) opines that the rate of program success is pegged on time and resource factors as well as higher levels of beneficiary satisfaction with the initiative's goals.

Most community-based initiatives are started and operated by NGOs, CBOs, and FBOs, as well as other well-wishers and funders, or with their support. Donors, CBOs, and FBOs all seek for various kinds of information since they all have distinct requirements. Donors chose to focus on indicators that can be readily reported and summarized, such as the number of individuals taught, condoms provided, or teenagers counseled, since they gather information from so many organizations.

In recent years, a deadly combination of violence and natural disasters like drought and flooding has forced 2.6 million Somalis to flee their homes. In central and southern Somalia, particularly Jubaland, South-West, and Hirshabelle, almost a million people have been displaced. With the great majority of Internally Displaced Persons (IDPs) residing and wanting to remain in metropolitan areas, community-based projects are typically used to give long-term solutions to sustain their lifestyle.

1.2 Statement of the problem

The experiences of those who have been affected by displacement demonstrate how, since the establishment of the federal government in 2012, Somalia has made substantial advances towards peace and security. Nevertheless, the persistence of destabilizing factors such as violent extremism, natural disasters, clan, land and resource-based conflicts, weak governance, and new and protracted displacement continue to threaten human security. Somalia's towns and cities, although often strained for resources, have become the primary destination for displaced persons, offering hope for improved living conditions. It is unclear on the effects of participatory monitoring and evaluation on performance of projects like these, despite the significant resources provided to local NGOs, CBOs, and FBOs to enact community-based projects and the significant role these projects play in providing humanitarian and livelihood support to IDPs.

In previous years, developing nations have performed badly in project management, resulting in low performance in their institutions and organizations owing to a variety of issues (Lavagnon, 2011) which arise as a result of a failure to include stakeholders and beneficiaries in planning, implementation and M&E. This situation has engendered a paradigm shift in development with most development agencies adopting PM&E as a key method of ensuring productivity of

development projects. However, many development projects that employ PM&E still do not achieve desired objectives (Mulwa, 2004; Shah, 1997). These deficiencies highlight the urgent need to enhance project performance by using PM&E, which includes relevant stakeholders and benefactors in project planning and execution by enforcing local remedies to recognized problems when implementing the projects (Coupal, 2005).

Studies conducted in the past did not focus on community based projects. None of the studies reviewed focused on IDPs in Afgoye, Lower Shebelle region of Somalia. Further, the studies did not cover the contextual element of PM&E gaps, of which the current investigation sought to address in relation grassroots programs of IDPs in Afgoye, Lower Shebelle Somalia.

1.3 Purpose of the study

The overall objective of this study was to examine the effects of participatory monitoring and evaluation on performance of community based IDP projects in Afgoye, Lower Shebelle Somalia.

1.4 Objectives of the study

1. To establish the effect of project manager knowledge in participatory monitoring and evaluation on performance of community based projects.
2. To assess the influence of planning for participatory monitoring and evaluation on performance of community based projects.
3. To assess the influence of resource availability for participatory monitoring and evaluation on performance of community based projects.
4. To examine the influence of stakeholder involvement in participatory monitoring and evaluation on performance of community based projects.

1.5 Research questions

1. What is the effect of project manager knowledge in participatory monitoring and evaluation on performance of community based projects?
2. How does planning for participatory monitoring and evaluation influence performance of community based projects?
3. How resource availability for participatory monitoring and evaluation influence performance of community based projects?

4. How stakeholder involvement in participatory monitoring and evaluation influence performance of community based projects?

1.6 Research hypothesis

1. **Ho:** Project manager knowledge in participatory monitoring and evaluation does not influence performance of community based projects.

2. **Ho:** Planning for participatory monitoring and evaluation does not influence performance of community based projects.

3. **Ho:** Resource availability for participatory monitoring and evaluation does not influence performance of community based projects.

4. **Ho:** Stakeholder involvement in participatory monitoring and evaluation does not influence performance community based projects.

1.7 Significance of the study

Project managers' skill and response were supposed to be improved by the study's findings and recommendations, hence improving performance of community based projects through proper participatory monitoring and evaluation. The consequent awareness and information among the project managers and project teams was intended to produce positive actions and follow up with all relevant stakeholders to instill a culture of participatory monitoring and evaluation in projects with a community focus.

Somali national government will also benefit from the findings and recommendations by formulating policies that will facilitate and encourage the utilization of PM&E. The findings will make available statistical evidence that will facilitate government policy decision making at the national level that facilitate effective monitoring of community based projects by encouraging them to adopt participatory monitoring and evaluation.

The findings and recommendations shall be vital to different stakeholders enhancing their role of monitoring and evaluating community based projects. Some of the elements that enable communities to participate in successful project monitoring and assessment were uncovered by the research. The donors, CBOs, NGOs, FBOs, and people of the Afgoye community will find these findings eye-opening, and they will be inspired, sensitized, and informed about the significance of participating in PM&E of development initiatives. In turn, this will ensure immense savings in

terms of resources, sustainability of projects, value for money and doing away with “ghost” projects.

The results of this study will increase the horizons of experience in the field of community-based project PM&E as well as the body of knowledge on the subject. It is believed that this enrichment would be fascinating and helpful to scholars and academicians.

1.8 Assumptions of the study

The research made a supposition that all internally displaced people in the region benefited from community-based projects in Afgoye.

1.9 Limitations of the study

The expectation was that some of the project officials targeted by the study were busy individuals providing services to the IDPs in the region under study. Thus, they might not be readily available to provide information during data collection. To address this challenge, the researcher made prior appointments and bookings with such individuals at a time convenient to them but within the study timeframe.

Due to the prevailing Covid-19 pandemic and the control and containment protocols, it was anticipated that data collection might be challenged by restrictions of movement and non-congregation. To address this challenge, the researcher sought permits and authorization letters from relevant authorities to be able to move and collect data. The researcher further made use of methods that limit physical contact and ensured social distance was maintained. These methods included the use of telephone interviews, mailed questionnaires and computer assisted personal interviews.

1.10 Delimitations of the study

This research concentrated only on the most inclusive strategy for project M&E—participatory monitoring and evaluation. In the Lower Shebele district of Somalia's Afgoye, community-based projects aimed at IDPs received a lot of attention. The population scope included multiple stakeholders such as NGOs, CBOs, local administration officers and project managers.

1.11 Definition of key terms

Evaluation: It's the methodical evaluation of a project's worth or usefulness.

Monitoring: overseeing ongoing operations to ensure they are on track and on time to fulfill the goals and performance targets.

Participation: Taking part in the execution of an intervention either actively or passively

Project: a short-term activity in which people come together to produce a differentiated product within a specified period and means.

Participatory monitoring and evaluation: beneficiaries are involved in measuring, documenting, collecting, analyzing, and disseminating data to aid local development project employees and local group members in making decisions

Project Manager's Skills and knowledge: The key skills a project manager needs to successfully manage a project from start to finish.

Planning: deciding about what objectives to accomplish, the actions to be undertaken, resources needed, the organizational positions assigned to do them, and who should be responsible for the required actions.

Resource availability: includes the presence of tangible and intangible materials and facilitations such as information about what resources are needed for a project, when they're available and the conditions of their availability.

Stakeholder Involvement: the methodical process of finding, evaluating, planning, and carrying out decisions that involve stakeholders.

1.12 Organization of the study

The background, study objectives, research questions, justification for the investigation, scope, and limitations are all defined in the first chapter. Chapter 2 gives a summary of the literature pertinent to the research. Discussions include the theoretical framework, a critical analysis of the study variables, and the conceptual framework. The methodology utilized in the study was covered in Chapter 3, along with the demographic traits, sampling strategies, and sample size, as well as the methods for gathering, processing, and presenting the data, as well as ethical concerns. The study's fourth chapter revealed the outcomes of the data analysis procedure while also interpreting

the results. The study's chapter five discussed the study's major conclusions, recommendations, and findings, as well as recommendations for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature that was important to our study was covered in great length in this chapter. The chapter discusses the impact of planning and resource availability for PM&E, as well as the impact of stakeholder involvement in PM&E, as well as the effects of project management knowledge in PM&E on the performance of community-based projects. A theoretical review, conceptual framework, research gaps, and a summary of the literature review are presented in this part.

2.2 Project manager knowledge in participatory monitoring and evaluation and performance of community based projects

Listening to and taking advice from beneficiaries and other partners is crucial in order to improve project design and make execution more adaptable to facts on the ground (Kadzikano, 2002). This can only be done, though, if you have the necessary skills and knowledge in participatory monitoring and evaluation. Kadzikano's (2002) study revealed that the most important aspect in participatory monitoring and evaluation is skills. Active participation of local organizations and other important subcontractors in monitoring and evaluation, according to the study, may help them better understand the development process. Higher surveillance and assessment capabilities leads to total project self-sufficiency, increased project sustainability, and improved project outcomes.

UNESCO (2009) indicates that where technical competence is insufficient, training and technical support must be incorporated into the program design to persuade appropriate fora that some constraints are beyond their power to remove, locals must be taught facilitating and even leadership abilities. Important PM&E outcomes ought to be reported in writing or at meetings by community facilitators who are essential information brokers. Communities should be welcomed to provide accounts whenever feasible, and other approaches should be recommended. This evolution should be incorporated into the capacity-building strategy (Hilhorst and Guijt, 2006).

