

**MONITORING AND EVALUATION ON PERFORMANCE OF WORLD VISION
SOMALIA-COMMUNITY DEVELOPMENT PROJECTS**

BY

LIBAN MOHAMED HASSAN

2021-08-04883

**A RESEARCH DISSERTATION SUBMITTED TO THE COLLEGE OF HUMANITIES
AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A MASTERS'
DEGREE IN PROJECT PLANNING AND
MANAGEMENT OF KAMPALA
INTERNATIONAL
UNIVERSITY**

AUGUST, 2023

DECLARATION

I, **Liban Mohamed Hassan**, hereby declare that this research dissertation is as a result of my personal effort and has never been presented to any Institution of Higher Education for any award.

Signature:

Date: 17/8/2023

LIBAN MOHAMED HASSAN

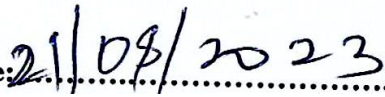
2021-08-04883

APPROVAL

This is to certify that this research proposal titled “*monitoring and evaluation on performance of world vision Somalia-community development Project*” was carried out under my supervision and is now ready for submission to the College of Humanities and Social Sciences (CHSS) of Kampala International University.

Signature:

Supervisor: Dr. Mbabazi Mbabazize

Date: 21/08/2023.....

DEDICATION

I dedicate the success of this study and book to my dear family, my siblings, and true friends who contributed tremendously towards completion of this study.

ACKNOWLEDGEMENTS

First and foremost, I thank the Almighty Allah for his love and grace who has given me the strength, wisdom, knowledge, protection and provision in all situations. Were it not for Allah, I would have been completely lost and therefore I always praise and say thanks. To him I give the Glory.

I am greatly indebted to my wonderful supervisor Dr. Mbabazi Mbabazize. He was always ready to provide me with his valuable and constructive suggestions that enabled this report to run smoothly, for guiding me through every step of the dissertation and providing me direction and insight on numerous occasions during the course of this work.

Special thanks to my family for the encouragement and prayers. Special thanks to my colleagues, my friends especially those who encouraged and pushed me to go on and study. I acknowledge them for the moral and physical support. Special thanks to my dear friends, for their total support during classes, presentations and research period. I once again thank all, including the categories not mentioned above, who encouraged and contributed to the completion of this work.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background of the Study.....	1
1.1.1. Historical Perspective	1
1.1.2 Theoretical Perspective.....	3
1.1.3 Conceptual Perspective.....	4
1.1.4 Contextual Perspective	5
1.2 Statement of the Problem	6
1.3 Purpose of the Study	7
1.4 Specific Objectives	7
1.5 Research Questions.....	7
1.6 Scope of the Study	8
1.6.1 Geographical Scope.....	8
1.6.2 Content scope.....	8

1.6.3 Time scope	8
1.7 Significance of the Study	8
1.8 Operational Definition	9
CHAPTER TWO	11
LITERATURE REVIEW	11
2.0 Introduction	11
2.1 Theoretical Review	11
2.2 Conceptual framework.....	14
2.3 Related literature.....	15
2.3.1 Concept of Monitoring System.	15
2.3. 2 Concept of Evaluation System.....	16
2.4 Effect of monitoring and evaluation planning and implementation to performance of community development projects	17
2.5 Effects of monitoring and evaluation quality assurance mechanisms to performance of community development projects	18
2.6 Effects of monitoring and evaluation information sharing to performance of community development projects	20
2.7 Summary of literature review	21
CHAPTER THREE	23
METHODOLOGY.....	23
3.1 Introduction	23
3.2Research Design	23
3.3 Study Population.....	23
3.4 Sample Size	24

3.5 Sampling Selection Techniques and Procedure	24
3.6 Data sources	25
3.6 Data Collection instruments	25
3.6.1 Questionnaires	25
3.6.2 Interview Guide	25
3.7 Validity and Reliability of Instruments	25
3.7.1. Validity	25
3.7.2 Reliability	26
3.8 Measurement of variables	28
3.9 Research Procedures	29
3.10 Data analysis	29
3.11 Ethical considerations	29
3.12 Limitations of the Study	29
 CHAPTER FOUR.....	31
PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS.....	31
4.1 Introduction	31
4.2 The response rate	31
4.3 Background Characteristics of the respondents	31
4.3.1: Classification of respondents by gender	32
4.3.2: Classification of respondents by age	33
4.3.3: Classification of respondents by marital Status	34
4.3.4: Respondents level of education.....	35
4.3.5: Respondents duration working, volunteering or partnering with World vision Somalia	36

4.3.6: Respondent's department	37
4.4 Objective One: To examine the effect of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development programs	37
4.5 Objective Two: to assess the effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development projects.	42
4.6 Objective Three: To find out the effects of monitoring and evaluation information sharing to performance of World vision Somalia community development programs.	46
4.7 Pearson Correlations	51
4.8 Regression analysis results.....	52
CHAPTER FIVE.....	54
DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	54
5.0 Introduction	54
5.1 Discussion of findings.....	54
5.1.1 Demographic characteristics of respondents	54
5.1.2 Effect of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development projects.	55
5.1.3 Effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development projects.	57
5.1.4 Effects of monitoring and evaluation information sharing to performance of World vision Somalia community development projects.	58
5.2 Conclusions	60
5.2.1 Effect of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development projects.	60
5.2.2 Effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development projects.	60

5.2.3 Effects of monitoring and evaluation information sharing to performance of World vision Somalia community development projects.	61
5.3 Recommendations.....	62
5.3.1 Effect of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development projects.	62
5.3.2 Effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development projects.	63
5.3.3 Effects of monitoring and evaluation information sharing to performance of World vision Somalia community development projects.	63
5.4 Areas of Further Research.....	64
REFERENCES.....	65
APPENDICES.....	70
APPENDIX A: QUESTIONNAIRE FOR THE STAFF AND BENEFICIARIES AT WORLD VISION SOMALIA PROGRAMME.....	70
APPENDIX B: KEY INFORMANTGUIDE FOR (WORLD VISION SOMALIA PROGRAMME DIRECTORS/CEO's, PROGRAMME MANAGERS).....	74
APPENDIX C: BUDGET ESTIMATE.....	76
APPENDIX E WORK PLAN 2022	77
APPENDIX F: SAMPLE SIZE(S) REQUIRED FOR THE GIVEN POPULATION SIZES (N)	78

LIST OF TABLES

Table 3.1: Sampling Procedures	24
Table 3.2; Results of the Cronbach's Alpha Reliability Coefficient for Likert- type Scale test for Questionnaire	27
Table 3.3; Results of the Cronbach's Alpha Reliability Coefficient for Likert-type Scale test for the Interviews.....	28
Table 3.4: Mean Range Interpretation Table	28
Table 4.1: The table below presents the summary statistics of the respondent's marital status. ..	34
Table 4.2: Below illustrates summary statistics on department of the respondents	37
Table 4.3: Frequencies of effect of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development projects	38
Table 4.4: Frequencies of effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development projects.....	43
Table 4.5: Frequencies of the effects of monitoring and evaluation information sharing to performance of World vision Somalia community development programs.	47
Table 4.6: Correlation Analysis between the influence of monitoring and evaluation systems on the performance of community development projects.....	51
Table 4.7: Regression Analysis Model	52

LIST OF FIGURES

Figure 2.1: conceptual framework showing relationship between monitoring and evaluation on performance of world vision Somalia-community development projects	14
Figure 4.1: The figure below illustrates the summary statistics on the gender of the respondents	32
Figure 4.2: The figure below displays the summary of statistics on age of respondents.....	33
Figure 4.3: below illustrates summary statistics on respondent's level of education	35
Figure 4.4: below illustrates summary statistics of respondents duration working, volunteering or partnering with World vision Somalia	36

ABSTRACT

The study sought to examine the influence of monitoring and evaluation on the performance of community development projects in Somalia using world vision as the fields of study, with the following Specific Objectives to examine the effect of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development programs, to assess the effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia-community development programs and to find out the effects of monitoring and evaluation information sharing to performance of World vision Somalia community development programs. This study was underpinned on Program Theory developed by Huey Chen, Peter Rossi, Michael Quinn Patton, and Carol Weiss (1195). The study employed descriptive correlation research design on the respondents at world vision Somalia. However from the population of 260 respondents, a sample size of 158 respondents was selected basing on a formula for determining Sample size by Yamane Yamane, (2020). The study also used both Questionnaires and Interview Guide has Data Collection instruments. From the field findings, respondents strongly agreed that there Project objectives are clearly stated and measurable (45%) and 32% agreed to the statement. Furthermore findings from the field on the effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development programs revealed that 45% of respondents strongly agreed that; there was Project have internal quality control checks and review procedures for project monitoring data, 38% agreed. Also the Field results on the effects of monitoring and evaluation information sharing to performance of World vision Somalia community development programs revealed that 50% of respondents that Staff is trained in documentation of programme information, 31% agreed. From the study findings the research concluded that Monitoring and Evaluation Planning and implementation significantly affect the performance of development projects in World Vision Somalia, furthermore the study also concluded that Monitoring and Evaluation quality assurance mechanisms significantly affect performance of development programmes in World Vision Somalia. More so the study concluded that Monitoring and Evaluation information sharing and utilization significantly affects the performance of development programmes in World Vision Somalia. From the study findings and conclusions made the research study recommends that Monitoring and Evaluation Planning and implementation should be strengthened as a strategy to improve performance of development programmes. This study recommends that World Vision Somalia programmes should endeavor to invest and support Monitoring and Evaluation Planning and implementation activities so as to reinforce performance and effectiveness of programmes. Also the study recommends that World vision Somalia should strengthen Monitoring and Evaluation quality assurance mechanisms significantly contribute to the performance of development programmes. World vision Somalia programmes should strengthen Monitoring and Evaluation quality assurance mechanisms to improve performance of development programmes. And finally the study recommends that Monitoring and Evaluation information sharing and utilization should be given priority by World Vision Somalia as it is a big contributing factor to the performance of development programmes.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was carried out in order to examine the monitoring and evaluation on performance of world vision Somalia-community development projects. In the study monitoring and evaluation systems will be considered as independent variable and performance of community development projects as the dependent variable. This chapter introduces the background of the study, statement of the problem, and purpose of the study, objectives of the study, research questions, scope of the study, and significance of the study.

1.1Background of the Study

This section encompasses four perspectives namely historical, theoretical, conceptual and contextual perspectives.

1.1.1. Historical Perspective

Monitoring and evaluation activities are said to have been born in the US in the 1950s. It was started by one institute of higher learning by the name of "Urban Institute of the USA" that wanted to evaluate the efficiency of government programs as compared to what the government was promising to do. The exercise to evaluate government activities by this higher Institute of learning was named "promise and performance" and was publicized in 1979. Since then, monitoring and evaluation programs have spread all over the world, Africa inclusive, and it mostly attracted the attention of higher institutes of learning and research centers (Ngarambe, 2015).

Globally to note also, internationally agreed principles have underpinned the push for results and strong Monitoring and Evaluation (M&E) systems to account for outcomes. Landmarks for focusing on results and performance include the Monterrey Consensus 2002, the Rome Declaration on Harmonization 2003, the Paris Declaration 2005, the Hanoi Conference on Managing for Development Results 2017, the Accra Agenda for Action 2018 and the Busan

Partnership for Effective Development Cooperation 2021. Each of these agreements underscored the importance of increased accountability of governments, donor agencies, and other partners toward the achievement of results through effective monitoring and evaluation systems (Dawn and Nidhi, 2022).

For the past 15 years, the majority of OECD governments have sought to shift the emphasis of budgeting and management away from inputs to focus on results and outcomes (Teresa, 2005). As such, the drive for improved M&E capacity so that donors and recipient governments can account for results has accelerated to the extent that M&E has been described as a growth industry and a public good. Leeuw, (2021) urged that many development organizations like World vision who deals in community development projects cannot demonstrate few tangible outcomes. He further emphasized that in evolving development context, monitoring and evaluation systems have an important role in informing policy decisions and helping to hold all development partners mutually accountable for development.

In a bid to improve the monitoring and evaluation systems in the world, In September 2000, the board of directors of the World Bank Approved Monitoring and evaluation improvement programme to strengthen results based monitoring and evaluations of the bank and its borrowers. The World Bank shifted from programmatic lending and demanded transparency and accountability for results from borrowers. The programme demanded borrower countries to track results and not inputs and processes. The programme has now descended in developing countries and can now perform regular monitoring and evaluation activities in countries such as India and Malaysia to basic monitoring of selected projects in many countries in Africa and the Middle East (Tache, 2021). In Africa, the South African government has placed increasing importance on Monitoring and Evaluation during its third term of office since democracy. The imperative was to focus and strengthen monitoring and evaluation capacity across all spheres of government (Mackay, 2006).

In Somalia, the monitoring and Evaluation Directorate was established in 2016. It has four units namely Performance, Monitoring and Review, Evaluation and Research, Management Information System (MIS), and Reporting and Coordination Units. The department is at the center of sound governance arrangements. The department is crucial for the achievement of evidence-based policymaking, result based decision-making, management, and accountability

within the Somali Government. The Directorate for Monitoring and Evaluation is in charge of the overall monitoring, review, and evaluation of national plans, programs, and projects to determine if they are achieving their intended objectives. It tracks the progress before the implementation of national plans, programs, and projects through systematic monitoring, reviews, assessments, and evaluations (MPIEDS, 2018).

1.1.2 Theoretical Perspective

The study was guided by the theory of Logic model of Patton adapted by Patton, M.Q. (2018), the logical model is a systematic and visual way to present the logical relationships between resources (inputs), activities, outputs and outcomes or changes that result from programme interventions. The Logic model depicts the underlying rationale of the program or an initiative. Using a logic model throughout the program helps to organize and systematize program planning, monitoring, accountability and evaluation functions. In program implementation, a logic model prioritizes the program aspects most critical for tracking and reporting.

The logical model is relevant in establishing and strengthening M&E systems to enhance performance of community development projects. Evaluation experts agree that use of the logic model is an effective way to ensure projects success. The logical model supports to assess the effectiveness of project design and planning, the model serves also as a planning tool to develop program strategy and approach relevant to achieve results. For program evaluation and strategic reporting, a logic model presents project information and progress toward goals in ways that inform, advocate for a particular program approach.

The theory was relevant in assessing performance of World vision Somalia community development projects in the study, it supported analysis of the logical linkage (cause-effect relationship) between project objectives to cause desired impact and appropriateness of project indicators tracked in the M&E plans to measure project progress and outcomes. The model supported assessment of alignment of the existing M&E systems to measure project objectives, indicators and risks. The logic model provided basis to examine the effectiveness of processes utilized to collect and analyze data needed to monitor and improve programming by World vision Somalia projects. The model also guides assessment of how existing projects track and report and make adjustments to improve project relevance.

