EFFECT OF PARTICIPATORY MONITORING AND EVALUATION ON PROJECT SUSTAINABILITY: A CASE OF HEAR SUDAN PROJECT

BY

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A DISSERTATION SUBMITTED TO SCHOOL OF MANAGEMENT SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTERS DEGREE IN MANAGEMENT STUDIES (PROJECT PLANNING AND MANAGEMENT) OF UGANDA MANAGEMENT INSTITUTE

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DECLARATION

I, **COSMAS AYELLA**, declare that this dissertation is a result of my original work except in cases where other scholars have been cited. This work has never been submitted to any other university or institution for any award.

Signed: ……..

Date: ……..

APPROVAL

We certify that **COSMAS AYELLA** wrote this dissertation under our supervision. This dissertation has been submitted with our approval as the supervisors.

Signed:

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MRS. PROSS OLUKA NAGITTA

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MR. TOPHIL OWINO ODOY

DEDICATION

This work is dedicated to my family especially my wife Sharon, my son Jonathan and my parents Mr. and Mrs. Q.B Kitara McMot.

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LIST OF ABBREVIATIONS

ABE/Link	Adult and Basic Education Linkages
CAII	Creative Associates International Inc.
DFID	Department for International Development
EDC	Education Development Center
HEAR	Health Education and Reconciliation
IDS	Institute for Development Studies
JSI	John Snow Inc.
LOP	Life of Project
M&E	Monitoring and Evaluation
MMS	Master of Management Studies
NGO	Non-Governmental Organization
OECD	Organization for European Cooperation and Development
PM&E	Participatory Monitoring and Evaluation
PMP	Performance Monitoring Plan
PPM	Project Planning and Management
PTA	Parent Teachers Association
SPSS	Statistical Package for Social Scientists
UMI	Uganda Management Institute
USAID	United States Agency for International Development

ABSTRACT

The study examined the effect of participatory monitoring and evaluation on project sustainability, a case study of HEAR Sudan project. The purpose of the study was to establish ways and methods to improve project monitoring and sustainability. The objectives of the study were; to examine the effect of empowerment of stakeholders on project sustainability; to assess the effect of improved public accountability and resource use on project sustainability; and to examine the effect of improved information provision for strategic planning on project sustainability. A cross sectional survey design methodology was used with a study population of 55 and a sample of 52 selected for data collection. Data collection methods included structured questionnaires and face to face interviews. Findings indicated a positive relationship between empowerment of stakeholders, and improved public accountability and resource use with project sustainability. Further, the results showed a positive relationship between improved information provision for strategic planning and project sustainability. The study concludes that the effect of empowerment of stakeholders on project sustainability and the effect of improved information provision on project sustainability are low to account for project sustainability on their own other factors are needed to act alongside them. Further it concludes that the effect of improved public accountability and resource use on project sustainability is moderate at only 20% accounting for project sustainability. The study recommends that project implementation and monitoring should include participatory involvement of stakeholders for empowerment of stakeholders to take action. Secondly, project monitoring and implementation should include planning and accounting mechanisms for community stakeholders, and lastly information gathered during monitoring and evaluation should be shared with communities as participatory monitoring and evaluation should be encouraged to promote project sustainability.

CHAPTER ONE

INTRODUCTION

1.1. Introduction

This study examined the effect of participatory monitoring and evaluation on project sustainability. Participatory Monitoring and Evaluation (PM&E) in this study was perceived as the independent variable whereas project sustainability was the dependent variable. Participatory monitoring and evaluation was measured by empowerment of stakeholders, improved public accountability and improved information provision for strategic planning at different levels while project sustainability was measured by the ability of projects to continue enjoying benefits satisfactorily over the life of the project economically, technically and socially.

This chapter focuses on the background to the study, the statement of the problem, the purposes of the study, the objectives of the study, the research questions, the hypothesis, the scope, the significance, justification of the study and operational definition of terms and concepts.

1.2. Background to the Study

The background to the study is discussed under historical, theoretical, conceptual, and contextual background elements of the study.

1.2.1. Historical Background

Interest in sustainable development and sustainability has become increasingly famous across the globe since the report of the Brundland Commission in 1987 (Kate 2005). It has been applied and discussed at a trans-national, international, national, regional and community levels. The Centre for History and Economics (2008) stated however that historians have still contributed

relatively little to these debates despite the emergence of the idea on sustainable development since the 1970s on environmental history as an important strand of the discipline.

Sustainability and the environment are ideas that have their own history. The history of environment and sustainability of projects has developed out of documenting environmental change project which ran between 1999 and 2007. Both of the disciplines emerged from colloquia held at the University of Cambridge (Kate 2005). This work on sustainability of projects sought to bring together environmental, economic and social historians, historians of political thought, anthropologists and others to address issues on sustainability and development.

According to Hildegard (2002) and Jackson (2009), this scenario of focus on environmental sustainability demonstrated how easy it is to focus solely on one part of sustainability. They stated that if a company tries to be environmentally sustainable and ignores the economic and social factors it is easy to see that they could find themselves very environmentally friendly and so over budget that the company goes out of business. Likewise, a company could be ecologically friendly and profitable but if it produces a product that is socially unacceptable or abuses their employees, it will not be able to stay in business for very long since no one will be willing to be one of their employees. The same goes for individuals and society. This implies that the ultimate practice of sustainability is to simply try to be mindful of the decisions we all make and their impact in order to find a way to continue the good things for future generations.

Whereas, interest in Participatory Monitoring and Evaluation (PM&E) stems from various limitations and constraints associated with conventional, expert-led M&E, criticism of traditional methods of M&E have primarily been articulated by those working in the area of participatory sustainable development (IDS Workshop, 1996., & Chambers, 1997) and by educators involved

in participatory evaluation and to a lesser extent by practitioners working in the health sectors. In the IDS workshop 1996, key criticisms of traditional expert led M&E emerged and some were stated as follows: M&E is primarily used to "control" and "manage" programs for accountability purposes, while much less attention is given to its potential to promote learning among program stakeholders hence the increasingly specialized and complex field, which suggests to program implementers that they are not capable of carrying out M&E activities on their own and that outside experts are always required. The failure to substantively involve program staff in M&E often leads to their alienation from the M&E process and their lack of commitment to implementing decisions/recommendations based on M&E results; the focus on quantitative data collection does not provide in-depth insights into program outcomes, processes and constraints. While focusing on the "scientific objectivity" of outside M&E specialists, conventional M&E often fails to capture the "subjective" or "insiders'" impressions of local staff and community members. This can lead to a superficial understanding of the implementation process and outcomes; and in M&E activities outside experts "judge" the value of what has been accomplished rather than empowering community members, local staff and program managers to make their own judgments about what has been done and what should be done next. Based on the above key criticism of the traditional M&E system, there was need to find out whether PM&E is influential in building project sustainability and community empowerment.

1.2.2. Theoretical Background

Daly (2001) theorized sustainability into 3Es – Environment, Equity and Economy and used a triangle to explain their relationships. He referred to the term "Ultimate Means" to imply to the environment and placed it at the bottom of the triangle. He used the term "Ultimate Ends" to

refer to equity in human wellbeing and placed it at the top of the triangle. The author referred to the middle part as “Intermediate Means” as a reference to the economy where he included technology, politics and ethics. This framework demonstrates that the economy is not an end in itself but serves as a means for achieving ultimate ends.

In their article on dimensions of sustainability, Alexey and Courland (2001) asserted that sustainability has various dimensions taking into account the ecological, social and economics as major components. Their theory looked at sustainability in terms of building technical, social, economic, time and environmental sustainability to achieve longer effects of projects. Therefore, the study used the theory of Alexey and Courland (ibid) to operationalise and draw conclusions for the research.