Strengthening capacity and training in PM&E-related issues can be necessary, for example, in determining the core information needs, formulating relevant, feasible indicators, the benchmark concept, data collection processes, analytical processes and how findings can be used for action reflections and identification. For PM&E's operationalization, it is also necessary to strengthen

communication and facilitation abilities to communities and multi-stakeholder forums. More fundamental assistance may be needed to enhance organizational capability, particularly those CSOs handling vulnerable groups (Hilhorst and Guijt, 2006).

Participatory approaches can enable "beneficiaries" of the projects to discover and give the information and abilities required to complete the task (literacy, computing, interviewing, and numeracy, and research among others). Project workers must be inventive, use common sense to the population, the environment, politics and culture to their expertise to guarantee proper answering of questions throughout. The programs are assessed using many different methodologies and procedures. It is this diversity which is such a strong instrument for evaluation. Methods might be based on matters of interest, the setting, the philosophical stance of the evaluator himself and the characteristics of the others engaged in the program. Any combination of positions may be requested to increase the assessment's depth and quality. In order to get appropriate skills in approach, all stakeholders require training (Beattie, 1995).

In Kisumu East District of Kenya, Oyuga (2012) investigated the factors that affect the acceptance of participative M&E in the administration of public secondary schools, and realized that expertise was a crucial influencer. The study found that many governing boards and directors have a limited understanding of management policy guidelines and assessment, which influenced the implementation related M&E frameworks.

The effectiveness of donor-funded food security intervention projects was studied by Kimweli (2013) in relation to monitoring and evaluation procedures. The research concluded that no monitoring or evaluation of the efforts to address food security involved the community. Therefore, participatory monitoring and evaluation in food security programs helps them succeed, however it should be combined with effective project management abilities. The project implementing agencies should hold trainings to increase capacity for comprehension of and involvement in the monitoring and evaluation system in order for PM&E to be implemented to the projects.

Management Information Systems (MIS) enable managing projects, resources, activities and results monitoring and control and detecting obstacles in time for project organization (IFAD, 2002). Certain PM&E insights (limitations, possibilities) may only be addressed by other actors, such as the secretariat, and must thus be included into a MIS plan. The related results also give

project managers and workers a synopsis of undertakings in terms of successes and spotting flaws. The implication is that adequate, regular review and interaction channels between PM&E and project administrators are required by the project design (Hilhorst & Guijt, 2006). This is another area of knowledge that all project managers must learn.

Clarity of advice, methods, coaching support, training and exchange activities should be offered for employees. Therefore, PM&E at community level should be preceded by a training program for community facilitators. Key aspects of such training include the understanding of M&E concepts and ways of functioning, creating a commitment to the process and guaranteeing equality. Community facilitators' coaching should be geared towards preserving process quality, such as ensuring that the major players remain in control and that the process yields outcomes (Hilhorst & Guijt, 2006).

Ababa (2014) looked into the obstacles faced by regional nonprofit organizations implementing educational programs in Addis Abeba in terms of training, monitoring, and assessment techniques. The study found that Addis Abeba's local nonprofit groups' programs are not properly monitored and evaluated. This is due to a variety of problems, including a shortage of M&E expertise, a small budget allocated for M&E, and inadequate stakeholder involvement.

2.3 Planning for participatory monitoring and evaluation and performance of community based projects

Planning involves deciding about what objectives to accomplish, the actions to be undertaken, the resources needed, the organizational positions assigned to do them, and who should be responsible for the required actions. No project can succeed without proper planning because planning precedes all other phases. Generally, in any kind of planning, there are steps (Weihrich, Cannice & Koontz, 2008) that must be followed. Planning for PM&E should be inbuilt within the entire project planning process because it represents a significant part of the project. According to UNFPA (2004), monitoring and evaluation plans should therefore have of important constituents of any program or project design for M&E information to be accessible in good time to assist the decision-making process and guarantee that the stakeholders are accountable.

Planning for PM&E also makes it possible for the project team to select the participants in PM&E exercise as well as assess their requisite skills for PM&E. The question of when PM&E should be carried out during the lifetime of a project is also the subject of planning. The amount, type and

resources that will be required for PM&E activities is decided at planning phase. In addition, the findings of existing M&E reports are also incorporated during this stage. For complete participation of all the stakeholders, Mangheni and Bukenya (2003) have empirically demonstrated the significance of engaging all applicable stakeholders in the entire project cycle and more importantly, planning. They emphasize that: "...The preliminary phase involves consulting all the stakeholders concerned about who, how and when PM&E methodology questions are unavoidable in order to meet the requirements of all key stakeholders with the appropriate information." This would also guarantee that all key stakeholders will have ownership of the results (the good and bad). This definitely underscores the need for adequate and relevant planning for PM&E. From the foregoing, it cannot be belabored that planning in PM&E is critical for the success of any projects.

Larry (2001) says that the monitoring and assessment planning must start at the project design stage and that the project objectives must be established simultaneously. The participatory planning, implementation and management goals of PM&E, according to Charles Norchi (2003) are that institutions should be involved in formulating project objectives during the planning phase to create indicators to measure progress in public high school projects. This approach comprises methods of engagement during design, implementation and administration.

There are at least four major stages of time that influence application of PM&E. Creating a structure for the PM&E process, establishing goals and metrics, gathering data, analyzing it, and taking appropriate action are a few of them. Many people think that when creating a PM&E process, the planning step is the most crucial. At this point, several stakeholder groups come together for the first time to discuss their issues and compromise on divergent interests. (1986, Feuerstein). All Stakeholders must establish their monitoring and evaluation objectives, as well as what data should be watched and analyzed, for whom, and who should be engaged. The findings and results, as well as how they will be used should also be made clear. After stakeholders have agreed on objectives, monitoring indicators must be chosen. Many times, various groups of stakeholders come to an agreement on a set of shared indicators, but other times, to satisfy the information requirements of various stakeholder groups, various sets of indicators are developed. (MacGillivray et al., 1998).

2.4 Resource availability for participatory monitoring and evaluation and performance of community based projects

The required levels of monitoring and assessment need enough financial and human resources (UNESCO, 2009). Kaarin and Njuki (2005) pointing out that the availability of resources is a fundamental component of participatory monitoring and evaluation and improves the probability of conducting the projects and assigning resources until the project finishes, and of reaching opportunities to get benefits. The PM&E spending plan should include funds for strategy development, capacity building, administration cost, civic education and awareness forums, feedback and documentation systems, and institutional frameworks. Most PM&E resources are needed in the early phase. External experts might be required to help in design and training (Hilhorst and Guijt, 2006).

Many intervention projects are well-implemented to the point that PM&E of organizational growth or project-supported activities can become a power struggle between various resource-user groups and levels of government. PM&E can be used as a form of control on purpose. It is achievable within the context of multi-stakeholder platforms that serve as monitoring tools for better resource management. Facilitated suitable resource permits diverse interest groups to agree on what may be utilized and what needs to be managed within their capacities and resources. The funding process must be carried out by jointly evaluating the PM&E system itself implemented by the platform and analysing whether the concerns of all interested parties have determined elements (Kaarin and Njuki, 2005).

According to Kadzikano and Chishawa (2001) resource availability becomes a continuous process feeding to project. Even if records are confined to the most necessary, poor infrastructure makes PM&E expensive. The contribution of the PM&E process to the growth of human and non-human resource management capabilities must be used to justify these costs. With this in mind, development organizations that are really committed to community development must engage in participatory techniques as part of process-oriented initiatives and programs for the long run.

Many development agencies have come up with training modules and toolkits in PM&E to facilitate capacity building among their stakeholders within this critical area of project management. FAO (2010) for instance has a Training Module on Participatory Community Monitoring and Evaluation for all the stakeholders that is conducted in the monitoring and

evaluation of its projects. This module inter alia, defines what PM&E is. It gives the aims of PM&E and discusses the salient steps in the PM&E process; which every player in the process must be familiar with. As opposed to this, UNFPA (2004) published a Program Manager's Planning, Monitoring and Evaluation Toolkit that places a strong emphasis on the value of stakeholder involvement in program monitoring and evaluation. This implies that the manager has to acquaint himself or herself with this toolkit and also seek to train all the other stakeholders in PM&E approaches for them to effectively participate in the M&E of project or program activities.

Some have demonstrated that information and communication technology may facilitate the participation of individuals by giving information about local events in community volunteer organisations (Wellman et al., 2001). In rural areas, more research has shown that Internet users are more prevalent than non-Internet users to engage in community activities, organisations, and run local companies (Stern and Dillman, 2006). In addition, rural inhabitants utilize e-mail to interact and get information about volunteer groups and activities (Stern and Adams, 2010). This makes it possible for digital capital to encourage both passive and active local participation in development activities.

Rural areas may experience these drawbacks in two different ways since they lag behind other types of locations in terms of broadband high-speed technology availability and adoption, according to Michael et al. (2011). Individually, residents of remote areas might not be able to exploit Internet resources and opportunities that could improve their daily lives, such as getting access to their money or finding medical information. The Internet serves as an essential channel for communication and information sharing among community groups and activities at the local level. (Mossberger, Tolbert, & McNeal, 2008). Under this technique, it might be less probable for community members to be recruited, to find information or to communicate about such involvement with other people. Once more, this could have particular effects for rural communities, whose life, prosperity, and growth frequently depend on individuals' participation in civic engagement (Aigner et al., 1999).