1.1.3 Conceptual Perspective

The study investigated the influence of monitoring and evaluation systems on performance of community development projects. The key dimensions of M&E system included monitoring and evaluation planning and implementation, quality assurance mechanisms and information sharing and utilization.

Community development projects are a means of strengthening a local region in one of many different ways which fully applies to our study of the World Vision community development projects in Somalia. There are several types of community development projects, including those aimed at helping specific segments of the community, improving safety conditions, and enhancing social and cultural pursuits throughout the region. By financing targeted community development projects, foundations and local governments can spur their towns and cities like Somalia toward future growth and sustainability (Alison Gilchrist and Marilyn Taylor 2021). Also community development project is a time bound intervention which is a collection of one or more projects that coordinate to achieve a common desired goal. Development projects undertake interventions in various sectors including health, education, child protection and livelihood reinforcing synergies to contribute to holistic development and wellbeing of children, their families and communities (ibid).

Monitoring involves routine collection of information to establish that inputs, activities and outputs have occurred. This concurs with the United Nations Development Programme (UNDP) hand book for monitoring and evaluation for results definition of monitoring as continuing function that aims primarily to provide the management and main stakeholders of an ongoing intervention with early indications of progress or lack thereof in the achievement of results. Monitoring supports basic management and accountability and tracks actual performance against plans or expectations in the original design.

Evaluation refers to a periodic exercise that attempts to systematically and objectively assess relevance, performance and success of ongoing and completed programmes to determine their efficiency, effectiveness, relevance and sustainability as defined in World vision International, Learning through Evaluation with accountability and Planning (LEAP) guide. Evaluation

attempts to systematically and objectively assess progress towards and the achievement of outcomes.

Monitoring and evaluation systems are systematic approaches to support collection, analysis and generation of information on progress, relevance and impact of programme objectives to guide decision making and learning and innovation in organizations. UNDP hand book for monitoring and evaluation for results defines evidence based monitoring and evaluation system as an approach which “helps people make well informed decisions about policies, programmes and projects by putting the best available evidence at the heart of policy development and implementation.

Performance refers to progress towards achievement of results. As part of the emphasis on results, the need to demonstrate performance is placing new demands on monitoring and evaluation in organizations with priority to sustainability, appropriateness, effectiveness and efficiency of results.

1.1.4 Contextual Perspective

Somalia was torn by 20 long years of civil war, resulting in it becoming one of the poorest countries in the world. Its socioeconomic statistics are among the worst in the world. Water supply coverage is low for both drinking and domestic use, particularly in rural areas. Somalia is experiencing a serious hunger crisis, just five years after drought and conflict killed an estimated 260,000 people, half of them children under age 5. 6.7 million people need lifesaving aid, with more than 1 million of them in severe food insecurity. The recent election of Somali president Mohamed Abdullahi Mohamed is an encouraging sign of progress in a fragile state that hasn't had a fully functioning national government in more than 30 years.

Monitoring and evaluation are essential for you to assess that your project is achieving set targets. For instance, by monitoring the project's development, you will easily understand whether strategic changes need to be made and act accordingly. In addition, Monitoring and Evaluation are relevant to donors who need to assess whether your NGO is a reliable partner. By reviewing milestones and final outcomes of your project, donors will decide on the

accountability of your NGO, upon which further collaborations could be established (Lewis, 2005).

World Vision has been operational in Somalia since 1992. We have programmes in all the regions of the country. We are dedicated to working with children, families and communities to overcome poverty and injustice, promote development and resilience. Our goal is to enhance the resilient well-being of 2 Million Children and their communities in Somalia by 2020. Food Security and Livelihood, Health and Nutrition, and Water and Sanitation have been the three major foci for Somalia. However, we have been strengthening our programming on Education, Shelter and Protection. The Ministry of Education in Somalia is in the formative stages of developing an Education Management Information System (EMIS) and NGOs, including World Vision (WV), usually struggle to obtain authentic information on education indicators such as enrollment rates, retention rates, drop out etc.

1.2 Statement of the Problem

The rationale of developing M&E systems in international development organizations is to ensure that organizations remain on-course and on schedule in meeting the objectives and performance targets. M&E systems provide a rigorous analysis of completed or ongoing activities to determine the extent to which intended and unintended results are being achieved, relevancy; effectiveness; efficiency; coherence; sustainability of programme interventions (Segone, et al, 2018).

World vision Somalia adopted the design monitoring & evaluation (DM&E) will support in setting up and monitoring a joint M&E framework for the world vision Somalia-led Somalia Resilience Program (SomReP) consortium this was to strengthen systematic data collection, analysis and dissemination of information that promotes quality, learning, accountability and innovation in programming with communities (World Vision Somalia strategy 2013).

World vision Somalia programmes still have performance gaps. Programmes operation audits indicate that programmes still fail to achieve set outcome targets, lack of regular factual information to show progress on achievement of programme goals and outcome indicators, fail to deliver scope of project activities and utilize committed budgets in required time resulting into under and over expenditures. Poor performance of programmes on held as result of weak M&E

systems, as programmes are unable to consistently collect, analyze and generate information to inform programming, learning and innovation. Limited investigations on the effect of monitoring and evaluation system on programmes performance had been conducted in World vision Somalia. And in the context of this study, all the above problems may be attributed to inadequate project monitoring and evaluation. It is from this background that the researcher developed interest to examine the influence of monitoring and evaluation systems on the performance of community development projects in Somalia using world vision as the fields of study.

1.3 Purpose of the Study

The purpose of the study was to examine the influence of monitoring and evaluation on the performance of community development projects in Somalia using world vision as the fields of study.

1.4 Specific Objectives

- i. To examine the effect of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development programs
- ii. To assess the effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia-community development programs
- iii. To find out the effects of monitoring and evaluation information sharing to performance of World vision Somalia community development programs.

1.5 Research Questions

- i. What are the effects of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development programs?
- ii. What are the effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia-community development programs?
- iii. What are the effects of monitoring and evaluation information sharing to performance of World vision Somalia community development programs?

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was carried out in Somalia under world vision program, which is a member of the World Vision International (WVI) Partnership. WVI is a relief, development and advocacy organization dedicated to working with children, families and communities to overcome poverty and injustice promote development and resilience. Over time, WV has rolled out programmes in various sectors of intervention targeting children, and also expanded in three main regions in Somalia (Doolow in South Central Somalia, Puntland and Somaliland). WV Somalia is also the principal recipient of the Global Fund Tuberculosis (TB) Programmes.

1.6.2 Content scope

The study focused on examining the effect of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development programs, assessing the effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development programs and on finding out the effects of monitoring and evaluation information sharing to performance of World vision Somalia community development programs.

1.6.3 Time scope

The study investigations focused on a period of 5 years from 2017 to 2022, involving review of Programmes design documents, monitoring and evaluations systems and data bases, baseline and evaluations reports. The period of 5 years was realistic to examine how monitoring evaluation systems influence community development programmes performance in World vision Somalia as programme design phases cover a period of 5 years (WVU LEAP, 2018). The actual study lasted for 7 months preferably from February, 2022 to August 2022.

1.7 Significance of the Study

Policy makers: The study results will support development practitioners and policy makers to justify contribution of monitoring and evaluation systems and quality assurance mechanisms to improving effectiveness and efficiency of community development programmes, the results of the study will also guide policy makers on how to build effective monitoring evaluation systems.

World vision Somalia: The study recommendations will support World vision Somalia leadership and staff to design an effective monitoring and evaluation system to strengthen data collection and analysis, documentation of lessons and application of M&E information for learning and innovation.

Academicians: The results of the study will guide academicians to establish monitoring and evaluation quality assurance mechanisms to examine effectiveness of community development programmes and achievement of project outcomes.

Researcher: The study strengthened capacity of the researcher in research skills and application of data collection methodologies, data analysis and interpretation and report writing. The researcher will utilize the skills to guide development of effective monitoring and evaluation systems in development organizations.

1.8 Operational Definition

Monitoring refers to the continuous tracking of project by way of collecting and analyzing data as the project progresses. It is the systematic process of collecting and analyzing information to track the efficiency of an organization in achieving its goals (Bakker et al., 2020).

Evaluation refers to the process of determining the worth or significance of an activity, policy or program. It is the systematic and objective assessment of the ongoing or completed projects in terms of design, implementation and results in order to judge issues such as programme relevance, effectiveness, impact and sustainability (Al-jibouri, 2013).

Monitoring and Evaluation: Monitoring and Evaluation is the process of systematically collecting and analyzing information of ongoing project and comparison of the project outcome/impact against the project intentions (Umulisa, *et al.*, 2015).

Monitoring and evaluation systems is a set of components which are related to each other within a structure and serve a common purpose of tracking the implementation and results of a project (PMI, 2022).

Project Performance: This is an ongoing review of the efficiency and importance of a given project. It is used as a means of understanding and improving company, department and personnel performance (Hassan, 2022).

Community Development Projects: These are a means of strengthening a local region or country like Somalia in one of many different ways and include those aimed at helping specific segments of the community, improving safety conditions, and enhancing social and cultural pursuits throughout the region.

World vision: This is an evangelical Christian humanitarian aid, development, and advocacy organization. It prefers to present itself as interdenominational and also employs staff from non-evangelical Christian denominations (Balmer, Randall, 2002).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the related literature that has been explored and studied both theoretically and empirically on the influence of monitoring and evaluation systems on the performance of community development projects in Somalia and elsewhere in the world using world vision as the case study. This was done in line with the specific objectives of the study in order to identify the knowledgeable gaps. It was important to note that the greatest part of the existing literature on the works of other scholars, opinions, suggestions who have written about the topic of the study or those who have addressed similar issues as those of the variable that was available in the study.

2.1 Theoretical Review

This study was underpinned on Program Theory developed by Huey Chen, Peter Rossi, Michael Quinn Patton, and Carol Weiss (1995). The focus of this theory is on how to bring about change, and who is responsible for the change. Logical models often used to represent the program theory shows how the overall logic is used in an intervention. The theory is in the body of theory of change and applied development evaluation field. The application by the proponents to this theory was on how to evaluate program theories to evaluation for several years Weiss.

Program theory was a pragmatic tool in monitoring evaluations for many years; the theory was famous for its conclusive mechanism to fix problems, and addresses the need to carry out assessments to complement the findings. It also provides tools to control influential areas in evaluation (Sethi and Philipines, 2022). Quite a number of organizations' transactions entail the human service programs that are designed to develop the societal needs; the programs are dynamic and are subject to change based on prearranged situations. The program theory hence uses logical framework methodology. The program theory is a comprehensive version of the logic model. It presented through a graphical scale to relate to the logical model. The logical model supports the stakeholders' engagement, senior management and review of outcomes (Hosley, 2009).

The theory is expected and practical model on how a program hypothetical works (Bickman,2017); Lipsey (2021) stated that it is a proposition with regard to transformation of input into output. Measuring of the transformation by comparing the input and expected output. It illustrates the process program components are supposed to influence the results. Rossi (2022) argued that program theory consist of an organizational plan on how to deploy resources and organize the activities of the program activities to warrant that the planned service system is established and at the same time maintained.

The theory further helps with the funds utilizations plans, and which analyses how the target persons get the required intervention. This is through the linkages of the service delivery systems. Finally, program theory provides profound information how the planned activities for specified target persons represents the expected social benefits. Uitto (2020) illustrates the benefits of using theory-based framework in monitoring and evaluation. It includes the ability to attribute project outcomes of specific projects or activities as well as identification of anticipated and undesired program outcomes. Theory based evaluations as such enables the evaluator to understand why and how the program is working (Rossi, 2022).

The theory applied in the input output model to monitor performance, communicate findings and improve project performance. The monitoring practices are the basic inputs when utilized well equate to the processing of the inputs and eventually give measurable output. Program theory explains the effects of influencing the input and processes to achieve better output, and yield good results. The inputs to the process refer to the variables that influence the outcome, which is performance; in this case, the variables are the planning process, technical expertise, stakeholder involvement and management participation. The logical model clarify the objectives of the program identify expected casual links in following the result chain; inputs, process, outputs and the overall outcome. It provides a link to identification of performance measures at each stage of the logical model. It answers the questions of uncertainty within the project by monitoring the progress and taking corrective when diversion occurs to ensure the objectives are realized. Program theory shows a single immediate outcome by which the program has achieved, it helps to understand whether there is change towards a desired performance level. Complex programs mainly found in complex projects show a series of immediate outcomes.

At a holistic view, the theory helps to develop performance-monitoring tools that influence the performance of the projects. The monitoring used to improve performance through the documented lessons learnt and findings. The theory put more emphasis reporting to the stakeholders, and holding the management accountable for project outcome. The theory focuses on sustainable change through a well structure planning process with the use of skill labor to influence the project performance.

Program theory provides elements for project monitoring performance, this are linked to the variables in the current study, the Monitoring Structure, Data Quality and Monitoring Methods are key elements directly linked to the Program theory. This elements result to sustainable change.

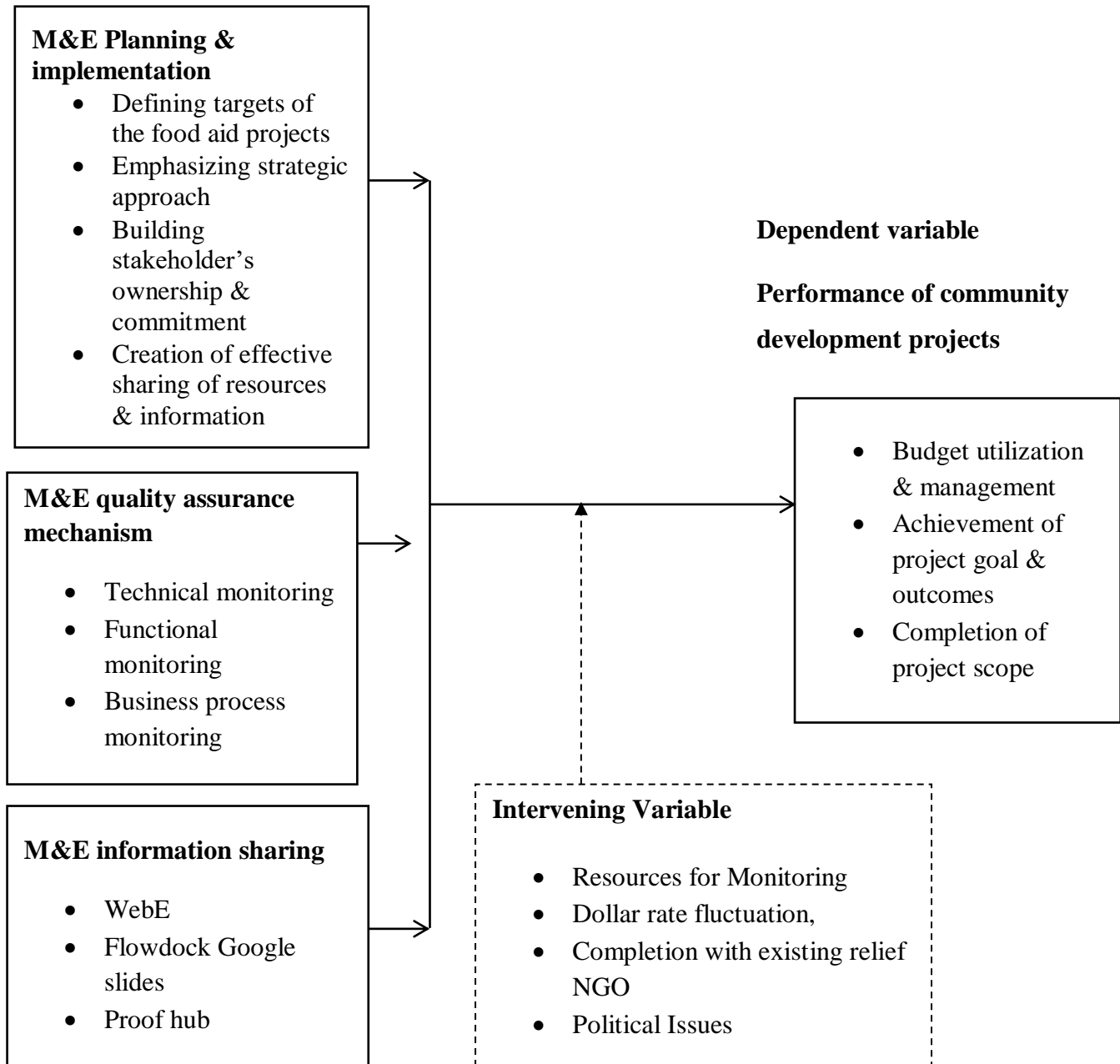
However, this theory is limiting by its approaches as it requires excessive reliance on a collection of data to guide in the evaluation process, and this may be costly for projects that are working under tight budgetary allocations. The theory is also limited in terms of it only over emphasis on the impact of the project to the intended people but doesn't state anything to do with the project executors whether they have the capacity and ability to collect the data intended for the evaluation.