Aubel (2004) indicated that there have been significant conceptual and methodological developments in PM&E in the context of participatory and sustainable approaches to development, particularly in the writing/publications of the Institute for Development Studies (IDS) at the University of Sussex and by IDS collaborators. She asserted that these works discuss the limitations of conventional expert-driven M&E and the need for PM&E in the context of participatory and sustainable development efforts.

Primarily from the field of education, academic-practitioners such as Fetterman (1996); Guba & Lincoln (1989) and Patton (1997), emphasized the learning dimension of PM&E. Their works deal with the capacity-building and individual and organizational learning that can accrue from M&E activities relating to empowerment of stakeholders, improved public accountability and improved information provision for strategic planning at different levels. From the several bodies of literature reviewed, this work provided the most practical suggestions for the development of

stakeholder-driven M&E systems that is developing step-by-step methodologies for PM&E. These concepts were encouraging to study in relation to sustainability of projects.

1.2.3. Conceptual Background

Sustainability refers to ensuring that services and interventions of projects operate satisfactorily and generate benefits over their life span (DFID, 1998). According to the Department For International Development (DFID), sustainability has environmental, institutional, financial, technical and social dimensions attached to it. Many scholars have viewed sustainability in many dimensions. Hart (2005), asserted that sustainability has three major dimensions; economic, environmental and social which could have interconnections with each other. Hart also provides a "view of community as three concentric circles; the economy exists within society and both the economy and society exist within environment" sustainability attempts to measure the extent to which these boundaries are respected.

Feroze and Rahman (2000) defined a community as a group of people with common values and interests living in one geographical area being beneficiaries not clients with a right to decision making. As such community participation may occur in planning, environmental assessment, monitoring, operations, maintenance and evaluation DFID (1998). The urban governance tool kit series of 2001 indicated that participatory urban decision making process may be seen as comprising of four basic phases; preparatory, mobilization, issue prioritization and stakeholder commitment strategy formulation and implementation follow-up and consolidation. In discussions regarding sustainability of community health programs, similar concepts are put forward in the search for programmatic approaches that can engender organizational and community support (Shediac-Rizk & Bone, 1998). This work suggested the need for M&E

strategies in community programs to focus not only on assessing changes at the individual level, but also at the household, community, organizational and in some cases policy levels.

1.2.4. Contextual Background

The Health, Education and Reconciliation Sudan project (HEAR Sudan) was initiated by USAID under the ABE/LINK funding mechanism in 2006 to improve access and quality of primary school education and health services for school-aged children in geographically defined locations within the country. The project is implemented by Creative Associates International Inc (CAII) in partnership with Education Development Center (EDC) and John Snow Inc (JSI) to end September 2013. From the HEAR Sudan Performance Monitoring Plan (PMP) Handbook (2009), the project designs activities with an objective to collectively "increase the access of healthy girls and boys to quality education though community support and action." The activities of the HEAR project are integrated under three program components; building the capacity of complementary education and health stakeholders (local authorities, educators, health workers, and community members) to plan, implement and monitor education and health services for future sustainability; translating capacity building into action by developing "learn and act" resource materials and community-based projects that reinforce student learning, engage service deliverers in delivering effective health and hygiene messages to community members, and restoring safe schools and health clinics; and strengthening community support for school governance and outreach through conflict avoidance and resolution strategies.

Key project activities and achievement of targets are monitored for quality and content. Project staffs are trained on the use of data collection instruments. In addition, the project has sponsored participatory rapid assessment data collection exercises with communities to assess beneficiaries

of both services and identified schools in close proximity to health facilities. In addition to monitoring and evaluation of the project activities, the results of analysis of the data are expected to better inform stakeholders from health facilities, schools, and communities in developing action plans designed to improve school enrolment and retention as well as health among schoolchildren and among children who have yet to attend school (HEAR Sudan PMP, 2009).

As good as the project design and implementation has been to date with over 90% achievement of targets (HEAR Project Annual Report, 2012), the community involvement is questionable to lead to the project goal of sustainable health and education services. Stakeholders complain of little support outside the main project funding from the donor so the skills they acquire from the project may not sustain the project in the end (HEAR Sudan Midterm Evaluation Report, 2010, P.6). Therefore there was need to find out whether the participatory approach can lead to a sustained project.

1.3. Problem Statement

Project sustainability arises from the notion that the community continues to enjoy the benefits of a project beyond the Life of the Project (LOP) and their participation in its implementation provides an understanding of their roles and responsibilities. The HEAR Sudan Midterm Evaluation Report (2010) indicated that the community involvement is prominent in all the project sites and this could lead to sustainability of the HEAR project. Sustainability is ensured by empowering the community and stakeholders in implementation of the project by training and involvement in monitoring and evaluation. The HEAR Project Annual Report (2012) showed that 25 stakeholders had been trained to work alongside project staff on activity implementation while 145 PTA and school governance committees had been trained in grants management and

reporting to support the project. This implied the capacity of the stakeholders had been built to ensure technical capability to carry forward the activities of the project after USAID withdraws its funding hence sustainability of the project.

However, from Alexey and Courland's (2001) Theory on Sustainability, there are worrying signs that the environment in which the project is being implemented is ever changing due to the post conflict status of the country. Secondly, there is also concern that economically the stakeholders are weak in soliciting and accounting for funds beyond the life of the project. The social and technical aspects of the community and stakeholders is another issue as indicated in the Habitat Report (2008) that participation of the community in any government or donor program is for their survival and not with long term intuitions and that is why people prefer cash money instead of physical items. Therefore, the benefit of the project beyond its implementation life time is a doubt despite the involvement of the community in participatory efforts. The research answered some of these concerns regarding participatory M&E and tested the effect PM&E created on project sustainability.

1.4. General Objective of the Study

To examine the effect of participatory monitoring and evaluation on project sustainability so as to suggest ways and methods to improve on project monitoring and sustainability.

1.5. Specific Objectives of the Study

The specific objectives of the study were;

1. To examine the effect of empowerment of stakeholders on project sustainability at HEAR Sudan Project

2. To assess the effect of improved public accountability and resource use with project sustainability at HEAR Sudan Project
3. To examine the effect of improved information provision for strategic planning on sustainability of projects at HEAR Sudan Project

1.6. Research Questions

The research questions of the study were;

1. How does the empowerment of stakeholders affect the sustainability of projects?
2. What is the effect of improved public accountability and resource use on project sustainability?
3. How does improved information provision for strategic planning affect the sustainability of projects?

1.7. Hypotheses of the Study

The hypotheses of the study were;

1. The empowerment of stakeholders positively affects the sustainability of projects.
2. There is a positive relationship between improved public accountability and resource use and project sustainability.
3. The provision of improved information provision for strategic planning positively affects the sustainability of projects.

1.8. Conceptual Framework

According to educational researcher Smyth (2004), conceptual frameworks are structured from a set of broad ideas and theories that help a researcher to properly identify the problem they are

looking at, frame their questions and find suitable literature. She noted that most academic research uses a conceptual framework at the outset because it helps the researcher to clarify his research question and aims. This framework examines the effect of participatory M&E and project sustainability. PM&E is the Independent Variable (IV) and Project Sustainability is the Dependent Variable (DV).