Allocation of sufficient time to the achievement of PM&E is vitally crucial. A possible danger is the wish that the implementing agency or other players would produce rapid outcomes. The more a ministry or funder puts pressure on a project to quickly meet planned goals, the fewer people will be prepared to pause, reflect, change directions, and change the plans (Guijt et al., 2005).

Since PM&E is a negotiation process including stakeholders and communities who frequently have to learn new roles and forms of interaction while dealing with methodological challenges, Hilhorst and Guijt (2006) show that there should be enough time for an agreed process to be developed, adapted, implemented and implemented. The PM&E process itself, as well as interest in the entire project and faith in the goals of the implementing agency, must be developed. For example, there should also be sufficient time for informing and discussing processes. It is intended that the project, facilitators and communities work together towards the relationship of trust and trust.

2.5 Stakeholder involvement in participatory monitoring and evaluation and performance of community based projects

Ababa (2014) examined training, monitoring, and evaluation processes, and even the hurdles faced by local nonprofit organizations in Addis Ababa implementing education programs. The findings revealed low enforcement of M&E in programs, mainly due to low levels of related expertise, insufficient spending budget and a lack of stakeholder commitment. In assessing the importance of civic engagement in the execution of CDF initiatives in Mwea Kenya, Nyaguthii and Oyugi (2013) discovered that while having a purpose to benefit the wider community, implementation processes were exclusively done by prominent persons. The study recommended greater engagement of stakeholders in project identification, execution, evaluation, and monitoring, in order to enhance resource distribution and outcomes in terms of fighting corruption and financial mismanagement.

Kimweli (2013) studied at how projects addressing food security financed by donations fared in terms of monitoring and assessment and noted that the intended neighborhood did not take part in the M&E aspects of the program. Applying participatory M&E helps stakeholders to translate implementation results and therefore to obtain a deeper understanding of the intervention and its potential consequences. Their engagement in the process of implementation learning and evaluation also improves their utilization of evaluation results. The engagement of many stakeholders also contributes to a broad range of opinions which drive discussions and an improved knowledge of the problems affecting communities.

In contrast to conventional M&E, where main stakeholders just give information, Guijt and Gaventa (1998) noted that primary stakeholders' (intended beneficiaries') involvement in the

PM&E approach include methodological design and adaptation, data analysis, information sharing, and action connections. Participatory monitoring and evaluation mainly concerns the exchange of knowledge between program users, program implementers, funders and sometimes, practitioners external to evaluation (Rossman, 2015).

Guijt and Gaenta (1998) stated that, in accordance with the opinions and desires of people most directly concerned, PM&E is offering new approaches of measuring and gaining knowledge from inclusive transformation. However, controversy arises not only from the difficulties of recognizing who participates, but also of establishing the responsibilities of the different players at what point of the process (Hilhorst & Guijt, 2006). The idea and aims of participation remain somewhat ambiguous in their implementation (Estrella & Gaventa, 1997). It is essential that considerations are made as to the level of involvement necessary by stakeholders in order to be successful participation (Hilhorst & Guijt, 2006).

Estrella and Gaventa (1997) propose two main ways to describe participation in monitoring and evaluation: by whom (externally led, internally led, or jointly-led) M&E is started and undertaken, and to whose perspectives (all major stakeholders, benefits, or oppressed minorities are particularly emphasized). When starting up monitoring and evaluation in a multi-stakeholder system, adequate capacities should be in place (Hilhorst & Guijt, 2006).

According to UNDP (2009), PM&E competence is frequently found in four areas: management; knowledge; accountability mechanisms; and institutional structures, including adequate resources and encouragement. Capacity at various levels is interconnected and has a complicated, codependent impact upon each other. The readiness and capacity of all key actors to engage and respond to M&E outcomes has to be analysed (Hilhorst & Guijt, 2006). PM&E facilitators must be politically sound, competent and devoted and exhibit tenacity and passion in building up multi-stakeholder dialogue (Hilhorst & Guijt, 2006). The misconceptions that frequently prevent more active involvement and an increase in the appreciation of community knowledge and identification of priorities are also challenges to successful participation at institutional and community level (Jackson & Kassam, 1998).

According to Hilhorst and Guijt (2006) participation is described as the stakeholder process by which decision-making, allocation of resources, execution and control of development projects are involved and influenced. The Establishment of Institutions and Procedures That Involve People

Most Directly Involved in the Program, Typically the Most Powerless in Program Design and Execution, is Stressed by the Participation Principle (Rossman, 2015). PM&E has attracted a lot of attention in an effort to oppose more conventional top-down, bottom-up evaluation methods. Prominence is placed on increasing involvement, a procedure inherently associated with learning and empowerment via involvement of local people, development organisations and policymakers in the joint decision on the measurement of progress and results (Guijt & Gaventa, 1998).

Ferreira (1999) claimed that stakeholder engagement gives possibilities for involving the public in successful monitoring and evaluation exercise. The length that stakeholders participate guarantees that governments at all levels adopt decision making from an all-inclusive perspective. Involving stakeholders in the stimulus project policy decision making and implementation, availability and efficacy of dispute resolution and complaints processes in civil society and in other economic stimulus projects is crucial.

2.6 Performance of Community Based Projects

Project Performance is the ultimate goal of any project design and implemented in all sectors. A project is defined as any endeavor that consumes resources to deliver a specific output. Project involves synchronizing the key project elements of project cost, project time (schedule) and project scope. According to the World Bank (2019) project simply means deployment of inputs with expectation of achieving outputs.

Project performance helps to determining the extent which the established indicators and standards of the project have been achieved in a way that is meaningful (United States Agency for International Development, USAID, 2010).

Performance of the program ensures that the plan of the project has been attained within the established budget, time, and scope while ensuring that the needs of the end users have been met. Performance of the project is measured across its lifecycle through some established classic indicators (Raimondo, 2016). Different projects can be guided by different indicators gauging performance. As noted by Mwanza, Namusonge and Makokha (2020), different programs can be guided by their own unique indicators of determining performance.

2.7 Theoretical framework

The stakeholder theory and the community action planning theory would be used to guide this research.

2.7.1 Community Action Planning (CAP) Theory

Hamdi and Goethert advanced the theory in 1997. It enables communities to plan, execute and manage their own programs of development. The philosophy of CAP is participative, community-driven and quick. Involvement of the community is central to the CAP and the focus lies on establishing coalitions and partnerships, such that participation takes place when individuals and organizations believe that their visions and interests for the companies are better run in partnerships than without them. The idea of effective community or organization engagement in the monitoring and assessment of development initiatives establishes a clear principle for this study.

The theory concentrates on who and what level they take part in a development endeavor at community or organization level. The parties that will take part should plainly demonstrate efficient development strategies. Since it is difficult to welcome all players involved, practice states that it is always desirable to develop a plan to ensure that everyone is fairly represented (Cruz-Arcila, 2013). The theory further insists on the responsibility of communities to undertake, plan, design, implement and maintain development initiatives in local settings. CPA emphasizes that the community members must engage in every environmental development project since they understand the context better than other interest groups and persons. They provide feedback and take part in monitoring and evaluating projects, which provides the project a sense of autonomy and success (World Bank, 1999; 2001).

2.7.2 Stakeholders Theory

The idea of stakeholders originated back in the 1980s and Richard E. Freeman presented this theory in 1984. The theory consists of two methods with one stressing stakeholders to offer strategic management strategies. The second approach is the stakeholder viewpoint on the organization (Gomes, 2006). It identifies project stakeholders and proposes methods that management may take proper account of their opinions, requests and interests. This tries to deal with the 'Who or What really matters principle' (Miles, Samanths, 2012).

Stakeholder theory advocates ethical organization management. The approach also highlighted efficient and successful organizational governance (Freeman, 1984) (Harrison, Freeman, & Abren, 2015). Freeman (1984) states that the stakeholder that is managed, involved and educated has good reciprocal results and begins to support organizational goals, such as the sharing of important knowledge and resources. The idea is broad and promotes justice, equal treatment, honesty and even kindness for all stakeholders (Harrison, Freeman and Abren, 2015). Put it differently, organisations have a duty to take care of the links between the organization and its stakeholders.

The idea also says that an organization produces value for itself, when it meets the demands of its stakeholders. Management of the company in the tough and dynamic business climate is more, more effective, more efficient, practical and ethical (Harrison, Freeman & Abren, 2015).

Harrison and Wicks (2013) argued that the idea of stakeholders is a means to bring ethics and strategy together. Furthermore, companies that work hard for the interests of a larger range of stakeholders generate greater value over a broad period of time. Well-treated stakeholders would respond positively and improve their behaviour towards their organisation. Furthermore, stakeholder loyalty will be improved (Harrison, Freeman and Abren, 2015). Stakeholder theory is a management theory that is not based on moral philosophy or corporate social responsibility, but rather on the moral treatment of individuals who are impacted by or have an impact on project operations. Academics and other disciplines like as health, law, and public policy have all used stakeholder theory.

The idea was used in the study to explain and suggest that the county government take stakeholders' interests, desires, and expectations into account when supervising projects through participatory monitoring and evaluation. The main argument is that a county government's management of key stakeholders, including development partners, people, NGOs, CBOs, and policymakers, will determine how effective a development project will be.

Stakeholders have different opinions on a wide range of topics, but by better comprehending those opinions, chances for agreement on the best course of action to follow to improve the effectiveness of development projects may occur.

2.8 Conceptual framework

The conceptual framework for this study shows how the dependent and independent variables are related. The dependent variable is how well community-based projects perform. PM&E project management expertise, planning for PM&E, resource availability for PM&E, and stakeholder involvement in PM&E will be the independent factors. The ensuing relationship is illustrated below.