2.2 Conceptual framework

Figure 2.1: conceptual framework showing relationship between monitoring and evaluation on performance of world vision Somalia-community development projects

Independent variable

Monitoring and evaluation systems



Source: Adopted from Weiss, (1998), and modified by Research, (2021)

The conceptual framework depicts the relationship between the study variables in relation to the influence of monitoring and evaluation systems on performance of community development projects in Somalia, where by monitoring and evaluation systems is an independent variable which is measured in terms of monitoring and evaluation planning and implementation (Defining targets of food aid projects, emphasized strategic approach, building stakeholder's ownership and commitment, creation of effective sharing of resources and information), monitoring and evaluation quality assurance mechanisms (technical monitoring, functional monitoring, business process monitoring) and monitoring and evaluation information sharing (WebE, Flowdock Google slides, Poofhub) while performance of world vision Somalia community development projects in Mogadishu Somalia is the dependent variable which is indicated by budget utilization and management, achievement of project Goal and Outcomes and completion of project scope among others. However, both variables are intervened by moderating or external factors like Resources for Monitoring Dollar rate fluctuation, completion with existing relief NGO, Secure/political issues.

2.3 Related literature

The related literature review was presented objective by objective. In this section, literature from various scholars is reviewed on the major variables of the study which include;

2.3.1 Concept of Monitoring System.

According to Khan, (2018) monitoring is a tool employed to assess the relationships of intentions versus actions, actions versus outcomes and outcomes versus impacts. However, the most important yet quite often the most neglected aspect of monitoring and evaluation is feedback. It is the feedback of lessons learned through Monitoring that assists in correcting current mistakes to improve future decisions. A results-based Monitoring system is essentially a feedback system; it is a management tool to measure and evaluate outcomes, providing information for governance and decision making. A results-based system, whilst not neglecting the monitoring of inputs and outputs, attaches the highest importance to providing feedback on results at the level of outcomes and goals (Edmunds & Marchant, 2018).

Kelly, (2018), argues that good Monitoring systems for civil society programs as ones which are: dynamic, participative, reflective and evolving. First, dynamic systems encourage `practical learning and promote regular ways of seeking dynamic feedback from multiple sources about the benefits, problems and impacts of the intervention. Secondly, participative and gender sensitive systems actively seek to overcome barriers of gender, age, power, culture and other issues which limit the participation of all stakeholders in the monitoring and assessment process. Thirdly, reflective systems encourage staff, partners and stakeholders to create regular space and time for analyzing information and reflecting back on underlying assumptions or `theories of change which underpin the interventions. Fourthly, evolving systems are adapting and changing in order to keep them as light and simple as possible while providing `real timely information which informs on-going improvement of the intervention.

2.3. 2 Concept of Evaluation System

Packendorff, (2015) defines project evaluation as “Project evaluation is a systematic and objective assessment of an ongoing or completed project. The aim is to determine the relevance and level of achievement of project objectives, development effectiveness, efficiency, impact and sustainability.” Program evaluation however according to Fitzpatrick, et al., (2014) is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency. He goes further and explains that in both the public and private sectors, stakeholders often want to know whether the programs they are funding, implementing, voting for, receiving or objecting to are producing the intended effect. The difference therefore becomes that mere evaluation is for the benefit of the project and is for the identification of shortcomings that should be fixed in order to correct them and ensure the viability of the project or program. The aspect of project evaluation however is for the benefit of the stakeholders and relevant authorities that are as well involved the implementation of the project in light of the comparison of the two definitions given above.

2.4 Effect of monitoring and evaluation planning and implementation to performance of community development projects

According to Mackay, (2016), the structural arrangements of Monitoring system are important from a number of perspectives; one is the need to ensure objectivity, credibility and rigor of the Monitoring information that the system produces. Khan, (2013), concurs that the conceptual design of Monitoring system is supposed to address issues with regard to the objectives of the system, competent authority, credibility of information, its management, dissemination and recycling into the planning process with special emphasis on community participation. Monitoring systems should be built in such a way that there is a demand for results information at every level that data are collected and analyzed. Furthermore, clear roles, responsibilities, formal organizational and political lines of authority must be established (Kusek&Rist, 2014). There is often a need for some structural support for Monitoring, such as a separate evaluation unit which at the very least needs one person who is the internal champion identified to make sure the system is implemented and developed. Moreover, the systems must be consistent with the values at the heart of the organization and work in support of the strategy.

UNAIDS, (2018), posits that there are twelve components of a functional monitoring namely: structure and organizational alignment for Monitoring systems; Human capacity for Monitoring systems; Monitoring partnerships; Monitoring plans; Hosted Monitoring work plans; Advocacy, communication and culture for Monitoring systems; Routine monitoring; periodic surveys; Databases useful to Monitoring systems; Supportive supervision and data auditing; Evaluation and research; and using information to improve results. Taut, (2017) study, “self- evaluation capacity building in a large international development organization”, indicate low organizational readiness for learning from evaluation. Moreover, interviewees similarly described a lack of open, transparent and critical intra-organizational dialogue and a lack of formal structures and processes to encourage reflection and learning as an organizational habit. At the same time, there was rather high awareness of the potential for evaluation to be used as a tool for learning and demand voiced for such evaluations.

In international development the collective term monitoring and evaluation (M&E) is used frequently. Monitoring is the routine collection of information that tracks and assesses project inputs and delivery of activities and outputs. Monitoring examines efficiency of performing

activities and consistency of delivering outputs while evaluation is the periodic assessment of extent to which set objectives are achieved, their effectiveness and relevancy (World Vision International LEAP 2nd Edition, 2017). Standardization of data collection and analysis tools makes it easier for M&E planning and eventual programme reporting (Hallam, 2021). Although a disadvantage of such an approach is the tendency of organizations to focus on the measurable and pay less attention to contextual analysis, already a weak point in some development evaluations.

Hallam, (2021) asserts that to improve effectiveness of monitoring and evaluation planning to performance, organizations should emphasize strategic approach as opposed to cyclic. Community development programmes should start by looking at how the evaluation process can add value and determining knowledge needs and listing the intended use and users (Molander, 2020). This implies that M&E planning should be based on priority needs and information requirements by different operation units.

2.5 Effects of monitoring and evaluation quality assurance mechanisms to performance of community development projects

Zephirin (2021) lamented that M&E quality assurance and audits examine appropriateness of development organizations interventions to the needs of beneficiaries, usually expressed in terms of relative coverage, access to or use of services or facilities. Further emphasizes that quality assurance enables organizations to determine the degree of client and beneficiary satisfaction with outputs and services and provides feedback for future programming. The M&E quality assurance mechanisms strengthen efficiency of resource utilization and value for money. An M&E quality check verifies returns on investment, costs of operations and administration against programme outcomes. Arild and Keith (2014) points out that M&E quality assurance enhances continuous monitoring of public expenditures for proper service delivery this reinforces consistent adherence to budget allocations and utilization of resources. However, the effectiveness of quality review is limited by inadequate capacity of stakeholders in undertaking quality assurance checks and audits, which results in poor quality of review reports and low utilization of results, the study examined stakeholders' capacity in undertaking quality assurance reviews and audits and extent to which audit recommendations are implemented by stakeholders to improve programme performance.

Related to the above, quality assurance reviews verifies evidence base on the impact of development approaches. Howard and Hugh (2022) urge that systematic M&E quality reviews inform development practitioners on what evidence exists to pin relevancy of development models and approaches. This affirms confidence to publish and replicate similar approaches for further application in different contexts as best practices. M&E quality checks and reviews strengthen development effectiveness rather than aid effectiveness, the primary interest is in which interventions work, not who funded them (White, 2022). Quality assurance provides evidence about the most cost-effective approaches and activities; and supports organizations to focus on value for money and impact rather than recording inputs and activities. This argument is applicable to World vision Somalia programmes which delivers long term sustainable development impact in the wellbeing of children and their families. M&E quality assurance mechanisms are relevant to WV to determine how quality assurance mechanisms enable the organization to identify and address issues affecting sustainability of development changes.

Technical quality of M&E quality assurance reviews is very important to improving evaluation utilization of M&E review reports. High quality M&E audits increase the credibility of the whole evaluation process, and create the potential for a virtuous circle to develop, if evaluations are valued more highly, this creates the right conditions for more of them to be of higher quality in future, Hallam (2021). It is important for organizations to conduct their own internal analysis and self-assessment to conceive the most appropriate approach for improving utilization of results (Hallam (2021). This means that there is no one-size-fits-all approach to improving utilization of M&E quality mechanisms. Self-assessment enables organizations to reflect on their evaluation processes, take stock of their practice in evaluation utilization and uptake, and identify areas on which to focus future efforts. This is applicable to world vision Uganda where some quality assurances checks including audits are donor required. This means that to mitigate the tension between the differing aims of evaluation, there is need separate ‘accountability’ evaluations from ‘learning’ evaluations and not try to meet all agendas with one exercise.

2.6 Effects of monitoring and evaluation information sharing to performance of community development projects

Monitoring and evaluations has special relevance for evidence-based policy, as it is specifically designed to test the effectiveness of particular approaches (O'Brien et al. 2020), one would expect that evaluation might be seen as central to evidence-based policy. However, due to prevalence of 'evaluations that are rushed, poorly planned, poorly executed or poorly funded' (O'Brien et al. 2020). Many academics and perhaps policy makers regard evaluation as being lower in status than other forms of research informing policy (Guenther et al. 2020). This means that poorly designed and implemented M&E processes result into poor quality data that undermine confidence in results and utilization.

As result of limited demand for M&E information in organizations; Jones and Mendizabal (2020) recommends need to increase the internal demand for evaluation information by moving from the general and abstract to focus on real and specific stakeholders and uses. This means that increasing demand for information in order to make management decisions will increase the demand for evaluations. Organizations should harness participation both internal and external personnel to maximize utilization of evaluation for teach (Hallam, 2021). The involvement of insiders means that findings and recommendations are more likely to be appropriate. In addition, insiders are more likely to have a better understanding of the concerns of field personnel, and of their perspective on key issues; this has enormous benefit of retaining the experience and knowledge gained by those carrying out the evaluation.

On the other hand, concerns were noted that lessons from evaluations relevant to DFID more generally, at a strategic level, had no 'owner', and were thus less likely to be acted upon (Hallam, 2021). This implies that there is need to have a steering committee for each evaluation that includes staff members from the relevant units. Hallam (2021) urges that the leadership has a profound and positive impact on the value and effectiveness of evaluations. Where leaders are not interested in evaluation, or are overly defensive about the performance of their organizations and hence reluctant to accept evaluation findings, a culture develops against learning from experience. If data and analysis are not valued at senior level, this can permeate throughout the

organization and lead to reluctance even to collect the necessary information in the first place (ibid).

Hallam (2021) further urges that efforts to create evaluation systems without addressing organizational culture are likely to end up as burdensome and potentially counter-productive. However, the issue of timing affects M&E information utilization, the information may arrive too late to influence decisions over (for example) whether to scale up or terminate a project (Nicola, et al 2009). A common complaint from potential evaluation users is that Monitoring and evaluations results often arrive too late to be of any use in decision-making (Jones and Mendzabal, 2020). This means that to have a better chance of bringing about change, evaluation timetabling should start with an analysis of programme planning cycles and ensure that evaluation products feed into it.

2.7 Research Gaps

The reviewed literature clearly shows that scholars and development practitioners affirm the positive contribution of M&E systems to programmes performance (Segone, et al, 2018). M&E provides a major source of evidence central to shape decisions to continue, discontinue, modify or scale up programmes based on robust evidence of what works. In general; this means that literature asserts that functional M&E systems are prerequisite to organizations if intended results and impact are to be timely achieved, measured and documented. However, Literature review findings more inclined to emphasizing significance of M&E systems to effectiveness of public organizations and institutions, the study has provided specific findings on the influence of M&E systems in community development programs with focus on World vision Somalia.

According to the World Bank (2013; 2014), an article, ‘Monitoring, Implementation and Evaluation of Roads’. In the argument, for M&E, especially with respect to the contracting and bidding for civil works, requires the effective evaluation and supervision of contractors and their bids. Without this ability at tender, marginal or unacceptable bidders can distort the bidding process by excessive underbidding for contracts or future inability to complete. At the point of construction, poor contractors can raise owner’s supervision and staffing costs substantially. Management of the road network requires different information, at different levels of the

decision-making process, for example, for planning, for programming, for design, and for implementation. The data to be collected by an inspection system, and where, and how it should be collected, depend largely on the use of the data. Senior managers in road administrations may also be required to make decisions about the choice of computerized road management systems that are to be implemented within their organizations. The consequences of such decisions can be very costly, not only in terms of the cost of initial system procurement, but also because of the on-going costs of system management and data collection. The implementation of systems can have far-reaching effects on all aspects of the operation of the road administration. Hence, it is important that managers are aware of the need for an effective approach to system implementation, and of the pitfalls of making inappropriate decisions in this area.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used during the study. It involved the Research design, study population, sample size and selection, sampling techniques, data collection methods, Data collection instruments, procedure of data collection, Reliability and validity of instruments, Data analysis plus measurement of variables.