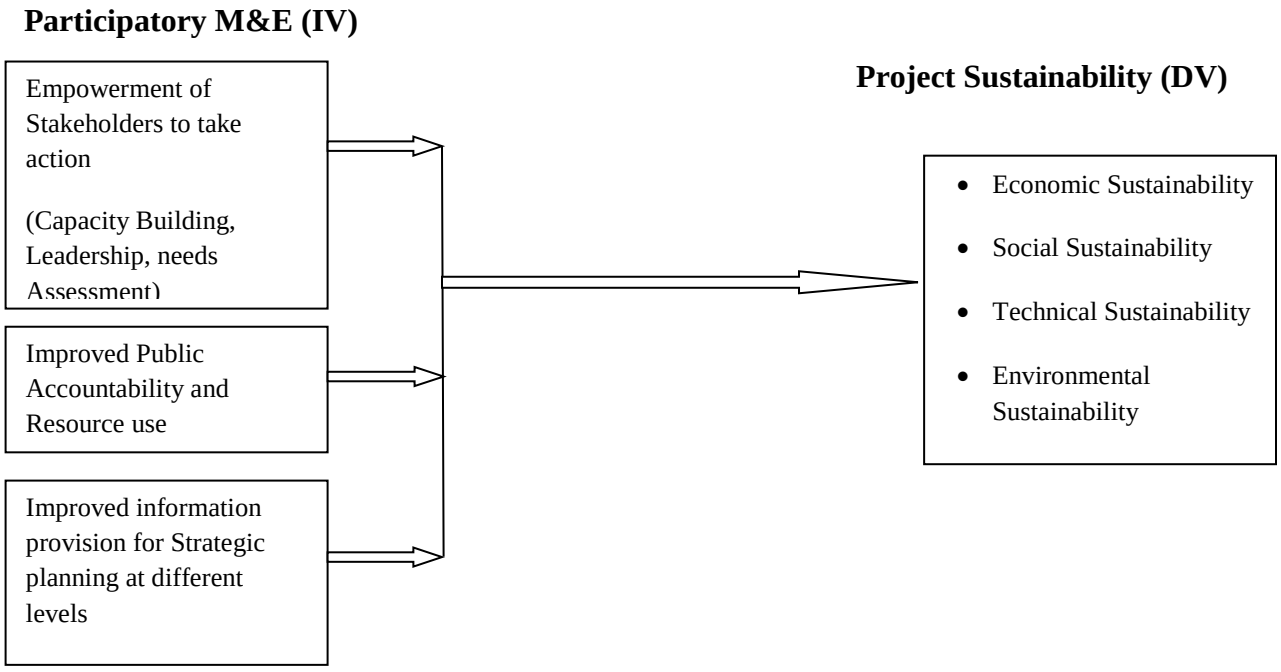

Figure 1: Conceptual Framework showing relationship between Participatory M&E and Project Sustainability

Source: Adopted from Fetterman, D. M., S. J. Kaftarian & A. Wandersman. (1996) Empowerment Evaluation: Knowledge and tools for self-assessment and accountability. Sage Publications. Thousand Oaks., and Alexey, V & Courland ,S (2001) Dimensions of Sustainability, Oregon State University: Departments of Anthropology; Corvallis

Participatory monitoring and evaluation has been viewed to have multiple purposes and benefits including empowerment of stakeholders to take action, improved public resource use and

improved information provision for strategic planning at different levels (Guijt, 1999). This was the independent variables for the study to act on the sustainability of projects.

Sustainability on the other hand has been defined to have five major dimensions; Alexey and Courland's theory (2001) asserted that technical sustainability deals with the way the project is implemented according to plan and design enabling efficiency and effectiveness, social sustainability infers meeting the communities social desires, economic sustainability refers to the ability of the community to raise funds beyond the life of the project (LOP) and use minimum resources to achieve maximum benefits, time sustainability has to do with the community enjoying the benefits of the project over and beyond its implementation period while Environmental sustainability refers to creating mitigation measures for environmental destruction during implementation of projects.

1.9. Significance of the Study

Irene Guijt (1999) asserted that the fourth area from which PM&E is being stimulated and challenged is that of institutional change in general. Taking on board new principles such as 'participatory development' and 'environmental sustainability' has created tensions, as existing ways of working are challenged. She states that combined pressures to prove performance, while working more efficiently and effectively is encouraging organizations to ask how they can improve. PM&E can contribute to creating a stable organization that values critical reflection, and learns from success and failure alike.

Developed countries particularly the Organization for European Cooperation and Development (OECD) have over 20 years' experience in M&E (Ray & Jody Z, 2004). A large majority of the 30 OECD countries have results based M&E systems. A recent survey revealed that Australia,

Canada, Sweden, The Netherlands and the US have the highest evaluation culture ranking among OECD countries (Furubo, Rist, and Sandahl, 2002). Basing on the research and theories from scholars, the relevance of this study is to identify and recommend ways to use participatory M&E for project sustainability so as to initiate development projects with sustainable environmental, social and economic values. The findings from the study recommend need for stakeholder involvement and empowerment in ensuring sustainability of projects as regards monitoring and evaluation. The study greatly benefits both governmental and NGOs planning to design sustainable development projects as well as contributing to the body of knowledge in project planning and management in general and to monitoring and evaluation in particular.

1.10. Justification of the Study

Viewing PM&E as 'systematic communication' focuses attention on its fundamental social and political nature. Social and political issues arise when stakeholders come together to determine what they want to understand and communicate, and particularly with M&E, the norms of success against which they compare reality. Each stakeholder group has different information needs, priorities and expectations of being involved in M&E. Some have more or less power to speak, greater or less capacity to analyze, and varying norms for trustworthiness of information (Guijt, 1999). The study therefore shows the importance of community and stakeholder involvement in determining their future development needs and carrying that development initiative forward in a systematic and organized way by sharing information for decision making, accountability to beneficiaries and donors and technical capacity building which helps to sustain development action.

1.11. Scope of the Study

The scope of the study was subdivided into three themes covering the aspects of content scope on the HEAR project, the time scope covering the duration of the study and the Geographical scope covering the areas the study data collection was done.

1.11.1. Geographical Scope

The study was carried out from South Sudan were the HEAR Sudan project was being implemented. The project was implemented in a joint effort with the communities in the Bar el Ghazel region of South Sudan (Wau, Aweil and Kuajok). Data collection was subjected to respondents in Wau, Aweil and Warrap state capitals. Focus was on the stakeholders who participated in the implementation of the project.

1.11.2. Content Scope

The study took up a case study of the HEAR Sudan project. It studied the aspects in the project put forward by implementers to try and sustain the outcomes of the project as regards participatory engagements implemented by the project especially as regards monitoring and evaluation and its effect on sustainability of projects. This content scope was used to draw deductions for other similar projects so as to make suggestions for future project sustainability. Data collection tools were presented to stakeholders and beneficiaries of the project.

1.11.3. Time Scope

The study covered the period of the HEAR project implementation from 2010 to 2013 in which period the HEAR project had active engagement with the communities in the Bar el Ghazel region of South Sudan. The HEAR project which started in 2006 only started active engagement

in the study's geographical areas in 2010 having completed cycle of activities in the Abyei, Blue Nile and Kordofan regions between 2006 and 2010, HEAR project Records (2013). Therefore, the period of year 2010 – 2013 was the period understudy in which the researcher based his investigation.

1.12. Operational Definition of Terms

Monitoring refers to a continuous process of checking project implementation progress and resource utilization and anticipating deviations from planned expectations and work plans.

Evaluation implies a periodic and systematic process which seeks to measure whether the proposed project at that particular point in time has achieved or is achieving the planned objectives

Participatory M&E refers to a continuous or periodic checking and overseeing by the management and stakeholders at every level of implementation on an activity to ensure that inputs, work plans expected out-puts and other required actions are going on well according to plan and meeting expected objectives.

Participatory Monitoring & Evaluation (PM&E) differs from more conventional approaches of monitoring and evaluation in that it seeks to engage key project stakeholders more actively in reflecting and assessing the progress of their project and in particular the achievement of results.

Sustainability refers to the act of beneficiaries of a project enjoying the benefits of a project over its implementation period and beyond the life of the project.

Project is a development initiative with life cycle that has a beginning and an end.

Empowerment refers to the involvement of stakeholders in decision making and implementation of activities so as to build their knowledge capacity on how to carry out such an activity

Accountability refers to the ability of stakeholders and implementers being answerable to the donors of the resources and to the beneficiaries of projects on resource use.