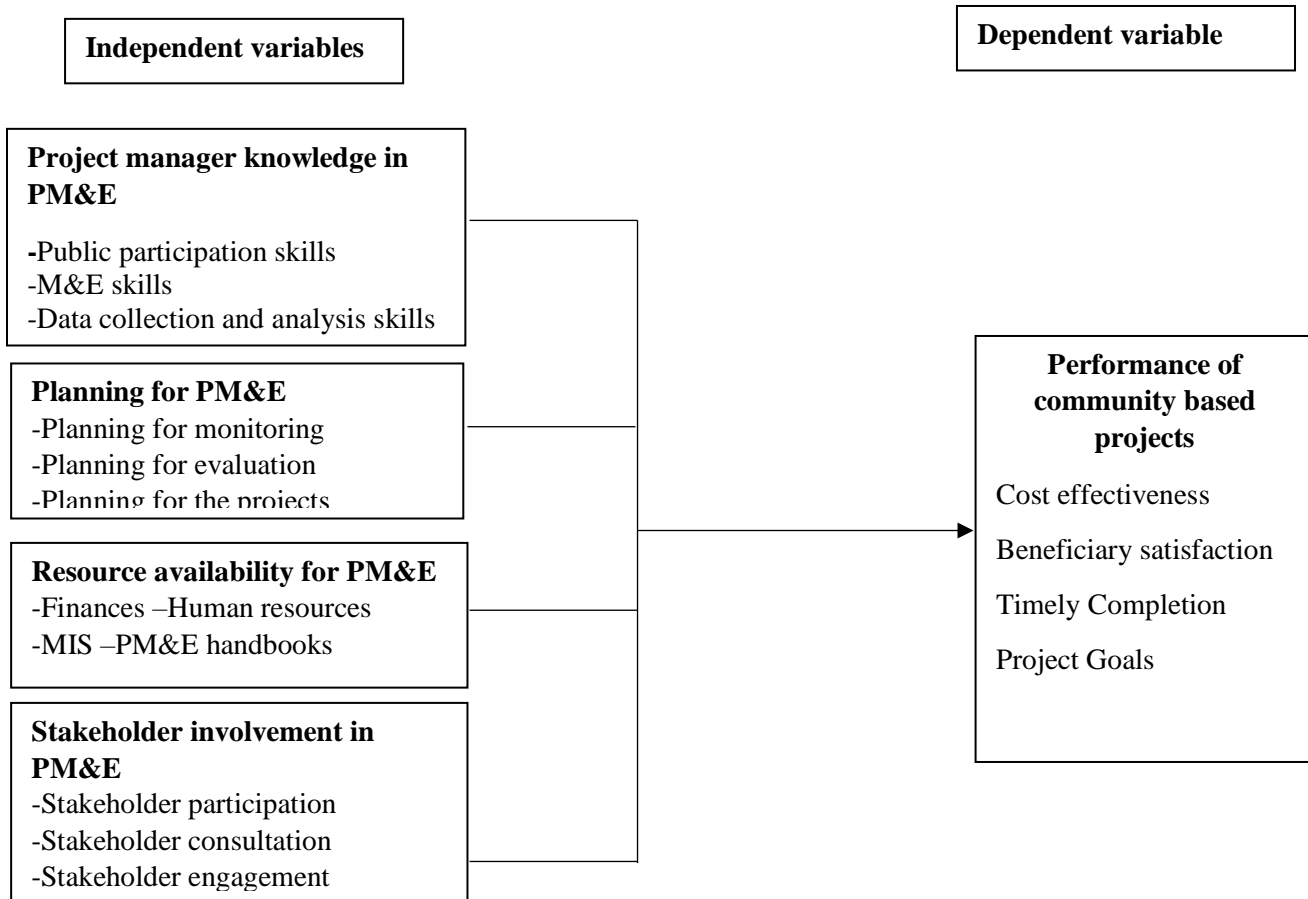


Figure 2.1: Conceptual framework

2.8 Knowledge and Research Gaps

Researcher	Title	Findings	Research gaps
Oyuga (2012)	Determinants of adoption of participatory monitoring and evaluation in management of public secondary schools in Kisumu East District, Kenya	Competencies influenced participatory monitoring and evaluation in government high schools, according to the findings. Furthermore, many members of the governing council and administrators are unaware of the regulations that regulate M&E in management, which has an impact on how it is implemented in public schools.	The study was conducted in the academia field, thus its conclusions may not be immediately applicable to grassroots-based IDP programs at the county level.
Wambura (2016)	Influence of participatory monitoring and evaluation practices on performance of village saving and loan associations projects in Kwale County, Kenya	The study outcome show that participatory monitoring and evaluation has an impact on Kwale County's VSLA development goals.	This study was based in the financial field and as such, failed to capture contextual PM&E issues in community based projects for IDPs.
Ababa (2014)	Training, monitoring and evaluation practices and challenges of local nongovernmental organizations executing education projects in Addis Ababa	As per the findings, programs carried out by local nonprofit groups in Addis Ababa are not properly measured and reviewed.	The study used project beneficiaries as the study participants, which limited the use of the knowledge from project managers in understanding the variables under study.
Kadzikano (2002)	Factors influencing the application of participator monitoring	The study found out that skills is the most influential factor in participatory monitoring and	The study focused on skills of the community members as well as

	and evaluation in development process.	evaluation. The study showed that enhanced participation of community partners and other important project stakeholders in monitoring and evaluation can help improve their understanding of the development process	stakeholders and did not factor in the skills and knowledge of the project managers or the project implementation team
Nyaguthii and Oyugi (2013)	The influence of community participation on successful implementation of constituency development fund projects in Kenya focusing on Mwea Constituency.	The study found that though the project purposes were to benefit the community, only the influential people were involved in implementing them	The study was biased towards implementation of projects, sidelining the contextual concepts of participatory monitoring and evaluation.
Kimweli (2013)	The role of monitoring and evaluation practices to the success of donor funded food security intervention projects	The study discovered that the neighborhood was not participating in either of the food and nutrition security intervention initiatives' monitoring and evaluation.	The study failed to capture the contextual concept of participatory monitoring and evaluation
Ferreira (1999)	The influence of stakeholder participation on effectiveness of monitoring and evaluation	The study found that involving stakeholders has an impact on the effective execution of monitoring and evaluation, which opens up prospects for citizen oversight.	The study focused on one aspect only; stakeholder participation. It did not factor in other factors such as knowledge, planning and resources.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the study's research methodology. The study design, target population, sampling approach, and sample size were all discussed in this chapter. In addition, the chapter covered data collecting tools and processes, validity and reliability, data analysis and presentation, and ethical issues

3.2 Research design

Cross-sectional descriptive survey research was used in this study. In a descriptive study, participants' responses are gathered without influencing them to alter their environment (Jackson, 2009). They are also used to demonstrate the association seen between parameters being examined while preserving their natural occurrence. A cross-sectional method is adopted to survey participants and gather both quantitative and qualitative data concerning the research variables to determine their connections. In this study, surveys were used. A mix-method approach was adopted. The mix-method approach made use of a questionnaires as well as key informant interviews in data collection.

3.3 Target population

The research focused on community-based projects which have been implemented to support IDPs in Afgoye region of Lower Shebelle. Specifically, the study focused on government officials in Afgoye, officials from NGOs, CBOs, development partners who were involved in community based projects for IDPs, and community based projects implementation teams in Afgoye. It was estimated that the target population was approximately 1,250 persons

Table 3.1: Target population

Respondents	Frequency
Local administrators	40
Programme managers/heads	100
Development partners/donors	60
Project implementors	800
NGO officials	100
CBO officials	100
FBO officials	50
Total	1250

3.4 Sample size and sampling procedure

3.4.1 Sample size

As indicated in Table 3.1 below, the study used Yamane's (1967) formula for determining the ideal sample size to come up with a sample of 175 respondents. The following formula was used in this study:

$$n = N / 1 + N(e)^2$$

Where:

n = Sample size

N = Target Population

e = Level of Precision

Therefore, using a target population of 1,250, 0.07 level of precision,

A sample of 175 was arrived at as follows:

$$n = 1250 / 1 + 1250 (0.07)^2$$

$$n = 175$$

3.4.2 Sampling procedure

Random sampling and purposive sampling was utilized. Purposive sampling was used when researchers selected specific individuals to provide information on account that they were experts or had in depth knowledge about the subject under study. Purposive sampling was employed by the researcher in this study to obtain information from local administrators in Afgoye, project managers in charge of community based projects and officials from development partners who included donor agencies. The researcher used simple random in obtaining respondents within the population of project implementation teams, NGOs, CBOs and FBOs, all of whom were involved with community based projects targeting IDPs in Afgoye, lower Shebelle as shown below.

Table 3.2: Sample size

Respondents	Frequency
Local administrators	5
Programme managers/heads	20
Development partners/donors	10
Project implementers	105
NGO officials	10
CBO officials	20
FBO officials	5
Total	175

3.5 Data collection instruments

Structured questionnaires and key informant interviews were employed in the investigations to get quantitative and qualitative comments from the study participants.