3.2 Research Design

The study employed descriptive correlation research design on the respondents at world vision Somalia. Ghauri and Gronhaug (2015) assert that using descriptive, the problem is structured and well understood a fact that Mugenda and Mugenda (2013) agrees that the design is the most preferred because it give a report on things as they actually are. Correlational design measured the correlation between the two variables that is monitoring and evaluation systems and performance of community development projects. Both qualitative and quantitative approaches were employed based on the constitutional review support project. The quantitative approach was used to collect and analyze data on the project management because it allows for a broader study, involving a greater number of subjects, and enhancing the generalisation of the results. The qualitative approach on the other hand was used for the performance of constitutional review support project because it provides depth and detail since it looks deeper than analysing ranks and counts by recording attitudes, feelings and behaviours. Therefore this design was used because it brings out clearly the effect of project monitoring on performance of Constitutional Review Support project.

3.3 Study Population

According to Amin (2015), a target population is the population to which the researcher ultimately wants to generalize the results. According to the October 2020 Annual UNDP Assessment Project report, in Somalia, the Population involved in the project is 260. Therefore this study only considered the population directly involves in the project which is 260 people.

3.4 Sample Size

This refers to the number of items being selected from the universe to constitute a sample Kothari, (2014). However from the population of 260 respondents, a sample size of 158 respondents was selected basing on a formula for determining Sample size by Yamane Yamane, (2020). Respondents included; directors & CEO's world vision Somalia, Project staff, Project managers and Project beneficiaries with knowledge about the topic of study.

The Sloven's formula (1978) was used to determine the minimum sample size. Formula is illustrated below-

$$n = \frac{N}{1 + N(e)^2} = \frac{260}{1 + 0.65} = 158$$

Where

n - Sample size

N - Population size

e - Level of precision

3.5 Sampling Selection Techniques and Procedure

The study used both simple random sampling and purposive sampling procedures. Purposive sampling was used to select different activities in the area of investigation in order to get first-hand information from the key informants. Simple random sampling was used because respondents have equal chances of being selected. The sampling process was guided by table below;

Table 3.1: Sampling Procedures

SN	Category	Population	Sample	Sampling procedure
1	Directors & CEO's Project world vision Somalia	5	5	Purposive sampling
2	Project managers	10	10	Purposive sampling
3	Project staff	45	40	Random sampling
4	Representatives of Project beneficiaries	200	103	Random sampling
	Grand Total	260	158	

Source: Annual UNDP Assessment Project report,(2020)

3.6 Data sources

The researcher used primary data collection methods were used to collect relevant data to the study. Primary data was collected from the respondents through interviews, and self-administered questionnaire. Primary data are important in answering questions about this study topic. Data collection methods were considered in such a way so that relevant information was collected as much as possible with little inconvenience to respondents.

3.6 Data Collection instruments

3.6.1 Questionnaires

The main instrument of data collection was a questionnaire to collect data from 143 respondents that being the Project staff and Project beneficiaries. According to Sotirios Sarantakos, (2015), a questionnaire is a method of survey data collection in which information is gathered through oral or written questionnaires. The questions involved the feelings of respondent groups regarding project monitoring and evaluation and performance of community development project. The questionnaire also was aimed at getting responses from the respondents about their views on performance of community development projects and how it can be improved.

3.6.2 Interview Guide

The researcher also used interview guide to collect data from 15 respondents that being the Directors & CEO's Project world vision Somalia and Project managers. The researcher further interviewed the respondents on a few responses that required further clarifications. The questions for the interview were both open-ended and closed. The open-ended questions gave chance to more discussions, while the closed questions were asked for particular responses. The interview method helped to collect additional views from respondents on the theme of the study.

3.7 Validity and Reliability of Instruments

3.7.1. Validity

Validity refers to the degree to which results obtained from analysis of the data actually represents the phenomenon under study. The validity of the research instrument was determined by pre testing. Mugenda and Mugenda, (2015) assert that pre testing ensures clarity and accuracy

of results so that data collected gives meaningful, reliable results representing variable in the study. Pre-testing helped to estimate the time needed to take, to fill the questionnaires, pre-testing was done by administering to ten (10) respondents within the study population but outside the sample. Questionnaires were scrutinized by five colleagues at the University for their Peer Opinion on content and accuracy. Results from the field and opinion of colleagues helped to identify gaps and make modifications to the instruments where necessary. The supervisor also was notified accordingly.

The formula that was used to calculate the validity of the instrument is

$$CVI = \frac{\text{Number of Items considered valid}}{\text{Number of items on the draft questionnaire and the interview guide}}$$

The initial draft had 70 (seventy) questions, 62 (sixty two) of which were found relevant under study to the phenomenon as follows:

$$CVI = \frac{\text{Number of items considered valid}}{\text{Number of items on the draft questionnaire}} = \frac{62}{70} = 0.886$$

This made a CVI of 0.886 which complied with the recommended minimum CVI of 0.7 as in accordance with Amin (2005). All questions deemed not valid were edited or dropped accordingly per the recommendation of the experts. Consequently, 8 (eight) questions that were deemed invalid were dropped.

3.7.2 Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results. The reliability of the questionnaire was tested by using the Cronbach's alpha coefficient. Cronbach's Alpha coefficient was used to measure reliability of the instruments.

Cronbach's alpha was also used to determine the reliability of the instruments. A Cronbach's alpha value of 0.70 and above was considered to be the criteria for demonstrating internal consistency of new scale and established scales respectively. The questionnaire were pre tested using ten (10) respondents within Mogadishu Somalia but this number was not part of the

sample size in the study and the reliability results were computed using the Statistical Package for Social Scientists (SPSS).

The formula for Cronbach's Alpha used was as follows-

$$\text{Cronbach's alpha} = \left[\frac{n}{n-1} \right] \left[\frac{SD^2 - \sum \text{Variance}}{SD^2} \right]$$

where: n = Number of items on the test

SD = The Standard Deviation for the set of test scores, and

$\sum \text{Variance}$ = Summation of the variances of the scores for each of individual item on the test.

Table 3.2; Results of the Cronbach's Alpha Reliability Coefficient for Likert- type Scale test for Questionnaire

Variable	Cronbach Alpha coefficient	No. of items
M &E Planning & implementation	0.777	7
M&E quality assurance mechanism	0.875	7
M &E information sharing	0.823	7
Performance of community development	0.833	10

Source: Primary data (2022)

The Cronbach Alpha Reliability Coefficient test revealed that reliability results for the questionnaire as an instrument for Seismic survey / studies was 0.777; for exploratory well drilling it was 0.875; and for the dependent variable which was Land conflicts, it was 0.833.

Table 3.3; Results of the Cronbach's Alpha Reliability Coefficient for Likert-type Scale test for the Interviews

Variable	Cronbach Alpha coefficient	No. of items
M &E Planning & implementation	0.879	6
M&E quality assurance mechanism	0.705	6
M &E information sharing	0.750	6
Performance of community development	0.820	6

Source: Primary data (2022)

3.8 Measurement of variables

The variables of the study were measured using the five Likert scale. Different variables were measured at different levels detailed as 1=strongly disagree, 2=Disagree, 3=Not Sure, 4=Strongly agree and 5=agree. Likert scales used fixed choice response formats and were designed to measure attitudes or opinions of respondents

The variables were measured at nominal and ordinal scale. The nominal scale measurement was used in the first part of the questionnaire (demographics) which comprised items with some common set such as sex, age, marital status, designation and level of education of respondents. According to Mugenda and Mugenda (1999), nominal scales are assigned only for purposes of identification but do not allow comparisons of the variable being measured.

Table 3.4: Mean Range Interpretation Table

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

3.9 Research Procedures

The researcher first sought to get a letter of introduction from the faculty. Permission was also sought by the researcher from the respondents to be sampled in to allow for the relevant data to be collected. The researcher kept confidential of all respondents while presenting the findings.

3.10 Data analysis

The quantitative data involved information from the questionnaires only. Data from the field was too raw for proper interpretation. The raw data obtained from questionnaires was cleaned, sorted and coded. The coded data was entered into the Computer, checked and statistically analyzed using the Statistical Package for Social Scientists (SPSS) software package to generate descriptive and inferential statistics. Descriptive analysis was applied to describe the primary variable and associated indicator items related to the study objectives. The frequency tables were for bio data of study while regression analysis was for all the objectives.

3.11 Ethical considerations

It was important during the process of research for the researcher to make respondents to understand that participation was voluntary and that participants are free to refuse to answer any question and to withdraw from participation any time they are chosen.

Another important consideration, involved getting the informed consent of those going to be met during the research process, which involved interviews and observations on issues that were delicate to some respondents. The researcher undertakes to bear this seriously in mind.

Accuracy and honesty during the research process was very important for academic research to proceed. A researcher treated a research project with utmost care, in that there was no temptation to cheat and generate research results, since it jeopardizes the conception of the research.

3.12 Limitations of the Study

The researcher encountered some hindrances. These included some uncooperative respondents; some respondents did not have the time and commitment to fill the questionnaires because they were busy with their daily works. To mitigate this, the researcher asked the respondents

during their free time and then the researcher administer the questionnaires to the respondents during their free time.

Also, the researcher dropped the questionnaire for the respondents to fill in during their free time and collect them later. The project staff felt victimized by their seniors for giving sensitive information about the project monitoring and evaluation and performance of community development projects. To address this challenge, the project staff were assured the respondents that the study was for academic purposes only and that no form of identification was required from them during the data collection exercise.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter presents the response rate, demographic factors of the respondents (bio data), correlation, descriptive analysis of the study, Pearson correlation of the variables and regression analysis on the influence of monitoring and evaluation systems on the performance of community development projects in Somalia using World Vision organizations as the case study.

4.2 The response rate

The response rate of a survey is a measure of how many people approached, (i.e. 'sampled') actually completed the survey (expressed as a percentage from 0% to 100%). It is usually assumed that the higher the response rate, the more likely the results are representative of the population, provided the sampling is appropriate in the first place and that people who don't respond are roughly the same in their opinions as the people who do respond (Am J Eval, 2018).

$$\text{Response rate} = \frac{\text{total number of tools received}}{\text{Total number of tools given out}} \times 100 = \frac{149 \times 100}{158} = 94.3\%$$

Response rate (also known as completion rate or return rate) refers to the number of people who answered the survey divided by the number of people in the sample. It is expressed in the form of percentages (AAPOR, 2018). In this study, out of the 158 questionnaires that were distributed to respondents 149 questions were returned, giving a response rate of 94.3%, respondents included (5) Directors & CEO's Project world vision Somalia, (10) project managers, (40) project staff, (103) representatives of project beneficiaries. This implied that the sample was representative of the actual population and could therefore be generalized and relied on, as observed by Sekaran (2003).

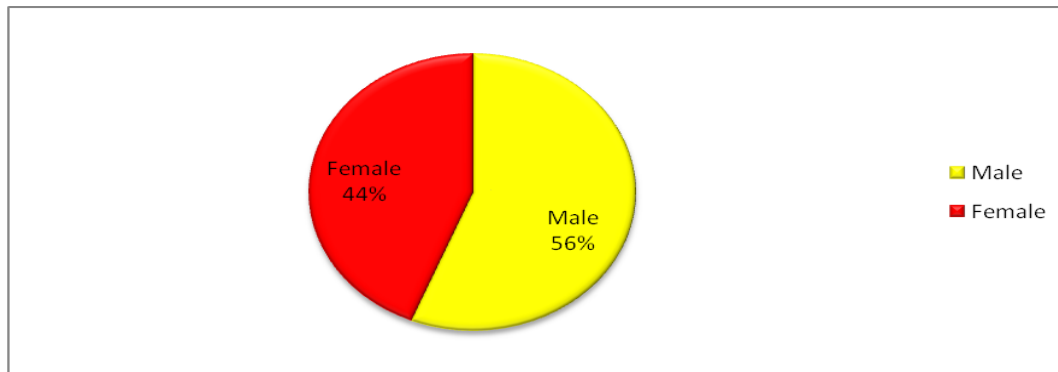
4.3 Background Characteristics of the respondents

The background information of the respondents was important because it comprised of both sexes but of different marital statuses and age groups from various settings. This was intended in order to get a variety of views and unbiased responses which made the study a reality. The

respondents were divided into the Directors & CEO's Project world vision Somalia, project managers, project staff and representatives of project beneficiaries. The findings are shown in the figures below;

4.3.1: Classification of respondents by gender

Figure 4.1: The figure below illustrates the summary statistics on the gender of the respondents

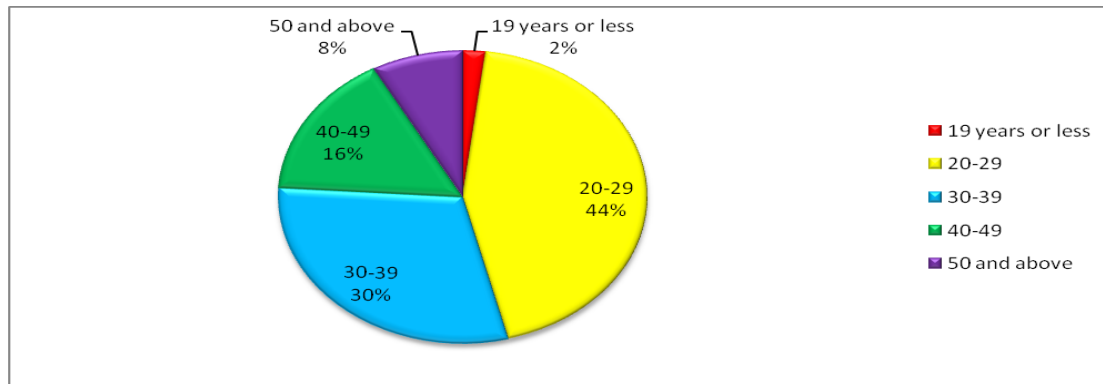


Source; Primary data (2022)

The above findings show that; males greatly participated in the study as represented by 56% whereas 44% of the respondents were females; implying that the male respondents actively participated in the study and had good views since they take control of their families with a lot of concerns in as far assistance attached to venerable families and communities in Somalia was concerned. It further shows World Vision as an organization was keen on matters of gender balance which can translate to solving affected communities like in Mogadishu Somalia. This was important in that during performance of community development projects gender was respected where both male and female were involved through these studies.

4.3.2: Classification of respondents by age

Figure 4.2: The figure below displays the summary of statistics on age of respondents.