The next chapter covers the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter gives a summary of the literature sources identified related to the research topic and conceptual frame-work. The sources included; journals, government documents, textbooks, newspaper articles, internet articles and downloads, and papers presented at conferences and seminars. This gave a summary of theories identified related to the objectives of the study, and an actual literature review was reviewed to identify gaps and lessons learnt by previous scholars and researchers.

2.2. Theoretical Review

Dodge (1998) stated that one pillar of traditional third world development policy is that development organisations, especially foreign staffed and based, are the most knowledgeable and capable development actors. This notion derives from the idea that development is a process of teaching impoverished groups the wisdom of the rich; the successful must guide the less fortunate along the path to success. For a considerable period of time, this belief remained unchallenged by most participants, with only one group of dissenters: the impoverished themselves. A group of men in Komaka, a village in the Upper-East Region of Ghana, in a focus group discussion stated that “the one who rides the donkey does not know the ground is hot.” In other words, the rich man cannot know or feel the poor man’s problems unless he gets off the donkey and walks on the ground or unless he asks the poor man” (Dogbe, 1998). This indigenous discontent with the nature of development posed a challenge to current development theory, in so

much that this rejection implies a resistance to traditional approaches, and an explanation for an overall lack of success and sustainability in previous projects.

Since any new theory must somehow rest on the ashes of the previous theory, to provide the motivation to shift to the new theory, Chambers (1993, p6), in his work on Participatory Development, strongly critiqued the normal professionalism of Development Theory. The author contended that there are two main problems that are ever-present in the normal professionalism of development: specialization and scholarly isolationism. His argument is that these deficiencies have caused an unacceptable stifling of intellectual creativity, in which "Normal is narrow" (Chambers, 1993, p5). Chambers argued that the main consequence of the intellectual narrowness that results from specialization and scholarly isolationism is a failure to allow the meaningful inclusion of indigenous experience and knowledge (Chambers, 1993, p9). The proposed result of this lack of inclusion is that "Development has been seen as a process of growth stimulated by transfer of technology, a transfer in one direction, from rich and powerful to poor and weak, from first to last" (Chambers, 1993). The implication of this is that the emphasis in development policy has been on the instruction and direction of third world people by western or developed nations. Because of the limiting nature of these flaws, Chambers implied that a theoretical shift is required in sustainable developmental theory. This shift takes the form of the first / last paradigm. This approach "reverses power relations – 'putting the last first' – in choice of clients, professional values, research methods, and roles" (Chambers, 1993).

On the other hand, Coupal (2001) stated that the theory of PM&E as a cyclical process of overlapping circles where participants determine, refine and verify the results, reflect on achievements, build on what is working, identify lessons learned and obstacles, adjust and take

corrective action. This process may involve revising results, activities or even strategies to achieve development results. Building on what works and celebrating strengths and achievements.

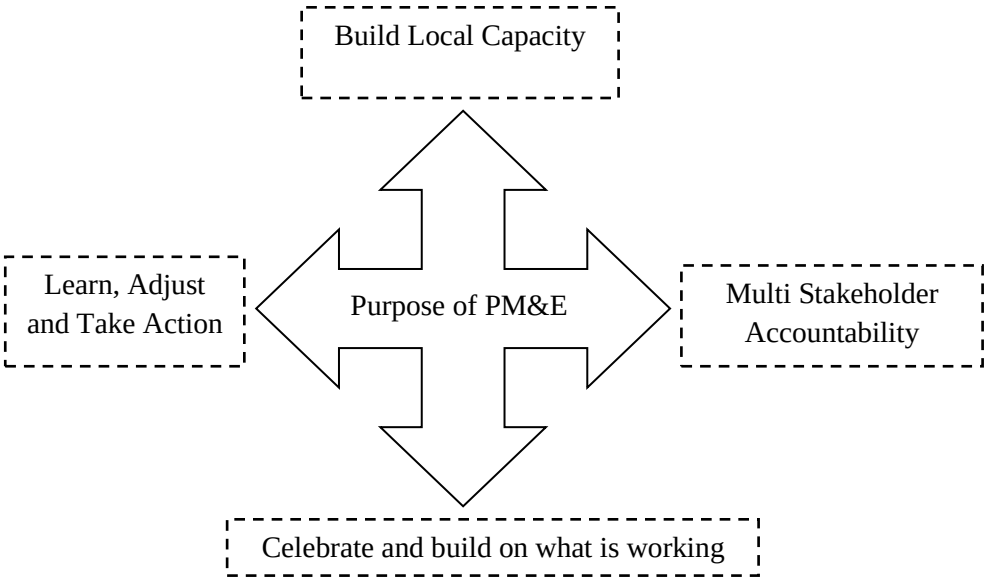

Figure 2: Cycle of PM&E framework.

Source: Adopted from Francoise Coupal 2001 theory on Results based participatory monitoring and evaluation

Fig 2 is a representation of the purpose of participatory monitoring and evaluation as stated by Coupal (2001) as a revolving cycle. It looks at PM&E as a means to build local capacity of community members as well as creating accountability in multiple stakeholders. It also asserts that PM&E helps to celebrate and build on what is working as well as learning to take actions. This cycle gives justification for PM&E to create community empowerment.

2.3. Conceptual Review

The Conceptual review of the variables underlining the study is as discussed below

2.3.1. Participatory M&E and Sustainability of Projects

Dagnino (2007) referred to Participatory M&E as a process through which stakeholders at various levels engage in finding out whether the programme is on course as planned and it will achieve its objectives. However, Dagnino (2007) goes ahead and criticizes PM&E in asserting that community may not have enough capacity to analyze the findings of data collected as their education level may not match the requirements needed. It is this assertion that the researcher tried to study as participatory M&E leads to community capacity building and empowerment.

Blackburn & Holland (1998) as cited in Dogbe (1998) maintain that while participation has become the "sacred cow of donor organizations," in many cases they have only vague ideas regarding the parameters and requirements for participatory development including PM&E. Narayan (1993) argues that PM&E is a logical extension of increased commitment to participatory development. The author goes on to assert that PM&E does not imply simply doing the same thing in a participatory way. Rather it requires far reaching changes in several key facets of M&E related to the purpose and uses of M&E, the choice of indicators, the way M&E activities are organized and carried out, and the decision regarding who is involved in developing and conducting M&E activities.

Feroze and Rahman (2000) indicated that if sustainability is to be achieved, activities by the present generation should not compromise the resources against the future generation. The success of a programme is achieved when it meets its objectives and is maintained by its users over a significant period of time. This implies there is need for a participatory involvement in both management and monitoring and evaluation of programmes. Skinner (2003) claimed that there are three major parameters of sustainable government programme; it should be acceptable,

convenient and rhyming with citizen traditional beliefs and practices and it should be feasible to suit local facets.

However, Mappin and Gill (1998) asserted that programme sustainability is built on the premise that communities will have been empowered to provide appropriate levels of managerial skills financial support and technical competences that will maintain the flow of benefits after direct external funding is terminated. This view and the view from Skinner are worth investigating and there are disparities on their assertions. The study combined stakeholder participation, resource use and empowerment to measure sustainability of projects.

2.3.2. Empowerment of Stakeholders and Community Participation

Concerns on community participation and empowerment offer a number of explanations as to why the process of community engagement is useful in addressing sustainability of programs. Tacconi (2008) noted that social scientists have discovered wide evidence that public life improves when influenced by networks of community involvement whereas Rifkin (1998) agreed with this and strongly emphasized community participation in program cycle. The World Bank Report (2000) asserted that the outcomes of community participation in sustaining government programs are; increased in commitment planning, decision making and increased financial support. It provides empowerment of the community and helps in fulfillment of programs mandate. Beck (2006) explained that community participation promotes stakeholders capacity, attitude change and empowerment which are key attributes of sustainability. It is important that communities are involved from project design if projects are to be sustained. Bredillet (2006) stated that it is the responsibility of project managers to make the objectives of

projects understood by project stakeholders in order to effectively manage their needs and desires otherwise such projects are set to fail.