3.5.1 Questionnaire

The information was gathered using a self-administered, semi-structured questionnaire. A questionnaire, in theory, is a structured method for gathering primary data in which respondents

must provide written responses to a series of questions. Both closed-ended and open-ended questions were included in these questionnaires. Likert scales employing five points were utilized to reduce participants' response time and effort (Zainol & Ayadurai, 2011)

There were five sections to the questionnaire. The individuals' backgrounds were captured in the first section. The section two investigated the impact of project manager knowledge on the use of PME. The third part queried information in PM&E and planning, while the fourth dealt with PM&E and resources. Section five was capture data on the influence of stakeholder involvement on application of participatory monitoring and evaluation.

3.5.2 Key Informant Interviews

In-depth, qualitative conversations are held during key informant interviews with individuals who have firsthand knowledge of the subject at hand (U.S Census Bureau, 2010). Key informant interviews allow for a free exchange of ideas and information, much like a conversation with friends. On-the-spot inquiries, information gathering, and the taking of notes are all done by interviewers. To gather information from local administration officers, officials of development partners and donors, and the project managers, a key informant interview guide was used.

3.6 Pilot testing of the instruments

A pilot investigation was carried out in the neighboring Benadir region to test the data collection tools as well as test the reliability and validity of the tools, as well as familiarize the research team to locational context and administrative procedures. The region was selected purposively because of the researcher's need to experience the kind of respondents who posed the desired characteristics and information that the researcher expected to meet during the actual data collection for the study. 10 participants were selected for pilot study, the selected participants were part of target population but not the study sample. Conducting a pilot study in an area out of the study vicinity would have exposed the researcher to respondents who did not possess the characteristic and information sought to achieve the objectives of this study. Such information would not adequately aid the researcher in modifying the data collection instruments to collect the precise data from the study sample.

Generated outputs informed the final report. The responses obtained from the exercise helped in identifying some of the likely shortcomings that would be experienced during the actual data

collection exercise. This aided in restructuring the instruments where necessary depending on the shortcomings realized.

3.7 Validity of the instruments

Cooper & Schindler (2014) acknowledge three key kinds of validity – content validity, validity criteria and structure validity, together with the appropriate validity assessment techniques. This study used validity and validity of content and were assessed by judgement and evaluation by the panel. Integrating the validity of the content into the tool enabled the inclusion of the several ideologies being researched (Babbie, 2002), while ensuring that the tool contains the concepts that underlie the survey (Houser, 2011). A draft copy of the data collection instruments was made available to the supervisors and a panel of experts for assessment in order to determine their authenticity. Where appropriate, the supervisors' viewpoints, recommendations, and perspectives were taken into consideration when the questionnaire was being improved.

3.8 Reliability of the instruments

The element assesses the dependability of the research tools. Cronbach alpha was used to measure the degree of regularity, and a stopping criteria of 0.7 was desired (Santos, 1999). Internal reliability is more dependable when Cronbach's alpha is higher (Sekaran, 2003). According to Du Plessis (2010), the lower level of acceptance when calculating the Cronbach alpha is a result not exceeding 0.60. The tool is extremely dependable if the coefficient is 0.80 or higher.

3.9 Data collection procedures

For respondents who could self-administer the questionnaire and were literate, a semi-structured, self-administered questionnaire using the drop and pick approach was employed to collect data. In order to acquire data from respondents who were unable to complete the questionnaire on their own, the researcher also used the researcher administered approach. The researcher was predisposed to using mail interviews and questionnaires assisted by google forms where appropriate because of the ongoing Covid-19 pandemic and the present containment measures. The researcher also made use telephonic interviews to collect data from respondents who were not readily available to respond to the questionnaires or mailed interviews. This made sure that the researcher complied with containment regulations, didn't put himself at risk of catching the virus, and fit in with the new social order.

3.10 Data analysis techniques

Data management conducted to the survey data where cleaning, sorting, locating duplication, and locating missing data was done. The United States Census Bureau (2010) defines data management as "a collection of human, automated, or electronic methods for verifying, sorting, summarizing, and aggregating data." Restore, conversion, categorization, analysis, and reporting are often performed after these procedures.

Following that, the process of coding was done, then validated data imported into an SPSS (Ver25) software for generation of inferential and descriptive statistics. The researcher looked for patterns, trends, variances, and differences in the data, which was utilized to support the study outcome. The outcomes were presented in frequency tables and charts.

To examine the data, a multiple linear regression model was employed, as shown below:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

Where

Y = performance of community based projects

X1 = project manager knowledge in PM&E

X2 = planning for PM&E

X3 = resources for PM&E

X4 = stakeholder involvement in PM&E

An interview summary sheet was used to examine the data from the interviews thematically. To begin, a list of particular phrases and key terms used by respondents in scenario descriptions was compiled to indicate themes. The researcher utilized short abbreviations as descriptive codes to classify data, which is generally a statement from a key informant, under an applicable category such as numeric codes. These codes were arranged around important ideas, topics, questions, or themes. Similarities and differences were separated, then grouped into bigger categories, and finally sub-themes. The findings were presented in narrative style, with actual quotes to back them up.

3.11 Ethical considerations

Before beginning the study, the researcher obtained consent from every required authorities and organizations in accordance with ethical standards and protocols. The researcher also ensured that the participants were aware of the study's goals and objectives. This was accomplished through the use of appropriate introduction letters. The participants were not forced to take part in the survey. A permission form was used to get consent from respondents prior to their involvement in the research. Respondents' willingness to participate in the study was gauged following a thorough description of the study's methodology and data collecting.

3.12 Operationalization of variables

Objective	Variable	Indicators	Measurement scale	Research approach	Data collection tools	Data analysis technique
To establish the effect of project manager knowledge in participatory monitoring and evaluation on performance of community based projects	Project manager knowledge in PM&E	-Public participation skills -M&E skills/knowledge -Data collection and analysis skills	Nominal	Cross-sectional descriptive survey	Questionnaire	SPSS

<p>To assess the influence of planning for participatory monitoring and evaluation on performance of community based projects</p>	<p>Planning for PM&E</p>	<p>-Planning for participatory monitoring -Planning for participatory evaluation -Planning for projects</p>	<p>Ordinal</p>	<p>Cross-sectional descriptive survey</p>	<p>Questionnaire</p>	<p>SPSS</p>
<p>To assess the influence of resource availability for participatory monitoring and evaluation on performance of community based projects</p>	<p>Resource availability for PM&E</p>	<p>-Finances - Human resources -MIS - PM&E handbooks</p>	<p>Ordinal</p>	<p>Cross-sectional descriptive survey</p>	<p>Questionnaire</p>	<p>SPSS</p>

To examine the influence of stakeholder involvement in participatory monitoring and evaluation on performance of community based projects	Stakeholder involvement in PM&E	-Stakeholder participation -Stakeholder consultation -Stakeholder engagement	Ordinal	Cross-sectional descriptive survey	Questionnaire	SPSS
To examine performance of community based project	Performance of community based project	-Cost effectiveness -Beneficiary satisfaction -Timely Completion -Project Goals	Ordinal	Cross-sectional descriptive survey	Questionnaire	SPSS

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The research's findings regarding the first section's research objectives are revealed in this segment. Recurrence tables were used to present and analyze the findings. Last but not least, SPSS, a computer tool, was used to establish the relationship between the elements. Following significant elements, investigational stops, and the study's research questions, these findings were presented.

4.2 Questionnaire return rate

The percentage of questionnaires filled out and returned by respondents is shown by the questionnaire return rate. The questionnaires that were returned are the ones examined in table 4.1.

Table 4.1: Response Rate

Population	Sample	Questionnaire returned	Response (%)
Local Administrators	5	3	1.7
Programme Managers/Heads	20	15	8.6
Development Partners/Donors	10	4	2.3
Project Implementers	105	58	33.1
NGO Officials	10	4	2.3
CBO Officials	20	13	7.4
FBO Officials	5	3	1.7
Total	175	100	57.1

Table 4.1 shows that only 100 of the 175 respondents in the sample size completed the questionnaires. This represented a 57.1% effective response rate, which was deemed adequate to

address the study's research objectives. According to Saunder & Thornhill (2009), descriptive research with a response rate of more than 50% is suitable for analysis. The acceptable questionnaire return rate was 50%, however the response rate of 57.1% was higher (Mugenda and Mugenda, 2003).

4.3 Demographic Characteristics of respondents

4.3.1 Respondents Gender Orientation

The responses under the gender category are as this part discusses.

Table 4.2: Gender of respondents

Gender	Frequency	Percentage
Male	58	58.0%
Female	42	42.0%
Total	100	100.0

Table 4.2 reveals that of the 100 respondents, 58.0% were men and the remainder were women. In this study, gender distribution was important in order to collect responses from respondents on both sides. I concluded that respondents in the Lower Shebelle Afgoye region are not more likely to hire specialists based on their sexual orientation in a workforce that has been modified.

4.3.2 Distribution of Respondents by Age

Table 4.3: Findings on Age bracket

Age (years)	Frequency	Percentage
18-24	12	12.0%
20-30	21	21.0%
31-40	29	29.0%
41-50	30	30.0%
Above 51 years	8	8.0%
Total	100	100.0

Table 4.3 of the research's data showed that, of the 100 respondents, 29.0% were between the ages of 31 and 40, 30.0% were between the ages of 41 and 50, 21.0% were between the ages of 20 and 30, 8.0% were beyond the age of 51, and 12.0% were under the age of 20. implying that home programs in the Lower Shebelle region's Afgoye pay attention to involving its significant, active, and productive age stakeholders.

4.3.3 Distribution of Respondents by academic qualifications

The respondents from the Lower Shebelle region's Afgoye were also asked to list their highest degrees of education.