Source; Primary data (2022)

From the figure above; the biggest percentage of the respondents represented by 44% was found to be 20-29 years these were followed by 30% of the respondents who were in the age bracket of 30-39 years, then 16% of the respondents were between 40-49 years and lastly but not the least were 2% of respondents who were 19 years or less and lastly were 8% of respondents who were 50 years and above. The age group (20-29) comprises of the biggest percentage which reflect a likely high number of many youth working for World Vision Somalia. This finding compares well with humanitarian organizations in Somalia who have also been seen to employ young youth in organization and this has further been due to their activeness while doing tasks and also hey is energetic to for long hours as a result of high pressure from the demands of the beneficiaries.

4.3.3: Classification of respondents by marital Status

Table 4.1: The table below presents the summary statistics of the respondent's marital status.

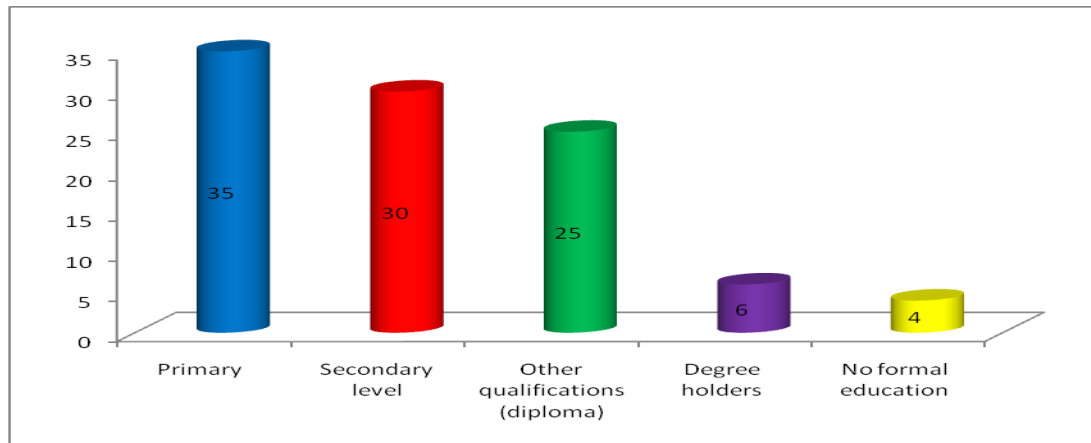
Marital status	Frequency	Percentage (%)
Single	60	37.9
Married	70	44.3
Separated	20	12.6
Widow	8	5.0
Total	158	100

Source; Primary data (2022)

An assessment of the respondents' marital status was as follows; the biggest percentage of the respondents were found to be married as shown by 44.3% where as 37.9 % of the interviewees were found to be single, 12.6% of them were separated lastly 5.0% of the respondents were widowed implying that majority being married, they were responsible people with families and children to look after and hence need a better life for their families and communities. Therefore the study had to make an analysis of the sample respondents based on their marital status.

4.3.4: Respondents level of education

Figure 4.3: below illustrates summary statistics on respondent's level of education

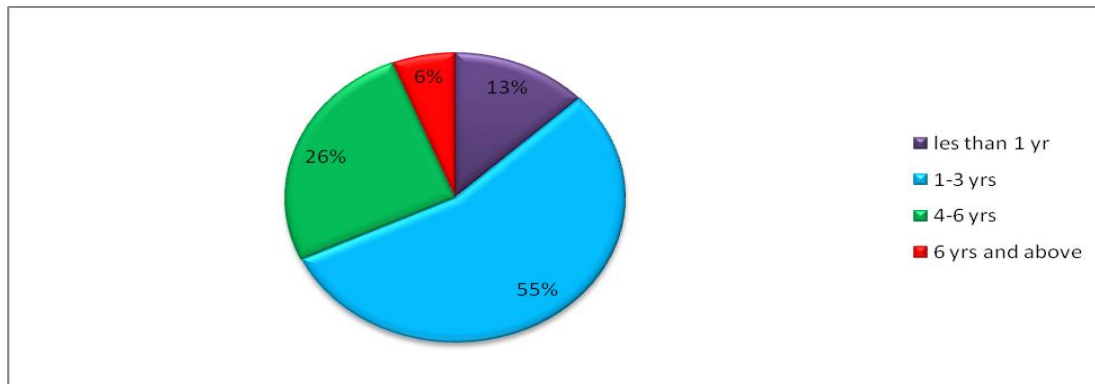


Source; Primary data (2022)

In the figure above, The biggest percentage of respondents were primary school levers as it was revealed by 35% of the respondents, then 30% of the respondents had secondary level whereas 25% of the interviewees had attained their qualifications in other different fields which included diplomas, certificates professional awards, 6% of the respondents were degree holders and lastly 4% of respondents had no formal education; implying that majority being in primary and secondary levels of education, they could first and foremost read and write and second, they had adequate knowledge to understand and interpret the questions which were posed to them.

4.3.5: Respondents duration working, volunteering or partnering with World vision Somalia

Figure 4.4: below illustrates summary statistics of respondents duration working, volunteering or partnering with World vision Somalia



Source; Primary data (2022)

Numerous responses were put forward when respondents were asked of the duration working, volunteering or partnering with World Vision Somalia and their responses were as follows; majority of the respondents represented by 55% of respondents said 1-3 years whereas 26% of the respondents said 4-6 years and 13% of the respondents revealed that they had worked, volunteering or partnering with World vision Somalia for the duration on less than 1 years and lastly 6% of the respondents said that they had worked, volunteering or partnering with World vision Somalia for 6 years and above. Implying that majority having worked with World Vision Somalia for 1-3 years was due to the fact that majority of the projects contracts at World vision Somalia were running for period between 2-3 years.

4.3.6: Respondent's department

Table 4.2: Below illustrates summary statistics on department of the respondents

Occupation	Frequency	Percentage (%)
Community group/beneficiaries	60	38.0
Sponsorship	40	24.4
People and culture (HR)	20	12.7
Accounting	15	9.5
General management	10	6.4
Department of M&E	13	8.3
Total	158	100

Source; Primary data (2022)

According to table above, majority of the respondents represented by 38.0% revealed that they were from Community group/beneficiaries these were followed by 24.4% of the respondents who were from Sponsorship, 12.7% of the respondents said they were from People and culture (HR) 9.5% lastly but not the least 6.4% of the respondents revealed that they were general management department lastly 8.3% of the respondents said they were from the department of M&E. Implying that majority being from community group/beneficiaries they were embracing all the projects of World Vision Somalia into their communities and this was further evidenced with the reason why they actively participated in the study.

4.4 Objective One: To examine the effect of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development programs

In this section the researcher describes the findings the first objective of the study which was to examine the effect of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development programs. The items showed the average response from the respondents for each item in relation to effect of monitoring and evaluation planning on implementation to performance of World Vision Somalia community development

programs. The items were rated on the 5 point likert scale ranging between strongly disagree, disagree, not sure, agree and strongly agree. The findings are shown in table 4.3 below-

Table 4.3: Frequencies of effect of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development projects

	Item	Strongly disagree	Disagree	Neither agree nor disagree	Strongly agree	Agree	Mean	Std. Dev
		N (%)	N (%)	N (%)	N (%)	N (%)		
1.	Project objectives are clearly stated and measurable	10 (7)	13 (9)	15 (10)	70 (45)	50 (32)	4.45	2.23
2.	There is a logical relationship between project objectives (activities to outcomes).	4 (3)	6 (4)	8 (6)	80 (51)	60 (38)	4.74	2.01
3.	Projects develop risks management plans to prevent and manage their impact.	60 (36)	50 (32)	15 (15)	10 (7)	23 (15)	4.65	1.10
4.	Specifications for project inputs are clearly defined and understood by staff	50 (32)	40 (26)	20 (13)	25 (16)	23 (15)	4.45	1.32
5.	Project monitoring and evaluation plans are developed and understood by staff and stakeholders	10 (7)	13 (9)	10 (7)	75 (48)	50 (32)	4.33	0.71
6.	Project plans are broken down (detailed) before activity implementation starts.	6 (4)	7 (5)	5 (4)	90 (57)	50 (32)	4.32	.719
7.	Project plans are developed in participatory manner involving staff and stakeholders	60 (36)	75 (48)	15 (10)	3 (2)	8 (5)	4.1	.652
8.	Project indicators are appropriate to measure project objectives and are measurable	60 (38)	40 (26)	10 (7)	28 (18)	20 (13)	4.69	.342
9.	Projects have developed data collection tools	10 (7)	12 (8)	2 (2)	95 (60)	40 (26)	4.78	1.3
	Total mean						3.599	

Source: Primary data (2022)

The results shown in table 4.3 above revealed that, respondents strongly agreed that there project objectives are clearly stated and measurable (45%) and 32% agreed to the statement.

From the key informant responses a, one of the project directors of world vision Somalia had this to say;

“Project objectives are what you plan to achieve by the end of your project. Your project objectives should be attainable, time-bound, specific goals you can measure at the end of your project”. “Project objectives are a critical element of project management without them, you don’t have a succinct way to communicate your goals before and during the project, nor do you have a measurable way to evaluate your success after the project ends”.

Respondents strongly agreed that; there was a logical relationship between project objectives (activities to outcomes) as revealed by (51%) and those who agreed were 38% of respondent.

From the key informant responses a, one of the project directors of world vision Somalia had this to say;

“Though some teams may use these interchangeably, there is a distinct difference between project goals vs. objectives”. “In general, project goals are higher-level than project objectives”. “Your project goals should outline what happens once your project is successful and how your project aligns with overall business objectives”.

He further said that;

“Project objectives, on the other hand, are more detailed and specific than project goals”. “Though many project objectives may impact business objectives, your project objectives are more focused on your actual, specific deliverables at the end of the project”.

Respondents on whether Projects develop risks management plans to prevent and manage their impact were as follows (36% strongly disagreed, 32% disagreed and 15% were not sure). Whereas respondents on whether Specifications for project inputs are clearly defined and understood by staff (32% strongly disagreed and 40% agreed).

From the key informant responses a, one of the project managers of world vision Somalia had this to say;

“At world vision Somalia projects input in terms of raw materials that provide a basis for security and justice programs”. “Inputs can include money, technical expertise, relationships and personnel”. “Also to note the higher level goals to which you hope your project will contribute, such as increased access to justice for the poor or improvements in public safety”.

An analysis on whether Project monitoring and evaluation plans are developed and understood by staff and stakeholders were as follows; (48% strongly agreed and 32% agreed).

From the key informant responses a, one of the CEO, representative of world vision Somalia had this to say;

“A monitoring and evaluation (M&E) plan is a document that helps to track and assess the results of the interventions throughout the life of a program”. “M&E can generate more buy-in and trust in the organization's commitment to the mission if there is a clear effort to not only assess progress but use that assessment to get better at delivering impact”. “For employees in contact with beneficiaries (e.g., "on the ground"), conducting evaluation assessments can also generate more trust between those employees and the beneficiary community”.

Also to note project plans are broken down (detailed) before activity implementation starts (57% strongly agreed and 32% agreed).

From the key informant responses a, one of the project managers of world vision Somalia had this to say;

“All the steps of project work are outlined in the work breakdown structure chart, which makes it an essential project planning tool”. “The final project deliverable, as well as the tasks and work packages associated with it rest on top of the Work Break Dawn Structure (WBS diagram), and the WBS levels below subdivide the project scope to indicate the tasks, deliverables and work packages that are needed to complete the project from start to finish”. “In addition, project managers make use of project management software to

lay out and execute a work breakdown structure”. “When used in combination with a Gantt chart that incorporates WBS levels and task hierarchies, project management software can be especially effective for planning, scheduling and executing projects”.

In contrast, responses on whether project plans are developed in participatory manner involving staff and stakeholders ranged from; (36% strongly disagreed and 48% disagreed). Respondents on whether project indicators are appropriate to measure project objectives and are measurable were as follows; (38% strongly disagreed and also 26% disagreed to the statement).

From the key informant responses a, one of the project managers of world vision Somalia had this to say;

“Stakeholders enable projects to be established in which the objectives are driven by local realities”. “Working with communities to understand what they feel is a successful outcome and what social change means to them is challenging and requires patience, time and resources”. “Ideally, a wide group of stakeholders and community members would be involved, facilitated by inclusive processes and dialogue, and an empowering research approach”. ‘It is important that we do not impose our visions of what change means on to the people we work with, so the initial steps of understanding what changes are sought and how we will measure them are critically important”.

Respondents strongly agreed that projects have developed data collection tools with 60% and 26% agreed. The mean for each item did not divert much from the standard deviation.

From the key informant responses a, one of the project managers of world vision Somalia had this to say;

“Data collection tools and data management must work together to ensure that the data collected and information it produces are valid, reliable, precise, and timely”. “Our team has a strong experience in data management for nonprofits and not only we can implement and help you with your M&E data collection, but we can also advise you earlier in the process on how to design your various forms and surveys to ensure all these developed data collection tools are fit-for-purpose, and help you get useful and meaningful information”.

From the same table above, the effect of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development programs received a weighted mean of 35.99.

4.5 Objective Two: to assess the effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development projects.

The second objective of the study was to assess the effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development programs. The items showed the average response from the respondents for each item in relation to effects of monitoring and evaluation quality assurance mechanisms on performance of World vision Somalia community development programs. The items were rated on the 5 point likert scale ranging between strongly disagree, disagree, not sure, agree and strongly agree. The findings are shown in table 4.5 below:

Table 4.4: Frequencies of effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development projects

	Item	Strongly disagree	Disagree	Neither agree nor disagree	Strongly agree	Agree	Mean	Std. Dev
		N (%)	N (%)	N (%)	N (%)	N (%)		
1.	Project have internal quality control checks and review procedures for project monitoring data	6 (4)	10 (7)	12 (8)	70 (45)	60 (38)	4.35	2.12
2.	Project staff have relevant skills and knowledge to conduct data quality checks and reviews	6 (4)	7 (5)	5 (4)	80 (50)	60 (38)	4.45	21.1
3.	Project plans and reports are reviewed before implementation and utilization	72 (46)	62 (40)	6 (4)	10 (7)	8 (5)	4.2	1.11
4.	Site visits are done to verify accuracy of monitoring data	10 (7)	14 (8)	8 (5)	45 (28)	81(52)	4.43	0.72
5.	Quality reviews and checks add value to completeness and quality of reports	15 (9)	16 (10)	5 (4)	55 (34)	67 (43)	4.45	21.1
6.	Reviews focus on relevancy, efficiency, effectiveness of project plans and reports	8 (5)	10 (7)	3 (2)	92 (58)	50 (31)	4.25	20.1
7.	Feedback provided from Quality reviews is utilized to improve on quality of plans and reports	13 (9)	12 (8)	10 (7)	58 (36)	65 (41)	4.33	2.06
8.	Staff and stakeholders are trained in monitoring and evaluation	63 (39)	55 (34)	15 (9)	10 (7)	15 (9)	4.36	2.1
9.	Project audits are regularly done to assess project risks	4 (2)	8 (5)	5 (3)	75 (47)	66 (41)	4.15	1.21
	Total mean						35.28	

Source: Primary data (2022)

Results in table above indicate that; 45% of respondents strongly agreed that; there was project have internal quality control checks and review procedures for project monitoring data, 38% agreed.