2.3.3. Public Accountability and Resource Use

The World Bank (2007) noted that participatory budgeting and planning represents a direct approach to development offering communities an opportunity to learn about government operations and deliberate on them so as to influence the location of public resources. This means according to Feroze and Rahman (2000) that participation helps to build on knowledge and experience that true needs of users can be better addressed and budgeted for to enhance ownership and sustainability. This research examined these assertions.

2.3.4. Information Sharing and Strategic Planning

In addressing information provision and sharing, the World Bank (2012) indicated that sharing information in the Benin Health program created trust about what was intended by the proposed project as villagers came to learn about the how's and whys of the possible project, while having the opportunity to express their expectations from government for primary health care. In so doing, wariness about outsiders faded as the villagers became convinced that they would not be giving up more than they might get in return. Once trust was established, village members were invited to form their own village committees and participate in project planning. This denotes the importance of information sharing for a community project to create ownership and acceptance.

This argument was furthered stressed by the World Bank (2012) that strategic planning decisions are made in pragmatic terms about the directions and priorities for action needed to change the current situation and reach the envisioned future. Effective strategic planning sessions are not

free-for-all as individuals may lack the understanding. The use of participatory techniques during strategic planning serves to facilitate the formulation of group consensus in prioritizing objectives and inventing action possibilities for the future hence creating an environment for sustainability of interventions. This research sought therefore to realize these assertions.

2.4. Summary of the Literature Review

From the literature reviewed, it is clear that participatory involvement of stakeholders and the community is very vital to create an enabling environment for project sustainability. Focusing on the theory by Dogbe (1998), "the one who rides the donkey does not know the ground is hot." In other words, the rich man cannot know or feel the poor man's problems unless he gets off the donkey and walks on the ground or unless he asks the poor man" Therefore, there is need for community involvement to create change. Though Dagnino (2007) puts up a strong argument on community participation depending on their ability on competence to participate, PM&E creates an enabling environment for participant empowerment as cited by the World Bank (2000) report. This therefore created a confusion that needed to be investigated further and test the effect of PM&E on project sustainability.

The next chapter presents the methodology of the study.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter explains questions based on what, where, when, how, and by what means the research was conducted. The chapter therefore presents the research design process as well as target population, sample size technique, data collection, analysis, tests of validity and reliability and ethical processes in research applications.

3.2. Research Design

A Cross Sectional survey design was used with both qualitative and quantitative methods of data collection. This design is supported by Mugenda and Mugenda (1999) who emphasize that for adequate and informative data to be collected, a mixed triangulation of methods is recommended that gather both rich and informed statistical and opinionated information. As such, quantitative methods of hypothesis testing as described in Amin (2005) is used. The qualitative techniques were used to gather opinions and understanding of individuals and groups in the study design about their understanding of the research topic.

3.3. Study Population

The study was carried out in South Sudan's Bar El Ghazal region with a population of 15 project employees involved in M&E activities, 10 government stakeholders and 30 community beneficiary stakeholders of the HEAR Sudan Project making 55 study population (HEAR Project Records 2013).

3.4. Sample Size Selection

From the target population of 55, a sample size of 52 was selected based on the Krejcie and Morgan tables cited in Amin (2005, p.454). Both probabilistic and non-probabilistic methods of sampling technique were used. The distribution of respondents from which a sample was selected is as shown on table 1 with the population of respondents in each category.

Table 1: Sample Size Selection Criteria

Category of Population	Target Population	Sample Size	Sampling Technique
HEAR Staff involved in M&E	15	14	Simple Random Sampling
Ministry of Education Staff concerned with the project process	10	10	Purposive Sampling
Beneficiary Stakeholders involved in implementation	30	28	Simple Random Sampling
Total	**55**	**52**	

Source: Population Adopted from HEAR Project Records:

As shown on table 1, there are 15 core HEAR project staff involved in M&E activities from whom a sample of 14 was selected. The Ministry of Education with which the project is implemented and supervised had 10 staff involved all were sampled from Krejcie and Morgan (1970) sample tables (see appendix 4). From 30 beneficiary stakeholders involved in the project, a sample of 28 was selected.

3.5. Sampling Technique and Procedures

Sampling is a process of selecting elements from a population in a way that the sample elements selected are a representative of the study population (Amin, 2005, p.236). Simple random sampling and purposive sampling methods were used since in some cases all the target population made the samples selected. This is so because there is need to include core M&E staff

and key stakeholders involved in M&E activities of the HEAR project in the sample. This group is assumed to have relevant information regarding the study under investigation. Amin (2005) supported this argument with recommendations that purposive sampling method seeks information from rich sources that have in depth information.

3.6. Data Collection Methods

Mugenda and Mugenda (1999) and Amin (2005) argued that it is vital to use more than one data collection method for data collection for an in depth data collection and helps with triangulation of information collected. Macdonald and Tipton (1999) agreed to this assertion for use of various data collection methods for enriching the study from the logic of triangulation. As such, two data collection methods were used; a questionnaire and interviews. The table below shows the breakdown of the sample population that were to respond to the questionnaire and the number that were to be interviewed. This was summarized from the sample selection table 1 above.

Table 2: Distribution of the Sample for Data Collection Response

Category	**Sample Size Selected**	**Sample for Questionnaire**	**Sample for Interview**
HEAR Staff	14	11	3
Government Staff	10	8	2
Beneficiaries	28	25	3
Total	**52**	**44**	**8**

Source: Adopted from the sample selection table 1

From the 52 sample available of the respondents a sample of 44 was selected to respond to the questionnaire. The sample was selected using the Krejcie and Morgan (1970) tables cited in Amin (2005) and the rest (8) was subjected to the interview method of data collection.

3.6.1. Questionnaire Survey

A questionnaire is a key data collection instrument and is self-administered that easily generates consistent data from each respondent (Sarandakos 1998). The questionnaire was administered by giving the respondents the instrument which they responded to at their time of convenience with a lead period of a week to return to the researcher. The researcher made efforts to ensure that the respondents returned the questionnaires within reasonable time so that the research process was not delayed.

3.6.2. Interviews

Walonic (2005) stated that a good interview is the art of exploring the subjective knowledge, opinions and beliefs from people. Therefore, face to face interviews were conducted with respondents that had information needed for the research. The beneficiaries who were not literate enough to fill the questionnaire formed part of the respondents for the interviews since they couldn't respond to the questionnaires on their own but were rich sources.

3.7. Data Collection Instruments

Mainly two data collection instruments were used, structured questionnaire and the interview guides. The structured questionnaire is attached as Appendix 1 and the interview guide is attached as Appendix 2. These instruments were used to collect the data for the research.

3.7.1. Structured Questionnaire

The structured questionnaire was used to collect data from the sampled respondents. The coded and scaled up questionnaire was administered to the respondents who responded to the questions and returned to the researcher for analysis.

3.7.2. Interview Guide

The interview guide was designed and used by the researcher to collect qualitative data regarding respondent's feelings, opinions and understanding on the topic under investigation.

3.8. Procedure of Data Collection

Data collection procedure involved administering the questionnaires to the respondents to fill them in and return to the researcher after one week. Confidentiality was assured to the respondents. The interviews were carried out by the researcher face to face with respondents.

3.9. Validity

Amin (2005, p.285) explained that validity is the ability to produce findings that are in agreement with the theoretical or conceptual values; in other words, it is a measure of what is intended to be measured. Validity was maintained using face validity and content validity approaches as stated in Sekaran (2003). He argued that face validity and content validity is adequate enough in ensuring required validity. The research supervisors reviewed the data collection instruments for content assessment with research objectives. Content Validity Index (CVI) of greater or equal to 0.7 was set to be considered to be a valid instrument for this research. Below is the finding from the test for validity from pretesting results.