Table 4.4: Respondents academic qualifications

Age	Frequency	Percentage
None	9	9.0%
Primary	10	10.0%
Secondary	18	18.0%
College	28	28.0%
University	35	35.0%
Total	100	100.0

According to table 4.4's findings, a higher percentage of respondents (35%) attended up to the university level, followed by (28%) college graduates, while respondents with only a secondary education made up 18.0% of the respondents. (10.0%) of the research participants, who were primarily from the Lower Shebelle region of Afgoye, had completed elementary school. Only a tiny portion of respondents (9.0%) reported never having received any kind of formal education. This suggests that the study subjects were intelligent and could understand and translate the questions.

4.3.4 Years engaged in Projects in Afgoye region of Lower Shebelle

The duration of respondents' participation in community-based project activities in the Lower Shebelle region of Afgoye was requested.

Table 4.5 Years engaged in the project

Years	Frequency	Percentage (%)
Less than 2 years	13	13.0%
2 – 4 years	23	23.0%
5 – 7 years	31	31.0%
Over 7 years	33	33.0%
Total	100	100

As per the Table 4.5, the majority of respondents (33.0%) have been involved in community-based projects for more than seven years, and a majority (31.0%) have been working in the Afgoye region of Lower Shebelle for between five and seven years. This indicates that more than 60% of respondents were familiar with the Lower Shebelle project activities in the Afgoye region and had the data needed for this investigation.

The results were analyzed as shown in table 4.6: The investigator asked the respondents to state whether they had ever received any kind of training on participatory monitoring and evaluation of projects.

Table 4.6 analysis on any training received on participatory monitoring and evaluation of projects

	Frequency	Percentage
Yes	54	54%
No	46	46%
Total	100	100

The majority of respondents, or 54%, indicated that they have taken some kind of training in participatory monitoring and evaluation of projects, as shown in table 4.6. In contrast, 46% of the respondents said they had not been trained in participatory monitoring and evaluation. This indicates that more than 60% of respondents were aware that participatory monitoring and evaluation was necessary for this project.

4.4-Project manager knowledge in participatory monitoring and evaluation of the performance of Community-based projects

Afgoye region in Lower Shebelle: Respondents' opinions on project managers' knowledge of participatory monitoring and assessment of the performance of community-based programs.

Table 4.7-Project manager knowledge in participatory monitoring and evaluation on performance of community based projects

Statements(n/%ge)	5	4	3	2	1	Mean	Stan dard devi ation
Project managers have been adequately trained on monitoring and evaluation of projects.	20(50%)	7(17.5%)	3(7.5%)	6(15%)	4(10%)	3.83	0.09
Project managers have been adequately trained on participatory monitoring and evaluation of projects.	14(35%)	0(0%)	1(2.5%)	10(25%)	15(37.5%)	2.70	0.12
The level of education of project managers enables them to understand participatory monitoring and evaluation.	16(40%)	5(12.5%)	5(12.5%)	5(12.5%)	9(22.5%)	3.35	0.14
Project managers lack of skills and knowledge curtails them from effectively implementing participatory monitoring and evaluation.	18(45%)	8(20%)	10(25%)	2(5%)	2(5%)	3.95	0.17
Composite mean						3.46	
Composite Sd						0.13	

In Table 4.7, the study participants concurred that Project managers had been effectively trained in monitoring and evaluating projects. It was further discovered that project managers' lack of knowledge and abilities prevents them from successfully implementing participatory monitoring and evaluation (mean =3.83, std dev. =0.09). (mean = 3.95, S.D. = 0.17) The respondents also concurred that project managers' education levels enable them to comprehend participatory

monitoring and assessment. (Mean = 3.35, Standard Deviation =0.14) The research's findings also showed that participatory monitoring and evaluation training for project managers was adequate.

Of initiatives with a (mean=2.70, standard deviation=0.12) The standard deviation ranged from 0.09 to 0.17, which shows that the responses varied rather little with respect to the mean. Beneficiaries and other stakeholders must be listened to and taught from in order to improve project design and make execution more flexible to the realities on the ground. in 2002 (Kadzikano). However, this is only possible with the right knowledge and expertise in participatory monitoring and evaluation. Skills are the most important aspect in participatory monitoring and assessment, according to a study by Kadzikano (2002). The study suggests that local groups and other significant subcontractors' active involvement in monitoring and assessment may aid their understanding of the development process.

Table 4.8: Project manager knowledge in participatory monitoring, evaluation on performance of community based projects

Orientation	Frequency	Percentages (%)
Yes	80	80
No	20	20
	100	100

According to Table 4.8, while 20% of respondents disagreed, 80% of respondents said that project managers' expertise in participatory monitoring and evaluation affected the success of community-based programs. If they were happy with their information, they added, the outcome would be favorable. This demonstrates a link between project managers' expertise in participatory monitoring, assessment, and project performance.

4.5 Planning for participatory monitoring and evaluation of the performance of Community-based projects

The opinions of the respondents regarding the design of a participatory monitoring and evaluation system for community-based project performance.

Table 4.9 Planning for participatory monitoring and evaluation on performance of community based projects

Statements(n/%ge)	5	4	3	2	1	Mean	Standa rd deviati on
Community based projects in this area are usually adequately planned.	25(62.5 %)	5(12.5 %)	3(7.5 %)	3(7.5 %)	0(0%)	3.95	0.10
Planning adequately for participatory monitoring and evaluation contributes to its success.	28(70%)	7(17.5 %)	3(7.5 %)	1(2.5 %)	1(2.5 %)	4.50	0.11
Planning helps negotiations with stakeholders, which leads consensus on the application of participatory monitoring and evaluation.	23(57.5 %)	5(12.5 %)	5(12.5 %)	5(12.5 %)	2(5 %)	4.05	0.13
Planning for the identification and selection of participants to be part of participatory monitoring and evaluation is usually problematic.	18(45%)	2(5 %)	4(10 %)	6(15 %)	10(25 %)	3.30	0.18
Composite mean						3.92	
Composite Sd						0.13	

According to Table 4.9, a (mean= 4.50, standard deviation=0.11) of the sampled respondents agreed that planning effectively for participatory monitoring and evaluation adds to project success. Additionally, it was noted that community-based projects in this region are typically well-planned at (mean = 3.95, standard deviation = 0.10). Additionally, respondents acknowledged that planning aids in discussions with stakeholders, which results in agreement on the use of participatory monitoring and evaluation at a (mean = 4.05, standard deviation = 0.13). Finally,

research revealed that a (mean = 3.30, standard deviation = 0.18) agreed that it is typically difficult to identify and choose people for participatory monitoring and evaluation. The standard deviation ranged from 0.10 to 0.18, which shows that there was little difference among the responses with respect to the mean. Mangheni and Bukenya (2003) have empirically shown the importance of involving all relevant stakeholders in the entire project cycle, and more significantly, planning, in order to assure the complete participation of all stakeholders.

The study sought to ascertain how community-based project performance was impacted by planning for participatory monitoring and evaluation, and their responses are shown in Table 4.10.

Table 4.10: Planning for participatory monitoring and evaluation on performance of community based projects

Orientation	Frequency	Percentages (%)
Yes	56	56
No	44	44
	100	100

According to Table 4.10, 56% of respondents believed that communitybased project performance is influenced by planning for participatory monitoring and evaluation, whereas 44% disagreed. This demonstrates a connection between community-based project performance and planning for participatory monitoring and evaluation.

4.6 Resource availability for participatory monitoring and evaluation on performance of community based projects

Views of the respondents regarding the availability of resources for community based project performance monitoring and assessment.

Table 4.11 Resource availability for participatory monitoring and evaluation on performance of community based projects

Statements(n/%ge)	5	4	3	2	1	Mean	Stand ard deviati on
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There are adequate resources from donors to enable the application of participatory monitoring and evaluation.	14(35%)	5(12.5%)	3(7.5%)	2(5%)	6(15%)	2.73	0.18
Adequate time is usually allocated for participatory monitoring and evaluation of community based projects.	23(57.5%)	7(17.5%)	5(12.5%)	2(5%)	3(7.5%)	4.13	0.11
Community labor is reasonably sourced and properly utilized in participatory monitoring and evaluation since it is readily available.	29(72.5%)	6(15%)	3(7.5%)	1(2.5%)	1(2.5%)	4.53	0.10
There is adequate financial and human resources to carry out the required to carry out participatory monitoring and evaluation.	27(67.5%)	3(7.5%)	5(12.5%)	2(5%)	3(7.5%)	4.23	0.12
Composite mean						3.91	
Composite Sd						0.12	

According to Table 4.11, respondents acknowledged that community labor is readily available at (mean, = 4.53, std dev. = 0.10) and is appropriately sourced for use in participatory monitoring and evaluation. Additionally the majority of respondents (mean = 4.23, standard deviation = 0.12) concurred that there are sufficient personnel and financial resources to carry out the necessary participatory monitoring and evaluation. It also agreed that adequate time is typically allotted for community-based project monitoring and evaluation (mean = 4.13, standard deviation = 0.11). Finally, respondents acknowledged that (mean = 2.73, standard deviation = 0.18) there are sufficient resources from donors to enable the deployment of participatory monitoring and evaluation. The standard deviation ranged from 0.10 to 0.18, It demonstrates that there wasn't much variety in the responses relative to the mean. This suggests that there was little variation between the highest and lowest responders. Resource availability becomes a constant process feeding the project, claim Kadzikano and Chishawa (2001). Even if records are limited to those that are absolutely necessary, bad infrastructure drives

to the cost of PM&E. The contribution of the PM&E process to the growth of human and non-human resource management capabilities must be used to justify these costs.