From the key informant responses a, one of the project managers of world vision Somalia had this to say;

“Project Managers need to practice Quality Management, sometimes with a Quality Manager, and other times on our own”. “In order to adapt the processes and procedures that ensure a quality product, we need to understand the underlying principles”. “With some background in Quality Assurance, Quality Control and Quality Planning we will be equipped to deliver a quality product to our customers”.

Similarly, respondents strongly agreed (50%) and 38% agreed that there Project staff have relevant skills and knowledge to conduct data quality checks and reviews; whereas in contrast 46% strongly disagreed and 40% disagreed to the statement that Project plans and reports are reviewed before implementation and utilization.

From the key informant responses a, one of the project staff of world vision Somalia had this to say;

“Review of performance indicator data against a set of data quality standards that helps the Mission determine and document”. “How good are the data”, and provide an opportunity for capacity building of implementing partners, host government ministries, and other partners”.

“Also, the Mission can outsource quality assessment services from specialized experts”. “When the mission collects primary data on its own or through independent entities contracted by World vision Somalia for this purpose, the Data Quality Assessment (DQA) should focus on the written procedures and training for crosschecking data”. “When contracting a specific organization to collect data, the Mission will ensure that the organization has the technical capacity to collect data of appropriate quality”.

Views on whether there was site visits are done to verify accuracy of monitoring data respondents (28% strongly agreed and 52% agreed) “and responses on Quality reviews and

checks add value to completeness and quality of reports (strongly agreed was 34%, those who agreed were 43%),

From the key informant responses a, one of the project supervisor of world vision Somalia had this to say;

“Site Visit Team produces one deliverable: a Site Visit Scorebook. This scorebook represents the team’s products, including Item Worksheets, Site Visit Issue (SVI) Worksheets, the Score Summary Worksheet, the Summary of Sites Visited, and the Key Themes, Key Factors, and Highest-Ranking Official (HRO) Worksheets and for health care only, the Judges’ health care site visit issue worksheet”.

He further added that;

“Through the production of this scorebook, the team reaches agreement on the applicant’s strengths and opportunities for improvement (OFIs), the resulting scoring range for each item, and the overall scoring band for process items as well as for results items”. “The work of the team is accomplished through planning, focusing on what is most important to the applicant, communicating effectively among the team members and with the applicant, and contributing to a shared understanding of the applicant’s key strengths and vulnerabilities”.

Also views on whether there was reviews focus on relevancy, efficiency, effectiveness of project plans and reports respondents (58% strongly agreed and 31% agreed).

From the key informant responses a, one of the project managers of world vision Somalia had this to say;

As project management can be described by different kinds of processes, the aim with this research is to explore the concepts within project management through the lens of quality management”. “Since project-based organisations are often struggling with the balance between time, cost and quality, they are interested in doing this as efficient and effective as possible”. “However, there are a wide variety of views on efficiency and effectiveness among professionals and research scholars, which makes it difficult to apply these concepts in project-based settings”.

Views on whether Feedback provided from Quality reviews is utilized to improve on quality of plans and reports Feedback provided from Quality reviews is utilized to improve on quality of plans and reports (36% strongly agreed and 41% agreed). In contrary views on whether staff and stakeholders are trained in monitoring and evaluation, respondents (39% strongly disagreed and 34% agreed).

From the key informant responses a, one of the project managers of world vision Somalia had this to say;

“Feedback is a means of improvement”. “It helps individuals shape their actions to better meet the needs of an employer or team leader”. “Feedback is just one of the required tasks of a supervisor or manager and is meant to encourage their team to meet goals and follow company guidelines”.

Respondents on whether projects audits are regularly done to assess project risks respondents (47% strongly agreed and 41% agreed to the statement).

From the key informant responses a, one of the project managers of world vision Somalia had this to say;

“The size of risk, and whether it will have a positive or negative impact on the project’s outcome will vary. But there is always risk in any project”. “Risk Management plans, which include Risk Assessment and Risk Audit activities, are critical tools for project managers”. “It is important to understand what a Risk Audit is, not only in preparation for Project Management Institute (PMI)’s Project Management Professional (PMP)® exam but as part of executing effective project management”.

Also, evaluation of effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development programs received a weighted mean of 35.28.

4.6 Objective Three: To find out the effects of monitoring and evaluation information sharing to performance of World vision Somalia community development programs.

The third objective of the study was to find out the effects of monitoring and evaluation information sharing to performance of World vision Somalia community development programs.

The items showed the average response from the respondents for each item in relation to the effects of monitoring and evaluation information sharing to performance of World vision Somalia community development programs. The items were rated on the 5 point likert scale ranging between strongly disagree, disagree, not sure, agree and strongly agree. The findings are shown in table below:

Table 4.5: Frequencies of the effects of monitoring and evaluation information sharing to performance of World vision Somalia community development programs.

	Item	Strongly disagree	Disagree	Neither agree nor disagree	Strongly agree	Agree	Mean	Std. Dev
		N (%)	N (%)	N (%)	N (%)	N (%)		
1.	Staff are trained in documentation of programme information	8 (5)	20 (12)	0 (0)	80 (50)	50 (31)	4.78	1.39
2.	Staff have capacity to document programme progress and impact	8 (5)	13 (8)	0 (0)	92 (58)	50 (31)	4.92	1.91
3.	Significant change guidelines and templates are clear to staff and stakeholders	7 (4)	10 (6)	5 (3)	65 (41)	71 (44)	4.23	2.11
4.	There is a communication plan for programme monitoring and evaluation information	10 (7)	12 (8)	0 (0)	95 (60)	42 (26)	4.00	2.00
5.	Programmes respond timely to monitoring and evaluation information needs of stakeholders	8 (5)	20 (12)	0 (0)	100 (63)	30 (18)	3.95	2.05
6.	Project monitoring reports are timely produced	8 (5)	18 (11)	20 (12)	50 (31)	62 (39)	4.14	1.67
7.	Regular stakeholders meetings are held to review monitoring reports	8 (5)	9 (6)	0 (0)	60 (37)	81 (52)	4.00	1.76
	Total mean						26.59	

Source; Primary data (2022)

According table above; 50% of respondents strongly agreed that staff are trained in documentation of programme information, 31% agreed.

From the key informant responses a, one of the project staff of world vision Somalia had this to say;

“Documentation is a critical part of any organization, especially those that focus primarily on IT”. “IT Documentation is a detailed description of how to execute a process, method, task, or program and outlines the exact steps needed to do it efficiently”. “Documentation works as a guide for internal (employees, management, etc) as well as external (customers, clients, partners) stakeholders, helping them understand a process easily and getting them up to speed without the requirement of proper training”.

Respondents strongly agreed (58%) that there was staff have capacity to document programme progress and impact, 31% also agreed to the view.

From the key informant responses a, one of the project managers of world vision Somalia had this to say;

“A successful project requires having people with the right skills, knowledge and availability to deliver the project and ensure its longer term sustainability”. “You also need to make sure that the support functions of your office will be able to take on the additional workload generated by the project”. “Most projects, however, are not handed a group of people with all the necessary skills and knowledge”. “Instead, building capacity is about increasing the knowledge and skills of individuals, and strengthening the supporting organisational structures and systems that are needed to effectively deliver your project over the long-term”.

Respondents strongly agreed (41%), significant change guidelines and templates are clear to staff and stakeholders was (44%).

From the key informant responses a, one of the project managers of world vision Somalia had this to say;

“More effectively identifying, planning for, and responding to common stakeholder change resistance challenges through the use of change management tools may improve project and program outcomes”. “Specific change management tools can be integrated into the project and program processes”. “These tools strengthen stakeholder assessment capabilities to build a better communications plan, schedule, budget, and more”.

Respondents also revealed that 60% of respondents strongly agreed and 26% agreed that there was a communication plan for programme monitoring and evaluation information.

From the key informant responses a, one of the project managers of world vision Somalia had this to say;

“The rationale for these provisions is that a good evaluation is critical to ensure the quality of communication measures deployed under cohesion programmes”. “It helps managing authorities: monitor the process to identify weaknesses and strengths and recalibrate your approach to make it more impactful; improve the efficiency and accountability of the communication budget; and, most importantly, demonstrate and quantify the effectiveness of communication”.

Respondents strongly agreed (63%) that increased tribal /ethnic clashes for land occurred during road Programmes respond timely to monitoring and evaluation information needs of stakeholders and (18%) agreed to the statement.

From the key informant responses a, one of the project managers of world vision Somalia had this to say;

“Subsequently, the Facilitation Organization must identify and meet with the relevant local authorities and community leaders (as applicable) in all the geographical areas where the Project is implemented, prior and during the

implementation process, to ensure their buy-in and support for a smooth running of the project, particularly during the payment period and the supporting activities that take place before and after the cycle”.

He further noted’

“Facilitation Organization ensures that beneficiaries are informed about the parameters of the project, as well as about the location of the payment sites”.

“The facilitation organization also schedules the beneficiaries’ visits to the payment site and facilitates their orderly access to sites”.

Respondents represented with 31% of respondent strongly agreed and 39% agreed that project monitoring reports are timely produced.

From the key informant responses a, one of the project managers of world vision Somalia had this to say;

“Monitoring should include an analysis of progress towards achieving the programme’s outputs (“deliverables”), as well as its contribution towards achieving the purposes and goals”. “Information gathered through monitoring is discussed with stakeholders at various meetings, including the sub-programme, programme and mid-term reviews”.

Respondents agreed that regular stakeholders meetings are held to review monitoring reports with 37% strongly agreed and 52% agreed.

From the key informant responses a, one of the project managers of world vision Somalia had this to say;

“The involvement of stakeholders in appropriate monitoring actions and evaluation exercises furthers the objective of promoting participatory development”. “Stakeholders have the right and the responsibility to know what is happening in the programme or project, which aspects need corrective action, what the results are, and which lessons can be learned and shared with one another, but they should not simply be recipients of monitoring and evaluation reports”.

From the same table above, to find out the effects of monitoring and evaluation information sharing to performance of World vision Somalia community development programs received a weighted mean of 2.86.

4.7 Pearson Correlations

Pearson Correlations were derived by assessing the degree of variations in the independent variable (influence of monitoring and evaluation) and the dependent variable (performance of community development projects in Somalia) vary.

Table 4.6: Correlation Analysis between the influence of monitoring and evaluation systems on the performance of community development projects

		1	2
Influence of monitoring & evaluation systems	Pearson Correlation	1	.794 **
	Sig. (2-tailed)	.	.000
	N	158	158
Performance of community development projects	Pearson Correlation	.794 **	0.02
	Sig. (2-tailed)	.000	.
	N	158	158

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, 2022

Results in table 4.6 indicate that there was a significant positive relationship between influence of monitoring and evaluation systems on the performance of community development projects ($r = .794 > 0.02$). This means that the more effective monitoring and evaluation systems are put into practice, the higher the performance of World Vision community development project in Somalia. By comparing the significance of the correlation ($p = .000$) to the recommended significance at 0.02. Given that the p value was less than 0.01, the null was rejected and the research hypothesis was accepted and it was concluded that there was a strong relationship between monitoring and evaluation systems on the performance of community development projects in Somalia. The result implies that performance of World Vision community

development projects in Somalia solely depend on the nature and the practice of monitoring and evaluation strategies put in place by the World Vision team in Somalia.

4.8 Regression analysis results.

Table 4.7: Regression Analysis Model

Model	Unstandardised Coefficients		Standardized Coefficients	T	Sig.	Dependent Variable: Performance of community development	
	B	Std. Error	Beta			R Square	0.463
(Constant)	1.630	.239	1.582	8.016	.000	Adjusted R Square	0.346
M&E Planning & implementation	-.152	.044	-.144	-3.445	.003	Sig.	0.000
M&E quality assurance mechanism	.345	.044	.279	5.627	.000		
M&E information sharing	.421	.052	.295	6.211	.000		

Source: Primary Data, (2022)

Table 4.7; shows that the predictor variables explained at least 34.6% of the variance in land Performance of community development (Adjusted R Square = .346). The results further

indicated that M&E information sharing (Beta = .295, Sig. = .000), was a better predictor followed by M&E quality assurance mechanism (Beta = .279, Sig. = .000), and M&E Planning & implementation (Beta = -.144, Sig. = .003). This implied that for implies that World Vision Somalia and other programmes organization should invest in improving effectiveness of M&E planning, undertake regular quality assurance reviews audits, strengthen avenues for monitoring and evaluation information sharing and utilization to improve performance of programmes. In overall, this implies that, development programmes monitoring and evaluation processes are relevant to improving programme performance, and contribute to improvement in programme effectiveness, efficiency and relevancy.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter dealt with the discussion of findings, the conclusions and recommendations drawn from the study findings from the study objectives which were: to examine the monitoring and evaluation on performance of world vision Somalia-community development projects, to assess the effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development programs, and to find out the effects of monitoring and evaluation information sharing to performance of World vision Somalia community development programs.

5.1 Discussion of findings

5.1.1 Demographic characteristics of respondents

From the field findings, it was found out that males greatly participated in the study as represented by 56% whereas 44% of the respondents were female. This was important in that during performance of community development projects gender was respected where both male and female were involved through these studies.

Also the biggest percentage of the respondents represented by 44% was found to be 20-29 years these were followed by 30% of the respondents who were in the age bracket of 30-39 years, then 16% of the respondents were between 40-49 years. This finding compares well with humanitarian organizations in Somalia who have also been seen to employ young youth in organization and this has further been due to their activeness while doing tasks and also hey is energetic to for long hours as a result of high pressure from the demands of the beneficiaries.

Further findings revealed that the biggest percentage of the respondents were found to be married as shown by 44.3% where as 37.9 % of the interviewees were found to be single, 12.6% of them were separated lastly 5.0% of the respondents were widowed implying that majority being married. Therefore the study had to make an analysis of the sample respondents based on their

marital status. The biggest percentage of respondents were primary school levers as it was revealed by 35% of the respondents, then 30% of the respondents had secondary level whereas 25% of the interviewees had attained their qualifications in other different fields which included diplomas, certificates professional awards

From the field questionnaires, majority of the respondents represented by 55% of respondents said 1-3 years whereas 26% of the respondents said 4-6 years and 13% of the respondents revealed that they had worked, volunteering or partnering with World vision Somalia for the duration on less than 1 year. Also majority of the respondents represented by 38.0% revealed that they were from Community group/beneficiaries these were followed by 24.4% of the respondents who were from Sponsorship, 12.7% of the respondents said they were from People and culture (HR) 9.5% lastly but not the least 6.4% of the respondents revealed that they were general management department. Implying that majority being from community group/beneficiaries they were embracing all the projects of World Vision Somalia into their communities and this was further evidenced with the reason why the actively participated in the study

5.1.2 Effect of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development projects.

From the field findings, respondents strongly agreed that there Project objectives are clearly stated and measurable (45%) and 32% agreed to the statement. The findings were in agreement with Mackay, (2016), who said that the structural arrangements of Monitoring system are important from a number of perspectives; one is the need to ensure objectivity, credibility and rigor of the Monitoring information that the system produces. Khan, (2013), concurs that the conceptual design of Monitoring system is supposed to address issues with regard to the objectives of the system, competent authority, credibility of information, its management, dissemination and recycling into the planning process with special emphasis on community participation. Monitoring systems should be built in such a way that there is a demand for results information at every level that data are collected and analyzed.