Testing Validity Index

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items declared Valid}}{\text{Total number of Items in the Questionnaire}}$$

$$= 34/38$$

$$= 0.895$$

From the results of the CVI above, it is shown that the content validity index is 0.895 indicating the validity of the data collection instrument is at 89.5% which is above the 0.7 set for this research therefore the questionnaire is said to be valid and collecting the information that it is intended to collect.

3.10. Reliability

Mugenda and Mugenda (1999) recommended internal consistency check to ensure reliability of data collection instruments and data. Pretesting was therefore conducted with 10 respondents to check for the relevance and consistence of the instruments with the objectives of the study. Reliability was also tested using the Cronbach's alpha computed using the statistical package SPSS for windows. According to Sekaran (2003), the closer the Cronbach's coefficient to 1 the higher the consistency reliability and a coefficient less than 0.6 are generally weak reliability. This research considered a reliability coefficient above or equal to 0.7 for its research instrument to be reliable. Below are the results of the reliability test analysis information.

Table 3: Reliability Statistics Testing

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.843	0.822	8

Source: Primary data

From table 3, it is shown that the Cronbach's Alpha coefficient statistics for the test is 0.843 for the 8 items selected for reliability test. This result implies that the variance of the research data is 84.3% reliable. Implying, the reliability of the data collected is at 84.3% therefore since the reliability for the research was set above 70%, we can conclude that the research data is reliable.

Table 4: Reliability Statistics between Items

Item-Total Statistics

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Key Government Stakeholders are involved in planning for HEAR project activities	29.76	24.235	.738	.655	.802
Primary Beneficiaries and stakeholders are involved in activity identify for grants in the HEAR project	30.02	22.756	.747	.647	.799
Expectation of stakeholders is considered while developing project activities in the communities	29.57	32.153	.050	.345	.871
Training is conducted for key stakeholders involved in the implementation and monitoring of HEAR project activities	29.64	24.040	.725	.697	.804
The Training given to PTAs and government officials is relevant to help them carry out the HEAR project activities on their own	29.52	30.060	.354	.355	.846
During school visits and monitoring HEAR project staff and stakeholders go together to observe and monitor activities of the project	29.93	23.044	.722	.723	.803
The current structure of the project supports stakeholder participation and involvement in the implementation and monitoring of the HEAR project	29.88	23.620	.773	.686	.797
There is capacity building refresher training for stakeholders who may not have understood clearly the first time of a training	30.00	27.512	.418	.341	.843

Source: Primary data

Table 4 above shows testing reliability on itemized total statistics, if the individual items are deleted and the other items are the only ones considered, the Cronbach's Alpha for all the items are all above 0.797. Therefore for itemized statistics, the variances of the data collected are still reliable with Cronbach's Alpha if item is deleted are above 80% for all items. Implying the research findings are reliable.

3.11. Data Analysis

Mugenda and Mugenda (1999) and Mbaaga (2000) both defined data analysis as a process of bringing order, structure and meaning to data gathered to create information out of it. Data analysis was therefore done with both quantitative and qualitative methods.

3.11.1. Quantitative Data Analysis

The Statistical Package for Social Scientists (SPSS) was used to analyze quantitative data. Correlation coefficients and Regression analysis values were analyzed to test for relationship on effects of PM&E on sustainability of projects. Descriptive statistics were used to analyze frequencies and means as well as standard deviations and Pearson's Chi-Squares.

3.11.2. Qualitative Data Analysis

Qualitative data was analyzed using codes to the answers of respondents during interviews. Similar responses were coded for every question asked and discussed then the coded results were presented to show sequence in responses and opinions of the respondents.

3.12. Measurement of Variables

A 5-likert scale was used to measure variables under study for quantitative methods of data collection. The ordinal scale and nominal scales were used to measure variables. Amin (2005) indicated that for a nominal scale, numbers are assigned to observations so that only ordinal measurement ranks were measured. The Likert scale used was: (5. Strongly Agree, 4. Agree, 3. Undecided, 2. Disagree and 1. Strongly Disagree). The independent variables were measured using descriptive statistics including frequencies, percentages, means and standard deviations while the dependent variables were measured using correlation and regression analysis.

3.13. Ethical Issues

In the period of research, the researcher took into consideration key ethical principles of research. Plagiarism was avoided as originality of the work was vital. Confidentiality of respondent's views and answers was ensured as well. Therefore this work was produced appropriately with ethical values.

The next Chapter focused on the presentation, analysis and interpretation of results.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRESENTATION OF RESULTS

4.1. Introduction

This chapter presents the findings of the study analysis and presentation. It presents the effect of participatory monitoring and evaluation on sustainability of projects. Relationships between community participation in project implementation and sustainability of projects is presented and analyzed.

The data is analyzed using descriptive statistics and Pearson's correlation coefficient to measure relationships between the dependent variable and the independent variable and regression analysis for hypothesis testing.

4.2. Response Rate

The overall response rate for the study is 47 of 52 (90.4%) responding to the study instruments. This is broken down as shown; out of the sample for interviews, 5 of the 8 respondents (62.5%) were interviewed. Implying the response rate for interview was 62.5%. From the sample selected for questionnaire response, 42 of 44 (95%) responded as shown on table 5 below.

Table 5: Response Rate for Questionnaire

Respondents Category	**Sample Size for Questionnaire**	**Number Responded**	**Response Rate (%)**
HEAR staff involved in the project	11	10	91%
Ministry of Education Staff concerned with the project process	8	8	100%
Beneficiary Stakeholders involved in implementation	25	24	96%
Total	**44**	**42**	**95%**

Source: Primary data

Table 5, shows that the response rate for the questionnaire was 95% representing a rate above the minimum rate of 50% that was suggested by Denison (1996) cited in Onyadi (2008). Denison stated that the response rate should be high enough to be representative. However it's noted that the high response rate was attributed to the interest the research topic generated amongst the respondents.

4.3. Background Characteristics of Respondents

Results in this section present the variables that were investigated on the respondents demographic and background characteristics that give the researcher information necessary to understand the level of acquaintance of the respondents to the research topic and variables under study so as to provide valid and reliable information for the study. This included gender, geographical location, and level of education and respondent's level of engagement with the case under study.

4.3.1. Distribution of Respondents by Gender

The respondent's gender distribution was as shown on the table

Table 6: Distribution of Respondents by Gender

Gender	Frequency	Percent
Male	31	73.8
Female	11	26.2
Total	**42**	**100.0**

Source: Primary Data

From table 6 it is shown that 31 (73.8%) of the respondents were male and 11 (26.2%) of the respondents were female. This is a sign of the disparities in gender responsibility of individuals in the area were the research was carried out. It also gives a good balance that both sexes are represented in the study to give reliable information.

4.3.2. Respondent's Level of Educational

The educational level of the respondents is as shown on the table below

Table 7: Educational Level of the Respondents

Educational Level	Frequency	Percent	Cumulative Percent
Graduate Level	15	35.7	35.7
Post-Secondary Level	10	23.8	59.5
Secondary School Level	13	31.0	90.5
Primary School Level	4	9.5	100.0
Total	**42**	**100.0**	

Source: Primary data

As shown on table 7 of the respondents, 15(35.7%) were graduates. 10(23.8%) of respondents were Post-Secondary school level, 13(31%) were Secondary school level respondents and 4(9.5%) of the respondents were Primary school level respondents. With cumulative percentage of 90.5% for respondents above Secondary School level, it is indicative that the respondent's education level was significant to respond to the data collection instrument reliably with cognitive understanding of their responses. Therefore it can be stated that the responses are reliable basing on the educational level of respondents.