Table 4.12: Resource availability for participatory monitoring and evaluation on performance of community based projects

Orientation	Frequency	Percentages (%)
Yes	66	66
No	34	34
	100	100

According to Table 4.12, 66% of respondents believed that community-based projects function better when there are resources available for participatory monitoring and evaluation, whereas 34% disagreed. This demonstrates the connection between community-based project success and the availability of resources for participatory monitoring and evaluation.

4.7 Stakeholder involvement in participatory monitoring and evaluation on performance of community based projects

Opinions of the respondent towards stakeholder participation in participatory monitoring and performance evaluation of community-based projects.

Table 4.13 Stakeholder involvement in participatory monitoring and evaluation on performance of community based projects

Statements (n/%ge)	5	4	3	2	1	Mean	Standard deviation
Different stakeholders from the community take part in participatory monitoring and evaluation because it is the most convenient for them.	25(62.5 %)	10(25 %)	3(7.5 %)	1(2.5 %)	1(2.5 %)	4.43	0.12
Project managers ignore when disputes arise over stakeholder	20(50%)	9(22.5 %)	9(22.5 %)	2(5 %)	0(0 %)	4.18	0.09

disagreement on participatory monitoring and evaluation.

Every contribution towards participatory monitoring and evaluation is taken seriously regardless of gender or social status of the stakeholder.

18(45%)	2(5%)	3(7.5%)	12(30%)	5(12.5%)	3.40	0.15
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Both the implementers and the beneficiaries are usually trained on important issues in participatory monitoring and evaluation.

21(52.5%)	5(12.5%)	8(20%)	1(2.5%)	5(12.5%)	3.90	0.10
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Composite mean	3.98
Composite Sd	0.11

According to Table 4.13, a (mean = 4.43, standard deviation = 0.12) majority of community stakeholders felt that participating in participatory monitoring and evaluation is the most practical option for them. The respondents also concurred that both the implementers and the beneficiaries are typically trained on crucial problems in participatory monitoring and evaluation (mean = 3.90, standard deviation = 0.10). The respondents concurred that project managers should dismiss disagreements over stakeholder disagreement on participatory monitoring and evaluation (Mean = 4.18, std dev. = 0.09). The study's results also revealed that, regardless of a stakeholder's gender or social status, every contribution toward participatory monitoring and evaluation is regarded seriously, with a (mean = 3.40, std dev. = 0.15) agreed. There was little variety among the responses, as evidenced by the standard deviation, which ranged from 0.09 to 1.15 with respect to the mean. This suggests that there was little variation between the highest and lowest responders. Participation, according to Hilhorst and Guijt (2006), is the stakeholder process by which decision-making, resource allocation, project execution, and control are involved and influenced. The Participation Principle places a strong emphasis on creating institutions and practices that involve those most immediately affected by the program, who are generally the most helpless in its conception and implementation (Rossman, 2015).

The study's attempt to determine the effect of stakeholder involvement in participatory monitoring and evaluation on the efficacy of communitybased programs yielded the results given in Table 4.14.

Table 4.14: Stakeholder involvement in participatory monitoring and evaluation on performance of community based projects

Orientation	Frequency	Percentages (%)
Yes	45	45
No	55	55
	100	100

According to Table 4.14, 45% of responders largely concurred that community-based projects is impacted by stakeholder involvement in participatory monitoring and evaluation, while 55% disagreed. This demonstrates the connection between the performance of community-based projects and stakeholder participation in participatory monitoring and evaluation.

4.8 Responses from Key Informant Interview

Top authorities of Community Based IDP Projects in Afgoye, Lower Shebelle Somalia who were interviewed agreed that baseline surveys are beneficial to the performance of the projects since these tools help to monitor the progress of these projects.

One of the community project managers interviewed also noted that there is impactful effect of baseline surveys on community project performance.

One of the community project managers interviewed suggested that monitoring and evaluation training influences the performance of projects. Another community project manager revealed that M&E training equipped the community project staff with adequate skills hence improving on the community project performance.

One of the top authorities of Community Based IDP Projects in Afgoye, Lower Shebelle Somalia who was interviewed revealed that the monitoring and evaluation plans that they conducted; greatly influenced the performance of their projects. He further suggested that these plans help to ensure that all community project activities are conducted in time.

One of the community project managers of Afgoye, Lower Shebelle agreed that there was a significant effect of monitoring and evaluation plans on community project performance of Community Based IDP Projects in Afgoye, Lower Shebelle Somalia.

4.9 Regression Analysis

So, using SPSS, the researcher ran a multiple regression analysis to see how the dependent and independent variables related to one another. The model looked like this:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Where **Y** = Performance of Community-based projects

($\beta_1 - \beta_4$) = The coefficient for the various independent variables

X_i representing: X₁, X₂, X₃, X₄,

X₁ = Project manager knowledge in PM&E

X₂ = Planning for PM&E

X₃ = Resources for PM&E

X₄ = Stakeholder involvement in PM&E

Table 4.15: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Y	.603a	.61	.237	.134

How much variation in the dependent variable resulting from changes in the independent variable is shown by the coefficient of determination, also known as modified R squared. The performance of community-based projects varied by 75.4%, or according to the data in the above table, the adjusted R squared value was 0.237. This indicates that changes in the independent variables above caused this variance.

Table 4.16: ANOVA Results

Model	Sum of Squares	Df	Mean Square	F	Sig.
Y Regression	1.660	9	.455	4.454	.0014a

Residual	4.525	91	3.454
Total	6.185	80	

According to the ANOVA statistics in the above table, the processed data, which reflects the population parameters, has a significance level of 5%. The fact that the significance level (p-value) is less than 5% suggests that the data are appropriate for estimating the population's parameter. Additionally, it shows that there was statistical significance for the model.

Table 4.17: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Y (Constant)	1.546	1.234		1.894	0.111
Project manager knowledge in PM&E	0.454	.544	.238	4.455	.0245
Planning for PM&E	0.245	.455	.165	3.212	.0242
Resources for PM&E	0.546	.144	.278	3.475	.0451
Stakeholder involvement in PM&E	0.374	.323	.321	2.363	.0255

As per the SPSS analysis tabulated above, the equation became:

$$Y = 1.546 + 0.454X_1 + 0.245X_2 + 0.546X_3 + 0.374X_4$$

According to the aforementioned regression equation, the performance of community-based projects would be 1.546 if project manager knowledge in PM&E, planning for PM&E, resources for PM&E, and stakeholder involvement in PM&E were held constant at a 95% confidence level of zero.

A unit increase in project manager knowledge in PM&E would increase performance of communitybased projects a unit increase in PM&E planning would result in an increase in performance by a factor of 0.454, and vice versa. The results in the previous table demonstrated a significant positive association between the research variables.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In chapter five, the findings from chapters three and four are summarized, along with the study's conclusions and suggestions based on its goals.

5.2 Summary of the Findings

This study's objective was to investigate how community-based IDP projects in Afgoye, Lower Shebelle Somalia, are affected by participatory monitoring and evaluation. Key concepts were presented based on the four research topics. This study employed a cross-sectional descriptive survey research approach to build a profile about the implications of participatory monitoring and evaluation on the success of community-based IDP projects.

The study targeted the respondents from community-based projects that have been implemented to support IDPs in Afgoye region of Lower Shebelle. The target population for this study comprised of 1,250 stakes from government officials in Afgoye, officials from NGOs, CBOs and development partners who are involved in community based projects for IDPs and community based projects implementation teams in Afgoye.

The study's aimed at a group was participants in community-based initiatives supporting IDPs in the Lower Shebelle region of Afgoye. The study's target population included 1,250 stakeholders from Afgoye's administration, NGOs, CBOs, and development partners who work on community-based programs for IDPs as well as teams in charge of implementing such projects.

Because purposive sampling is employed when researchers choose particular people to supply information because they are specialists or have in-depth expertise about the subject under study, it was used in this study. All 175 participants in the study made up the sample size. A questionnaire was the main tool the researcher used to collect data. The data was analyzed quantitatively, and the conclusions were presented in tables and figures.

5.2.1: Project manager knowledge in participatory monitoring and evaluation and performance of community based projects

The majority of respondents agreed that project managers have received enough training in project monitoring and assessment under this purpose. (Mean:3.83, Standard Deviation:0.09)

5.2.2: Planning for participatory monitoring and evaluation and performance of community based projects

The responder was asked to provide their opinion on the statements addressing the performance of community-based projects and planning for participatory monitoring and evaluation as part of this purpose. The majority of respondents stated that (mean= 4.50, standard deviation=0.11) that planning effectively for participatory monitoring and evaluation helps to project success.

5.2.3: Resource availability for participatory monitoring and evaluation and performance of community based projects

Under this task, majority of respondents admitted that Community labor is reasonably sourced and properly utilized in participatory monitoring and evaluation since it is readily available at (mean = 4.53, std dev. = 0.10).

5.2.4: Stakeholder involvement in participatory monitoring and evaluation and performance of community based projects

The majority of respondents at a (mean = 4.43, std dev. = 0.12) agreed that different stakeholders from the community take part in participatory monitoring and evaluation because it is the most convenient for them. The research asked the respondents to rate the statements regarding Stakeholder involvement in participatory monitoring and evaluation and performance of community-based projects.