Further findings revealed that there was a logical relationship between project objectives (activities to outcomes) as revealed by (51%) and those who agreed were 38% of respondent. In

the same way, UNAIDS, (2018), posits that there are twelve components of a functional monitoring namely: structure and organizational alignment for Monitoring systems; Human capacity for Monitoring systems; Monitoring partnerships; Monitoring plans; Costed Monitoring work plans; Advocacy, communication and culture for Monitoring systems; Routine monitoring; periodic surveys; Databases useful to Monitoring systems; Supportive supervision and data auditing; Evaluation and research; and using information to improve results. Taut, (2017) study, “self- evaluation capacity building in a large international development organization”, indicate low organizational readiness for learning from evaluation.

Also to note, it was found out that project monitoring and evaluation plans are developed and understood by staff and stakeholders were as follows; (48% strongly agreed and 32% agreed). In the same way, World Vision International LEAP 2nd Edition, (2017) reveals that international development the collective term monitoring and evaluation (M&E) is used frequently. Monitoring is the routine collection of information that tracks and assesses project inputs and delivery of activities and outputs. Monitoring examines efficiency of performing activities and consistency of delivering outputs while evaluation is the periodic assessment of extent to which set objectives are achieved, their effectiveness and relevancy. Standardization of data collection and analysis tools makes it easier for M&E planning and eventual programme reporting (Hallam, 2021). Although a disadvantage of such an approach is the tendency of organizations to focus on the measurable and pay less attention to contextual analysis, already a weak point in some development evaluations.

Study findings also revealed that Project plans are broken down (detailed) before activity implementation starts (57% strongly agreed and 32% agreed). These were in agreement with Kusek&Rist, (2014) that there was often a need for some structural support for Monitoring, such as a separate evaluation unit which at the very least needs one person who is the internal champion identified to make sure the system is implemented and developed. Moreover, the systems must be consistent with the values at the heart of the organization and work in support of the strategy. Moreover, interviewees similarly described a lack of open, transparent and critical intra-organizational dialogue and a lack of formal structures and processes to encourage reflection and learning as an organizational habit. At the same time, there was rather high

awareness of the potential for evaluation to be used as a tool for learning and demand voiced for such evaluations.

Findings also revealed that projects have developed data collection tools with 60% and 26% agreed. In the same way Hallam, (2021) asserts that to improve effectiveness of monitoring and evaluation planning to performance, organizations should emphasize strategic approach as opposed to cyclic. Community development programmes should start by looking at how the evaluation process can add value and determining knowledge needs and listing the intended use and users.

5.1.3 Effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development projects.

Findings from the field on the effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development programs revealed that 45% of respondents strongly agreed that; there was Project have internal quality control checks and review procedures for project monitoring data, 38% agreed. The findings corresponded with Zephirin (2021) writings who lamented that M&E quality assurance and audits examine appropriateness of development organizations interventions to the needs of beneficiaries, usually expressed in terms of relative coverage, access to or use of services or facilities. Further emphasizes that quality assurance enables organizations to determine the degree of client and beneficiary satisfaction with outputs and services and provides feedback for future programming. The M&E quality assurance mechanisms strengthen efficiency of resource utilization and value for money. An M&E quality check verifies returns on investment, costs of operations and administration against programme outcomes.

Results from the field also revealed that Project staff have relevant skills and knowledge to conduct data quality checks and reviews these were represented by (50%) and 38% respectively. In the same way, Arild and Keith (2014) points out that M&E quality assurance enhances continuous monitoring of public expenditures for proper service delivery this reinforces consistent adherence to budget allocations and utilization of resources. However, the effectiveness of quality review is limited by inadequate capacity of stakeholders in undertaking

quality assurance checks and audits, which results in poor quality of review reports and low utilization of results, the study examined stakeholders' capacity in undertaking quality assurance reviews and audits and extent to which audit recommendations are implemented by stakeholders to improve programme performance.

Further results shows that site visits are done to verify accuracy of monitoring data as respondents of (28% strongly agreed and 52% agreed). These findings were in line with Howard and Hugh (2022) urge that systematic M&E quality reviews inform development practitioners on what evidence exists to pin relevancy of development models and approaches. This affirms confidence to publish and replicate similar approaches for further application in different contexts as best practices. M&E quality checks and reviews strengthen development effectiveness rather than aid effectiveness, the primary interest is in which interventions work, not who funded them.

Field results also revealed that quality reviews and checks add value to completeness and quality of reports (strongly agreed was 34%, those who agreed were 43%). The findings concurred with Hallam (2021) who urged that there is no one-size-fits-all approach to improving utilization of M&E quality mechanisms. Self-assessment enables organizations to reflect on their evaluation processes, take stock of their practice in evaluation utilization and uptake, and identify areas on which to focus future efforts. This is applicable to world vision Uganda where some quality assurances checks including audits are donor required. This means that to mitigate the tension between the differing aims of evaluation, there is need separate 'accountability' evaluations from 'learning' evaluations and not try to meet all agendas with one exercise.

5.1.4 Effects of monitoring and evaluation information sharing to performance of World vision Somalia community development projects.

Field results on the effects of monitoring and evaluation information sharing to performance of World vision Somalia community development programs revealed that 50% of respondents that Staff is trained in documentation of programme information, 31% agreed. *The results were similar to O'Brien et al. (2020) that monitoring and evaluations has special relevance for evidence-based policy, as it is specifically designed to test the effectiveness of particular approaches, one would expect that evaluation might be seen as central to evidence-based policy.*

Many academics and perhaps policy makers regard evaluation as being lower in status than other forms of research informing policy (Guenther et al. 2020). This means that poorly designed and implemented M&E processes result into poor quality data that undermine confidence in results and utilization.

Further results revealed that respondents strongly agreed (58%) that there was staffs have capacity to document programme progress and impact, 31% also agreed to the view. The results were in line with Jones and Mendizabal (2020) who recommends that the need to increase the internal demand for evaluation information by moving from the general and abstract to focus on real and specific stakeholders and uses. This means that increasing demand for information in order to make management decisions will increase the demand for evaluations. Organizations should harness participation both internal and external personnel to maximize utilization of evaluation for learning

It was also found out that respondents strongly agreed (41%), a significant change guidelines and templates are clear to staff and stakeholders was (44%). 60% of respondents strongly agreed and 26% agreed that there was there is a communication plan for programme monitoring and evaluation information. And Hallam (2021) urges that the leadership has a profound and positive impact on the value and effectiveness of evaluations. Where leaders are not interested in evaluation, or are overly defensive about the performance of their organizations and hence reluctant to accept evaluation findings, a culture develops against learning from experience. If data and analysis are not valued at senior level, this can permeate throughout the organization and lead to reluctance even to collect the necessary information in the first place (ibid).

Respondents strongly agreed (63%) that increased tribal /ethnic clashes for land occurred during road Programmes respond timely to monitoring and evaluation information needs of stakeholders and (18%) agreed to the statement. 31% of respondent strongly agreed and 39% agreed that Project monitoring reports are timely produced. Hallam (2021) further urges that efforts to create evaluation systems without addressing organizational culture are likely to end up as burdensome and potentially counter-productive. However, the issue of timing affects M&E information utilization, the information may arrive too late to influence decisions over (for example) whether to scale up or terminate a project. A common complaint from potential evaluation users is that Monitoring and evaluations results often arrive too late to be of any use in decision-making

5.2 Conclusions

5.2.1 Effect of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development projects.

The study concluded that Monitoring and Evaluation Planning and implementation significantly affect the performance of development projects in World Vision Somalia. This therefore implies that if Monitoring and Evaluation Planning and implementation are improved, the performance of development programmes in World Vision Somalia will consequently improve. This therefore implies that Monitoring and Evaluation Planning and implementation processes undertaken by World vision Somalia programmes are a contributory factor to their performance.

In addition, Provision of adequate M&E incentives, tools and resources to programme staff contributes to quality of monitoring and evaluation planning and implementation practices. The utilization of monitoring tools is still inconsistent and irregular as result of weak monitoring and evaluation culture in World vision Somalia. World vision Project risks are not systematically regularly tracked and analyzed, as there are few programmes with risk management plans due to staff and partners have limited capacity in risk assessment, planning and prevention. Risk analysis is not robustly and critically done during project assessment and design, and the tools to undertake risk assessment are not clearly understood by staff and stakeholders.

5.2.2 Effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development projects.

The study concluded that Monitoring and Evaluation quality assurance mechanisms significantly affect performance of development programmes in World Vision Somalia. Therefore it implies that an improved monitoring and evaluation quality assurance mechanisms improves the performance of development programmes. This therefore implies that monitoring and evaluation quality assurance mechanisms are a contributory factor to the performance of development programmes. Programmes have practical procedures for verifying consistence, accuracy and completeness of monitoring data and World vision staff endeavor to adequately follow and implement review checks, the implementation of quality reviews has contributed development of valid and accurate monitoring reports with clear status on the programmes performance. Quality

assurance provides evidence about the most cost-effective approaches and activities; and supports organizations to focus on value for money and impact rather than recording inputs and activities. Project plans and reports shared with stakeholders meet minimum programming quality standards and reports have evidence of progress on project indicators, the quality review of project reports improves accuracy and credibility of reports and increases stakeholders' confidence to own and utilize M&E results.

World vision programmes have adequately integrated operations audit into the annual monitoring and evaluation plan, this is supported by presence of an independent and efficient audit department at the national level directly supervised by National Director that provides guidance to regional and cluster monitoring and evaluation officers to undertake annual project audits. Presence of enabling audit structure in World vision Somalia is the major contributor of regular undertaking of audits in World vision Somalia programmes World vision Somalia has incorporated pre-operations audits as key performance objectives for staff, this has enabled regular quarterly risk analysis conducted during pre-operation audits for risks captured in cluster risk register and regular updating the risk register.

5.2.3 Effects of monitoring and evaluation information sharing to performance of World vision Somalia community development projects.

The study concluded that Monitoring and Evaluation information sharing and utilization significantly affects the performance of development programmes in World Vision Somalia. This implies that if Monitoring and Evaluation information sharing and utilization are improved, the performance of development programmes in World Vision Somalia will consequently improve. This therefore affirms that Monitoring and Evaluation information sharing and utilization is a contributing factor to the performance of development programmes in World Vision Somalia.

Programme reports have evidence of programmes progress and can therefore be relied on to undertake project changes and decisions, as monitoring reports provide evidence of programmes progress on project objectives, and programme reports are of good quality and are complete. There is limited participation of stakeholders in providing feedback on quality and completeness of monitoring reports. This implies that monitoring and evaluation report formats utilized by programmes to provide feedback to stakeholders are complex for them to internalize and

comprehend, as result minimal input is received from stakeholders that affect ownership and utilization of monitoring reports. Programmes have insufficient demand for monitoring and evaluation information in World vision Somalia programmes due to low Monitoring and Evaluation culture. Monitoring and evaluations are not seen as an important policy and management tool this undermines utilization.

5.3 Recommendations

In line with the findings, discussions and the conclusions of the study, the following recommendations were drawn;

5.3.1 Effect of monitoring and evaluation planning and implementation to performance of World Vision Somalia community development projects.

The study recommends that Monitoring and Evaluation Planning and implementation should be strengthened as a strategy to improve performance of development programmes. Therefore, World Vision Somalia programmes should endeavor to invest and support Monitoring and Evaluation Planning and implementation activities so as to reinforce performance and effectiveness of programmes.

Programmes should build capacity of existing community management structures and platforms especially in M&E objective setting and analysis to strengthen their full participation in M&E planning and implementation. World vision programmes should build staff and partners capacity in risk assessment, planning and prevention to strengthen systematic risk planning and implementation of risk plans and regular tracking and monitoring of risks.

World vision programmes should build capacity of staff in statistical data analysis to support establishment and strengthening of functionality of project databases for entering and analyzing data to strengthen accuracy and consistence in production M&E information and utilization of baseline information during programme evaluation.

The organization should strengthen monitoring and evaluation culture in programmes, through strengthening evidence based decision making to increase demand for Monitoring and evaluation information. World vision staff and stakeholders should be supported to understand the value and

contribution of monitoring information to programme performance. Programmes should provide adequate M&E incentives, tools and resources to programme staff to enable them generate quality monitoring and evaluation data.

5.3.2 Effects of monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development projects.

The study recommends that World vision Somalia should strengthen Monitoring and Evaluation quality assurance mechanisms significantly contribute to the performance of development programmes. World vision Somalia programmes should strengthen Monitoring and Evaluation quality assurance mechanisms to improve performance of development programmes.

Programmes should timely produce and share M&E audit review reports to enhance adoption of quality review results. In addition, innovative dissemination approaches should be adopted to cater for category of stakeholders with low level of education and maximize their participation in providing feedback.

Programmes should strengthen risk based operation audits and regularly track implementation of audit recommendations to strengthen utilization of operation audits and reviews recommendations in decision making.

Programmes should strengthen ownership of operation audits or research programmes to strengthen their influence and utilization. There should be an identifiable individual or group of people who are personally accountable on audit findings and recommendations generated.

5.3.3 Effects of monitoring and evaluation information sharing to performance of World vision Somalia community development projects.

The study recommends that Monitoring and Evaluation information sharing and utilization should be given priority by World Vision Somalia as it is a big contributing factor to the performance of development programmes.

Programmes should build capacity of staff and stakeholders to strengthen their understanding and utilization of significant change guidelines and templates to promote documentation of

significant changes and best practices and utilization of significant inform changes project approaches and innovations.

World vision should strengthen programmes adoption of Management Information System (MIS) to document and archive M&E information through building capacity of staff in developing management information systems to support regular analysis and accessibility of information for examining programme performance.

5.4 Areas of Further Research

The study focused on examining contribution of monitoring and evaluation planning and implementation, monitoring and evaluation quality assurance mechanisms, monitoring and evaluation information sharing and utilization to performance of development programmes. However other factors affecting performance of development programmes were not examined by the study, these include, support of local government leadership and institutions, commitment of the Board, experience and remuneration of employees, funding and budget size. Further research ehould focus on the contribution of funding and budget size to performance of development programmes and effect of staff remuneration to performance of development programmes.