4.3.3. Involvement of Respondents in the HEAR Project

The involvement of the respondents in the HEAR project is as shown below

Table 8: Involvement of the Respondents in the HEAR Project

Involvement of Respondents	Frequency	Percent
Government Ministry Staff	8	19.0
Direct HEAR Project Staff	10	23.8
HEAR Project Beneficiaries	24	57.2
Total	**42**	**100.0**

Source: Primary Data

Table 8 shows that, 8(19%) of the respondents were government officials, 10(23.3%) were HEAR project direct staff and 24(57.2%) were HEAR project community beneficiaries who were involved in the participatory management and monitoring of the project. This implies there is a greater involvement of the community respondents in the implementation of the project. This means the information provided is of high validity.

4.3.4. Geographical Location of Respondents

The geographical location of the respondents is as below

Table 9: Geographical Location of the Respondents

Location	Frequency	Percent
Wau	7	16.7
Kuajok	15	35.7
Aweil	5	11.9
Turalei	8	19.0
Leer	7	16.7
Total	**42**	**100.0**

Source: Primary Data

From table 9, it is shown that 7(16.7%) of the respondents were from Wau, 15(35.7%) from Kuajok, 5(11.9%) from Aweil, 8(19%) from Turalei and 7(16.7%) from Leer. This presents all the five counties where the HEAR Project is being implemented in South Sudan. This implies that the information provided is a representation of opinion from across all the four states of South Sudan and valid.

4.4. Empirical Results on the Substantive Objectives

The findings are presented by frequency tables, percentages, means, standard deviation, and correlation and regression analysis for testing hypothesis.

4.4.1. The Effect of Empowerment of Stakeholders on Project Sustainability

Table 10: Frequency Distribution of Respondent's Opinion on Empowerment of Stakeholders

No	Assertions	Strongly Agree	Agree	Not Sure	Disagree	Strongly disagree
1	Government stakeholders are involved in planning for HEAR project activities	25(59.5%)	8(19%)	7(16.7%)		2(4.8%)
2	Expectation of Stakeholders is considered while developing project activities in the communities	25(59.5%)	13(31%)	3(7.1%)	1(2.4)	
3	Training is conducted for Key stakeholders involved in the implementation and monitoring of HEAR project activities	28(66.7%)	9(21.4%)	2(4.8%)		3(7.1%)
4	During school visits and monitoring HEAR project staff and Stakeholder go together to observe and monitor activities of the project	21(50%)	14(33.3%)	2(4.8%)	1(2.4%)	4(9.5%)
5	The current structure of the project supports stakeholder participation and involvement in the implementation and monitoring of the HEAR project	20(47.6%)	15(35.7%)	4(9.5%)		3(7.1%)
6	There is capacity building refresher training for stakeholders who may not have understood clearly the first time of a training	18(42.9%)	12(28.6%)	9(21.4%)	2(4.8%)	1(2.4%)
7	The project management puts the stakeholders as leaders on the monitoring and implementation of activities in the field	22(52.4%)	14(33.3%)	6(14.3%)		
8	Key Government stakeholders are invited for planning meetings at the HEAR project Head office in Juba	16(38.1%)	9(21.4%)	17(40.5%)		

Source: Primary data

From table 10 it is shown that government stakeholders are involved in planning for HEAR project activities with 25(59.5%) strongly agreeing and 8(19%) agreeing with only 1(4.8%) disagreeing. This is in line with views of respondents in the interviews who stated that;

> "Government stakeholders are involved as part of the meetings for work plan development which helps them to influence the direction of the project therefore empowering them to own the project and understand its operations".

> "The community members are aware of the project implementation but there is need for more participation awareness in the communities so that everyone is involved".

> "Communities have been involved through PTAs where they write proposals requesting grants for schools which they implement and monitor with project staff".

It is also shown that expectation of stakeholders is being considered while developing project activities in the community with 25(59.5%) strongly agreeing and 13(31%) agreed. Only 1(2.4%) disagreed with the assertion. There is also training conducted for stakeholders involved in the implementation and monitoring of the project with 28(66.7%) strongly agreeing and 9(21.4%) agreeing to the statement. This is supported by interview results that indicated that;

> "Capacity building training conducted by the project is very vital and extends its benefits in the community beyond the work of the HEAR project".

> "There is enough empowerment of the stakeholders involved in the project monitoring and implementation through training on the roles and responsibilities in the project as well as helping community members learn to implement similar projects in the future".

It is also shown that the current structure of the project supports stakeholder participation and involvement in the implementation and monitoring of the project with 20(47.6%) agreeing strongly and 15(35.7%) agreeing to the statement whereas only 3(7.1%) disagreed. These results imply there is empowerment of stakeholders in the project under study. This is supported by the interview results that indicate that;

> "Involvement of community members is through capacity building and participation in implementation and monitoring of the project activities".

> "There is community contribution in the project through local materials and labour for community and school activities which enhances their ownership and sustainability".

Table 11: Descriptive Statistics for Empowerment of Stakeholders

No	Assertions	Mean	Std. Deviation	N
1	Government stakeholders are involved in planning for HEAR project activities	4.29	1.066	42
2	Expectation of Stakeholders is considered while developing project activities in the communities	4.48	0.740	42
3	Training is conducted for Key stakeholders involved in the implementation and monitoring of HEAR project activities	4.40	1.106	42
4	The training given to PTAs and government officials is relevant to help them carry out the HEAR project activities on their own	4.52	0.671	42
5	During school visits and monitoring HEAR project staff and Stakeholder go together to observe and monitor activities of the project	4.12	1.234	42
6	The current structure of the project supports stakeholder participation and involvement in the implementation and monitoring of the HEAR project	4.17	1.102	42
7	There is capacity building refresher training for stakeholders who may not have understood clearly the first time of a training	4.05	1.035	42
8	The project management puts the stakeholders as leaders on the monitoring and implementation of activities in the field	4.38	0.731	42
9	Key Government stakeholders are invited for planning meetings at the HEAR project Head office in Juba	3.98	0.897	42

Source: Primary data

From table 11, the respondents indicated that government stakeholders are involved in the planning of the project activities (Mean 4.29 and standard deviation 1.066). The expectation of stakeholders is also considered while developing project activities in the community (Mean 4.48 and Standard deviation 0.740); Training is conducted for stakeholders involved in the implementation and monitoring of the project activities (Mean 4.52 and standard deviation 0.671). There is capacity building training for stakeholders (Mean 4.05 and standard deviation 1.035). They also indicated that key government stakeholders are invited for planning meetings at the project head office (Mean 3.98 and standard deviation 0.897). These results show that certainly there is empowerment of stakeholders in the implementation and monitoring of the project under study.

4.4.2. Hypothesis Testing One (H_1): The empowerment of stakeholders positively affects project sustainability.

Table 12: Correlation matrix between training of stakeholders involved in implementation and Monitoring and willingness of Stakeholders to ensure Sustainability of the project

		Stakeholder willingness to ensure sustainability	Training stakeholders Involved in Project Monitoring
Stakeholder willingness to ensure sustainability	Pearson Correlation	1	.363*
	Sig. (2-tailed)		.018
	N	42	42
Training key stakeholders involved in project monitoring	Pearson Correlation	.363*	1
	Sig. (2-tailed)	.018	
	N	42	42

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data

From the table 12 above, it shows that the Pearson Correlation coefficient r = 0.363 between training of stakeholders involved in implementation and monitoring and willingness of stakeholders to ensure sustainability of the project meaning there is a positive relationship between the variables. The significance value P = 0.018 which is less than 0.05 level of significance indicating there is a significant relationship between empowerment of stakeholders and sustainability of the project. This implies that the empowerment of stakeholders positively affects project sustainability.

Hypothesis Testing by Regression Analysis (Ho)

Ho: There is no significant relationship between empowerment of stakeholders and project sustainability.