5.3 Discussion of findings

The findings of the response rate presentations showed an actual response rate of 57.1%, supporting Mugenda and Mugenda's (2003). According to academic research, response rates of 50% or less are adequate, 60% or more are good, and 70% or more are very good. A response rate of at least 50% is necessary for analysis in descriptive research, claim Saunder and Thornhill (2009). It was therefore satisfactory.

Since opinions from people of all ages were acquired, the bulk of respondents from the Afgoye region of Lower Shebelle were relevant to the study's demographics.

The majority of respondents from the Lower Shebelle region's Afgoye region were educated, therefore they were able to understand the study's principal goal throughout the interview. The fact that 33% of respondents said they had been involved in the Afgoye region of Lower Shebelle project for more than 7 years indicates that they were familiar with its activities and had the data needed for this investigation.

On the Project manager, knowledge in participatory monitoring and evaluation and performance of community based projects: the findings concurs with Kadzikano (2002) who posits that It is essential to listen to and learn from beneficiaries and other stakeholders in order to improve project design and make execution more adaptable to facts on the ground. This can only be done, though, if you have the necessary knowledge and expertise in participatory monitoring and evaluation.

On Planning for participatory monitoring and evaluation and performance of community based projects:The research backs up Mangheni and Bukenya's (2003) observation that it is necessary to involve all relevant stakeholders throughout the entire project cycle and, more crucially, planning in order to ensure the complete participation of all stakeholders.

On Resource availability for participatory monitoring and evaluation and performance of community based projects, The results support the assertion made by Kadzikano and Chishawa (2001) that resource availability is a continual process that feeds projects. Even if records are just kept for the absolute necessities, bad infrastructure drives up the cost of PM&E. The contribution of the PM&E process to the growth of human and non-human resource management capabilities must be used to justify these costs.

Stakeholder involvement in participatory monitoring and evaluation and performance of community based projects, The findings back up Redclift's (2014) claim that a centralized organization allows for the maintenance of close control over divisional activities, the adoption of uniform procedures and systems, and the availability of functional leadership.

5.4 Conclusion

According to the study's findings, it can be said that community involvement influences the implementation of projects. The project team at Afgoye region of Lower Shebelle know the importance of community involvement in project implementation, thus involving the community members in the implementation process. The community members are also ready to provide labour in the project thus the projects do not face a challenge of inadequate labour.

In addition, it can also be concluded that even though there was funding, inadequate funding affects the implementation of project. Finally, it may be said that leadership affects how initiatives are carried out.

It can also be concluded that, the community members are ready and always willing to provide a conducive environment for project implementation. The working environment is also considered friendly and enables the project team to effectively execute project activities. The infrastructure in the area at where the project is executed is also good thus enabling easy access of the area.

5.5 Recommendations

It was suggested that;

- i. More research can be done to determine the causes of the Afgoye region in Lower Shebelle community-based project failures.
- ii. A second study will be carried out to determine the variables influencing the prompt execution of community-based projects in the Lower Shebelle region of Afgoye, Africa, and elsewhere.
- iii. The researcher also recommended that, another study similar the one by the researcher to be conducted in other regions of Somalia to establish if the same results are acquired.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

BACKGROUND CHARACTERISTICS

- 1. Gender Male () Female ()
- 2. Age 18-24 () 20-30 () 31-40 () 41-50 () Above 51 years ()
- 3. Highest level of education none () Primary () Secondary () College () University ()
- 4. **What are some of the community based projects for IDPs that have been implemented in this area.....**
- 5. For how long have you been part of community-based projects?
Less than 2 years () 2 – 4 years () 5 – 7 years () more than 7 years ()
- 6. **Have you received any training on participatory monitoring and evaluation of projects?**
Yes () No ()

Effect of project manager knowledge in participatory monitoring and evaluation on performance of community based projects

- 8. Kindly select the extent to which you agree or disagree with the following statements.
SA-strongly agree A-agree N-neutral D-disagree SD-strongly disagree

	SA	A	N	D	SD
Project managers have been adequately trained on monitoring and evaluation of projects					
Project managers have been adequately trained on participatory monitoring and evaluation of projects					
The level of education of project managers enables them to understand participatory monitoring and evaluation					
Project managers lack of skills and knowledge curtails them from effectively implementing participatory monitoring and evaluation					

8. In your opinion, would you say project manager knowledge in participatory monitoring and evaluation influences performance of community based projects?

Yes () No ()

9. Kindly expound on your answer above

.....

Influence of planning for participatory monitoring and evaluation on performance of community based projects

10. Kindly select the extent to which you agree or disagree with the following statement

s. SA-strongly agree A-agree N-neutral D-disagree SD-strongly disagree

	SA	A	N	D	SD
Community based projects in this area are usually adequately planned					
Planning adequately for participatory monitoring and evaluation contributes to its success					
Planning helps negotiations with stakeholders which leads consensus on the application of participatory monitoring and evaluation					
Planning for the identification and selection of participants to be part of participatory monitoring and evaluation is usually problematic					

11. In your opinion, would you say planning for participatory monitoring and evaluation influences performance of community based projects?

Yes () No ()

12. Kindly expound on your answer above

.....

Influence of resource availability for participatory monitoring and evaluation on performance of community based projects

13. Kindly select the extent to which you agree or disagree with the following statement.

SA-strongly agree A-agree N-neutral D-disagree SD-strongly disagree

	SA	A	N	D	SD
There are adequate resources to enable the application of participatory monitoring and evaluation					
Adequate time is usually allocated for participatory monitoring and evaluation of community based projects					
Community labor is reasonably sourced and properly utilized in participatory monitoring and evaluation since it is readily available					
Adequate financial and human resources to carry out the required to carry out participatory monitoring and evaluation					

14. In your opinion, would you say resource availability for participatory monitoring and evaluation influences performance of community based projects?

Yes () No ()

15. Kindly expound on your answer above

.....

.....

.....

Influence of stakeholder involvement in participatory monitoring and evaluation on performance of community based projects

16. Kindly select the extent to which you agree or disagree with the following statement

s. SA-strongly agree A-agree N-neutral D-disagree SD-strongly disagree

	SA	A	N	D	SD

Different stakeholders from the community take part in participatory monitoring and evaluation because it is the most convenient for them					
Project managers ignore when disputes arise over stakeholder disagreement on participatory monitoring and evaluation					
Every contribution towards participatory monitoring and evaluation is taken seriously regardless of gender or social status of the stakeholder					
Both the implementers and the beneficiaries are usually trained on important issues in participatory monitoring and evaluation					

17. In your opinion, would you say stakeholder involvement in participatory monitoring and evaluation influences performance of community based projects?

Yes () No ()

18. Kindly expound on your answer above

.....

.....

.....

APPENDIX II

KEY INFORMANT INTERVIEW GUIDE

1. Which participatory monitoring and evaluation model was used in this project?

Briefly explain how this model was used.

Were the stakeholders involved in the choice of the PM&E model that was used in this project?

2. What is the minimum level of education of the various project stakeholders?

For project managers, what are the minimum education level/qualifications?

What knowledge is required for project managers to effectively apply participatory monitoring and evaluation?

3. Does the projects and the donors conduct any form of M&E training for the project managers?

If yes, is this training focused on participatory monitoring and evaluation knowledge and skills?

4. Do the projects plan for monitoring and evaluation? Do the projects plan for participatory monitoring and evaluation?

5. Does PM&E require resources? If yes please list some of the resource needed?

6. How does the implementing agency choose those to be involved in PM&E? How are different stakeholders engaged/involved in PM&E?

APPENDIX III



Ref: >VHMA/14361/09/2022

Date: 16/04/2022

To whom it may concern,

Subject: Permission Letter of Research

Dear **ABDIRAHMAN AHMED MOHAMED**

Following your application dated Wednesday **16th April 2022** regarding the authority to carry research on: **PARTICIPATORY MONITORING AND EVALUATION IN PERFORMANCE OF COMMUNITY BASED IDP PROJECTS IN AFG OYE, LOWER SHEBELLE SOMALIA.**

The Ministry Of Education Culture And Higher Education is very pleased to inform that you are fully authorized to carry out all research in the location of **AFGOYE, LOWER SHEBELLE** from the date signed this letter you can go ahead to carry out all your topic research activation on ethical manner in the area mentioned above.

You're advised to report the above direction communication and direct education officers before your start the work after have done it. We really appreciate the good work that you have done during the course work.

Yours sincerely

Ahmed Hassan Yusuf
Director General



E-mail: dg@moe.gov.so / Website: www.moe.gov.so

APPENDIX III



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Our Ref: **L50/36836/2020**

April 4, 2022

TO WHOM IT MAY CONCERN

RE: INTRODUCTION LETTER: ABDIRAHMAN AHMED

The above named is a registered Master of Project Planning and Management Student at the Faculty of Business and Management Sciences, University of Nairobi. He is conducting research on "**Participatory Monitoring and Evaluation in Performance of Community Based IDP Project in Afgoye, Lower Shebelle, Somalia**"

The purpose of this letter is to kindly request you to assist and facilitate the student with necessary data which forms an integral part of the Project.

The information and data required is needed for academic purposes only and will be treated in **Strict-Confidence**.

Your co-operation will be highly appreciated.


PHILIP MUKOLA (MR.)

**FOR: ASSOCIATE DEAN,
FACULTY OF BUSINESS AND MANAGEMENT SCIENCES**

JN/mi