REFERENCES

- Alison Gilchrist and Marilyn Taylor (2021). The Short Guide to Community Development; Fully updated to reflect changes in policy, practice, economics and culture, the third edition
- Roberts, Dawn; Khattri, Nidhi. (2022). Designing a Results Framework for Achieving Results : A How-to Guide. Washington, DC: World Bank. © World Bank. <https://openknowledge.worldbank.org/handle/10986/32158> License: CC BY 3.0 IGO.”
- AL-Hakim, L. A. Y., & Hassan, S. (2022). The relationships among knowledge management processes, innovation, and organisational performance in the Iraqi MTS.
- Alison Gilchrist; Marilyn Taylor (2021). The Short Guide to Community Development. Policy Press. pp. 2+. ISBN 978-1-84742-689-5.
- Al-jibouri, (2013) Risk-related knowledge gained from past construction projects are regarded as potentially extremely useful in risk management.
- Arild, H., & Keith, M. (2014). Monitoring and evaluation for results lessons from Uganda, consultant operations evaluation department (OED). New York: World Bank.
- Bakker, SJA; De Vita, A; Olivier, JGJ (2020) Monitoring emissions and actions in the post-2022 climate regime. Bilthoven: Netherlands Environmental Assessment Agency
- Balmer, Randall (2002). "World Vision International". The Encyclopedia of Evangelicalism. Berkeley: Westminster John Knox Press.
- Balmer, Randall, (2002). (2002) Protestantism in America. New York: Columbia University Press. ISBN 0-231-11130-4
- Bickman, 2017). Lipsey (2021), Broadening the range of designs and methods for impact evaluations. Report of a study commissioned by the Department for International Development, Department for International Development, Working Paper 38, London: DFID. Available

at: http://r4d.dfid.gov.uk/pdf/outputs/misc_infocomm/DFIDWorkingPaper38.pdf
dramaturgical analysis. London: Evaluation 16(4): 431-444.

Edmunds, R. Marchant, T. (2018). Official statistics and monitoring and evaluation systems in developing countries: friends or foes? Partnership in Statistics for Development in the 21st

Fitzpatrick, et al (2014), indicate that during the era encompassing 1960 through 1990, almost sixty approaches or evaluation proposals were developed. Differences in approaches imply differences in methodology and different evaluation needs lead to various evaluation approaches.

Guenther, J., & Conatus, J., Emma. W., Maburra., & C., Arnott, A. (2020). The politics of evaluation:

Hallam, A. (2021). Harnessing the power of evaluation in humanitarian action: an initiative to improve understanding and use of evaluation. London: The Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP) 17 Working Paper.

Hosley, C. J. W. R. h. s. g. c. a. c. i. m.-g. b. t.-o.-c. (2005). Whats Your Theory–Tips for Conducting Program Evaluation-Issue 4.

Howard, W., & Phillips, D. (2022). Addressing attribution of cause and effect in small and impact valuations: towards an integrated framework. New Delhi: www.3ieimpact.org/media/filer/2022/06/29/working_paper_15.pdf [Accessed 15 Dec 2022].

Huey Chen, Peter Rossi, Michael Quinn Patton, and Carol Weiss (1995). Understanding Theory of Change in International Development. London: The Justice and Security Research Programme, London School of Economics.

Jones and Mendizabal (2020), Strengthening learning from research and evaluation: Going with the grain. Overseas Development Institute.

- Kelly, K., &Magongo, B. (2014). Report on assessment of the monitoring and evaluation capacity of HIV/AIDS organisations in Swaziland: National Emergency Response Council on HIV/AIDS.
- Khan, (2013), the relationship between saying and doing. It argues that focusing on the discrepancy between participants' accounts
- Khan, (2018), An approach for reduction of false predictions in reverse engineering of gene regulatory networks. *J TheorBiol* 445:9-30.
- Kothari, C.R. (2014) *Research Methodology: Methods and Techniques*. 2nd Edition, New Age International Publishers, New Delhi.
- Kusek, J. Z., &Rist, R. C. (2014). Ten steps to a results-based monitoring and evaluation system: a handbook for development practitioners: World Bank Publications.
- Leeuw, F., &Vaessen, J. (2009). *Impact Evaluation and Development: Network for Impact Evaluation (NONIE)*, Washington, DC, World Bank.
- Lewis, J. P. (2005). *Project planning, scheduling, and control: A hands-on guide to bringing projects in on time and on budget (Third Edition ed.)*: Irwin.
- Mackay, K. (2006). Institutionalization of monitoring and evaluation systems to improve public sector management. Retrieved from
- Mackay, K. (2017). *How to Build Monitoring and Evaluation Systems to Support Better Government*. Washington DC, Washington DC, United States of America: World Bank.
- Molander, J. (2020). Sida's evaluation system-Presentation to the 'Evidence into use' seminar, London: DFID.
- MPIEDS, m.o.p.i.a.e.d.s. (2018). M&E Department. Retrieved from <http://mop.gov.so/index.php/the-ministry/directorates/me-department/>

- Ngarambe, C. (2015). influence of monitoring and evaluation on performance of non-governmental organizations in Rwanda: a case of world vision international. Mount Kenya University,
- O'Brien, T., Payne, S., Nolan, M. & Ingleton, C. (2020). Unpacking the politics of evaluation: a
- Packendorff, (2015), highlighted the need to study different types of empowerment for diverse types of projects.
- Patton, M. (2018). Utilization-Focused Evaluation, Thousand Oaks, Sage Publications
- Patton, M., (2018) The unplanned organization Noetic sciences reviews 16, p 23-30
- PMI, (2022). PMI Project Management Salary Survey found that nearly 70% of organizations now have a career path for those engaged in project or program management.
- Rossi, P. H. J. E. r. (2022). Evaluating with sense: The theory-driven approach. 7(3), 283-302.
- Segone, M., Marie, H. et.al. (2018). Country-led monitoring and evaluation systems, Better evidence, better policies, better development results: Newyork: UNICEF.
- Seith, S. a. P. I. (2022). Evaluation and Theory of change. Presented at workshop on randomized evaluation to improve financial capability innovation for poverty action (ipa)
- Tache, F. J. E. S. M. (2021). Developing an integrated monitoring and evaluation flow for sustainable investment projects. 14(2), 380-391.
- Taut, S. (2017). Studying Self-Evaluation capacity Building in a Large International Development Organization. American Journal of Evaluation, 28; 45
doi: 10.1177/1588214006296430
- Uitto (2020), In: International Journal of Science Education. 41, 18, p. 2716-2735 20 p. Research output: Contribution to journal › Article › Scientific › peer-review
- Umulisa, A., Mbabazize, M., & Shukla, J. (2015). Effects of Project Resource Planning Practices on Project Performance of Agaseke Project in Kigali, Rwanda. International Journal of Business and Management Review, 3(5), 29-51.

UNAIDS, (2018), Preliminary UNAIDS 2021 epidemiological estimates: 37.6 million [30.2 million–45.0 million] people globally were living with HIV .

World Vision International LEAP 2nd Edition, 2017). World Vision is a Christian relief, development and advocacy organisation dedicated to working with children

Zéphirin, D. (2021). Handbook on Monitoring and Evaluating for Results. New York: Evaluation

APPENDICES

APPENDIX A: QUESTIONNAIRE FOR THE STAFF AND BENEFICIARIES AT WORLD VISION SOMALIA PROGRAMME

Dear Respondent,

I am..., a student of Kampala International University pursuing Master degree of in project planning and management of Kampala international university. I am collecting data on *the influence of monitoring and evaluation systems on the performance of community development projects in Somalia: a case study of world vision*. Therefore, you have been identified as a key person to give accurate data about the study. The study is purely academic and all data provided shall be treated with confidentiality. Kindly spare a few minutes to answer the questions and provide the valuable information following the directions in the questionnaire.

SECTION A: BACKGROUND INFORMATION (Tick on the most appropriate)

1. Gender: Male ☐ Female ☐

2. Age

19yrs or less	20-29yrs	30-39yrs	40-49yrs	50yrs and above
---------------	----------	----------	----------	-----------------

3. Marital status: Single ☐ Married ☐ Widow ☐ Widower ☐

4. Level of education attained

None	Primary level	Secondary level	Certificate	Bachelor Degree	Master's degree
------	---------------	-----------------	-------------	-----------------	-----------------

5. Duration working, volunteering or partnering with World vision Somalia

Less than 1 year	1-3years	4-6 years	Above 6 years
------------------	----------	-----------	---------------

6. Department

Sponsorship ☐ DM&E ☐ Accountant ☐ people & culture (HR) ☐

General management ☐ Community group/beneficiary ☐

INSTRUCTIONS

Indicate the extent to which you agree and disagree with the statements on the items in each of the section by ticking (✓) the appropriate number listed in the tables.

Strongly Disagree(SD)	Disagree(D)	Not Sure(NS)	Agree(A)	Strongly Agree(SA)
1	2	3	4	5

SECTION B:

A	Monitoring and evaluation planning and implementation to performance of World Vision Somalia community development programs	SD	D	NS	A	SA
A1	Project objectives are clearly stated and measurable					
A2	There is a logical relationship between project objectives (activities to outcomes).					
A3	Projects develop risks management plans to prevent and manage their impact.					
A4	Specifications for project inputs are clearly defined and understood by staff					
A5	Project monitoring and evaluation plans are developed and understood by staff and stakeholders					
A6	Project plans are broken down (detailed) before activity implementation starts.					
A7	Project plans are developed in participatory manner involving staff and stakeholders					
A8	Project indicators are appropriate to measure project objectives and are measurable					
A9	Projects have developed data collection tools					
A10	Project goal and outcomes indicators are attainable within stated time					
A11	Project data collection tools are developed in participatory manner involving staff and stakeholders					

SECTION C:

B	Monitoring and evaluation quality assurance mechanisms to performance of World vision Somalia community development programs	SD	D	NS	A	SA
B1	Project have internal quality control checks and review procedures for project monitoring data					
B2	Project staff have relevant skills and knowledge to conduct data quality checks and reviews					
B3	Project plans and reports are reviewed before implementation and utilization					
B4	Site visits are done to verify accuracy of monitoring data					
B5	Quality reviews and checks add value to completeness and quality of reports					
B5	Reviews focus on relevancy, efficiency, effectiveness of project plans and reports					
B6	Feedback provided from Quality reviews is utilized to improve on quality of plans and reports					
B7	Staff and stakeholders are trained in monitoring and evaluation					
B8	Project audits are regularly done to assess project risks					
B9	The Auditable areas are aligned to key programme performance objectives and indicators					
B10	Operation Audits enable identification and assessment of project risks					
B11	Staff and stakeholders have capacity to develop monitoring tools					

SECTION D

No. C	Monitoring and evaluation information sharing to performance of World vision Somalia community development programs	SD	D	NS	A	SA
C1	Staff are trained in documentation of programme information					
C2	Staff have capacity to document programme progress and impact					
C3	Significant change guidelines and templates are clear to staff and stakeholders					
C4	There is a communication plan for programme monitoring and evaluation information					
C5	Programmes respond timely to monitoring and evaluation information needs of stakeholders					
C6	Project monitoring reports are timely produced					
C7	Regular stakeholders meetings are held to review monitoring reports					
C8	There is adequate participation of stakeholders in review of monitoring and evaluation reports					
C9	Monitoring and evaluation information is used by staff and stakeholders to undertake changes and decision making					
C10	Monitoring and evaluation information is utilized to inform programme approaches					
C11	Monitoring and evaluation reports contribute to relevancy of programmes					

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX B: KEY INFORMANTGUIDE FOR (WORLD VISION SOMALIA PROGRAMME DIRECTORS/CEO's, PROGRAMME MANAGERS).

I am..., a student of Kampala International Universitypursuing Master degree of in project planning and management of Kampala international university. I am collecting data on *the influence of monitoring and evaluation systems on the performance of community development projects in Somalia: a case study of world vision*.Therefore, you have been identified as a key person to give accurate data about the study. The study is purely academic and all data provided shall be treated with confidentiality. Kindly spare a few minutes to answer the questions and provide the valuable information following the directions in the questionnaire.

Monitoring and evaluation (M&E) Planning and Implementation

1. How do World vision project develop risk management plans to prevent and manage their impact.
2. Are stakeholders engaged developing monitoring and evaluation plans? How are they involved?
3. Do Project plans are broken down (detailed) before activity implementation starts. How do project conduct implementation planning including decomposing of activities.
4. How are stakeholder engaged in project baseline values for project goals and outcomes.
5. How are baseline results used by partners to improve and refine project objectives.
6. How are Baseline results used for project monitoring and evaluation?
7. How do partners participate in developing Project data collection tools?
8. How is project monitoring data collected and analyzed?
9. Do stakeholders adequately participate in project data collection process?? How do they participate?
10. Are there data entry and analysis systems for monitoring data? How is data analysis conducted?

Monitoring and evaluation quality assurance mechanisms

1. What are existing project internal quality control checks and review procedures for project monitoring data?
2. Do project staff have relevant skills and knowledge to conduct data quality checks and reviews? How is this manifested?
3. Do projects conduct site visits are done to verify accuracy of monitoring data? How effective are the site visits?
4. Are there Project audits are regularly done to assess project risks?
5. Are Audit reports are shared with staff and project stakeholders? How are audit recommendations utilized to prevent and mitigate risks identified by audits
6. How are programme reviews and Audits contributing to effectiveness of the programme?
7. Are Staff and stakeholders are trained in monitoring and evaluation, Which components of M&E are they trained in?
8. How do stakeholders utilize monitoring and evaluation information?
9. How do world vision staff and stakeholders conduct quality assurance reviews and checks?

Monitoring and Evaluation information sharing and utilization

- Are most significant changes are documented on regular basis? How are significant changes collected?
- How Lessons from evaluations are adequately documented
- How are significant change stories and best practices shared with stakeholders?
- Is there a communication plan for programme monitoring and evaluation information?
Who are the stakeholders to whom information is communicated to and how??
- Are there avenues for stakeholders provide feedback on quality and completeness of reports. How is this done?
- How is Monitoring and evaluation information used by staff and stakeholders to undertake changes and decision making.
- How has Monitoring and evaluation promoted innovations in programmes

APPENDIX C: BUDGET ESTIMATE

The study costs will total up to Ushs 1, 260, 000/=

ITEM	COST PER UNIT	TOTAL COST (UGX)
Library	50,000	50,000
Transport	200,000	600,000
Communication	50,000	50,000
Photocopy	100,000	100,000
Printing	150,000	150,000
Binding	50,000	50,000
Internet	50,000	50,000
Miscellaneous	200,000	200,000
Total		1,260,000

APPENDIX E WORK PLAN 2022-2023

ACTIVITY	TIME IN MONTHS				
	FEBUARY	MARCH	APRIL	MAY	AUGUST
Proposal writing					
Questionnaire design					
Data collection					
Coding and analysis					
Submission					

**APPENDIX F: SAMPLE SIZE(S) REQUIRED FOR THE GIVEN POPULATION SIZES
(N)**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	266	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	10000	384

SOURCE: Krejeie and Morgan (1970), Determining sample size for research activities, Educational and psychological measurement, 30,608, sage publications.