Table 13: Regression Analysis between empowerment of stakeholders involved in monitoring and willingness of Stakeholders to ensure Sustainability of the project

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.363[a]	.132	.110	.728	.132	6.065	1	40	.018

a. Predictors: (Constant), Training of Stakeholders for empowerment

b. Dependent Variable: Willingness to ensure Sustainability

Source: Primary data

From table 13 it is shown that the empowerment of stakeholders involved in implementation and monitoring has significant effect on the willingness of stakeholders to ensure sustainability of the project as explained by the significance level of 0.018 less than 0.05. The Adjusted R Square value of 0.110 indicates that a change in sustainability of the project can be ensured /accounted for by empowerment of stakeholders at 11%. Therefore, the hypothesis that there is no significant relationship between empowerment of stakeholders and project sustainability is rejected and conclude that the alternative hypothesis H_1 is accepted. However, the effect is minimum at 11% implying empowerment will have to be supported by other factors to account for project sustainability.

4.4.3. The Effect of Improved Public Accountability and Resource use on Project Sustainability

The findings on research question two on how improved public accountability and resource use affects project sustainability is presented below.

Table 14: Respondents opinion on Public Accountability and Resource use

No	Assertions	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	Budgeting for activities of the HEAR project is done together between project staff and stakeholders	16(38.1%)	11(26.2%)	11(26.2%)	4(9.5%)	
2	Stakeholders and beneficiaries of the HEAR project receive grants money to carry out activities and account for the use of the grants fund	26(61.9%)	11(26.2%)	4(9.5%)	1(2.4%)	
3	Stakeholders and community members are involved in making decisions on budget and resource use in the project	19(45.2%)	10(23.8%)	9(21.8%)	4(9.5%)	
4	HEAR project staff coordinate with community leaders and beneficiaries on the use of resources for activities in the communities	28(66.7%)	7(16.7%)	6(14.3%)	1(2.4%)	
5	Communities are willing to co-fund small grants activities being implemented in their areas	23(54.8%)	9(21.4%)	6(14.3%)	19(2.4%)	3(7.1%)
6	The use of resources of the project is safe guarded by the community members and project staff	18(42.9%)	14(33.3%)	7(16.7%)	3(7.1%)	
7	Community and stakeholders are willing to add resources to the project to carry it forward and expand it	21(50%)	14(33.3%)	5(11.9%)	1(2.4%)	1(2.4%)

Source: Primary data

From table 14, the respondents indicated that budgeting for activities of the project is done together between project staff and stakeholders with 16(38.1%) strongly agreeing and 11(26.2%) agreeing and not being sure whereas only 4(9.5%) disagreed. On use of resources, 28(66.7%) strongly agreed and 7(16.7%) agreed with the statement that HEAR project staff coordinate with community leaders and beneficiaries on the use of resources for activities in the community with 1(2.4%) disagreeing and 6(14.3%) being unsure. this is supported by interview results stating;

> "When funds are received for community projects, the members are involved in procuring materials and monitoring activities which helps them carry out the activities on their own".
>
> "The community members learn to account and use resources in the project as they are supposed to report to the project team about their expenditure of funds disbursed for activities as well as to the community members".

The community and stakeholders are also willing to add resources to the project to carry it forward and expand it with 21(50%) strongly agreeing and 14(33.3%) agreeing. 5(11.9%) are not sure whereas 1(2.4%) disagreed and strongly disagreed. This is in line with interview results were respondents stated that;

> "The community members make contribution to the funds donated for the community projects by the HEAR Sudan project through local materials like bamboo sticks for classroom construction and sand from the rivers. Free labour form PTA members are also given implying more resources are added to the project from the community".

The implication is that there is general indication that there is public accountability and resource use in the project.

Table 15: Descriptive Statistics for improved public accountability and resource use

No	Assertions	Mean	Std. Deviation	N
1	Budgeting for activities of the HEAR project is done together between project staff and stakeholders	3.93	1.022	42
2	Stakeholders and beneficiaries of the HEAR project receive grants money to carry out activities and account for the use of the grants fund	4.48	0.773	42
3	Stakeholders and community members are involved in making decisions on budget and resource use in the project	4.05	1.035	42
4	HEAR project staff coordinate with community leaders and beneficiaries on the use of resources for activities in the communities	4.48	0.833	42
5	Communities are willing to co-fund small grants activities being implemented in their areas	4.14	1.201	42
6	The use of resources of the project is safe guarded by the community members and project staff	4.12	0.942	42
7	Community and stakeholders are willing to add resources to the project to carry it forward and expand it	4.26	0.939	42

Source: Primary data

From table 15, it shows that budgeting for activities of the project is done together between project staff and stakeholders (Mean 3.93 and standard deviation 1.022). It also shows that

stakeholders and beneficiaries of the HEAR project receive grants money to carry out activities and account for the use of the funds (Mean 4.48 and standard deviation 0.773). It also shows that the use of resources of the project is safe guarded by the community members and project staff jointly (Mean 4.12 and standard deviation 0.942). This implies that there is improved public accountability and resources use in the project as indicated by the general agreement by the respondents.

4.4.4. Hypothesis Testing Two (H_2): There is a positive relationship between improved public accountability and resource use with project sustainability

Table 16: Correlation matrix between improved accountability and resource use with project sustainability

		Stakeholder willingness to ensure sustainability	Communities are willing to co-fund activities being implemented in their areas
Stakeholder willingness to ensure sustainability	Pearson Correlation	1	.466**
	Sig. (2-tailed)		.002
	N	42	42
Communities are willing to co-fund activities being implemented in their areas	Pearson Correlation	.466**	1
	Sig. (2-tailed)	.002	
	N	42	42

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

Source: Primary data

From table 16, the Pearson Correlation coefficient r = 0.466 indicating there is a positive relationship between the variables. With the significance coefficient P = 0.002 which is less than 0.05 level of significance for this study, it indicates there is a significant relationship between community willingness to fund activities being implemented in their area and willingness of stakeholders to ensure sustainability of the project. This implies that there is a positive relationship between improved public accountability and resource use with project sustainability.

Hypothesis testing from Regression Analysis

Ho: There is no significant relationship between improved public accountability with project sustainability

Table 17: Regression analysis between improved accountability and resource use with project sustainability

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.466[a]	.217	.198	.691	.217	11.112	1	40	.002

a. Predictors: (Constant), Improved Accountability and Resource Use

b. Dependent Variable: Project Sustainability

Source: Primary data

From table 17 above, the significance level P = 0.002 less than 0.05 implying that improved accountability and resource use has a significant effect on project sustainability. The adjusted R Square value 0.198 indicates that there is a moderate effect on sustainability. This means that sustainability of the project can by explained/ accounted for by 19.8% of improved accountability and resource use. Therefore, the hypothesis (Ho) that there is no significant relationship between improved public accountability and resource use with project sustainability is rejected and conclude that the alternative hypothesis (H_2) is accepted. At 20% however, the effect of improved public accountability and resource use is moderate and may need to act with other factors to fully affect project sustainability.

4.4.5. The Effect of Improved Information provision for strategic Planning on Project Sustainability

The findings on research question three on how improved information provision for strategic planning affects project sustainability is presented below.

Table 18: Respondents opinion on improved information provision

No	Assertions	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	Reports from HEAR project are shared with stakeholders of the project	20(47.6%)	15(35.7%)	6(14.3%)	1(2.4%)	
2	Community members are informed and provided with information on findings arising from monitoring activities	13(31%)	14(33.3%)	12(28.6)	1(2.4%)	2(4.8%)
3	Stakeholders and beneficiaries make use of the information gathered from the HEAR project for strategic decision making	15(35.7%)	16(38.1%)	9(21.4%)		2(4.8%)
4	Stakeholders easily access information gathered by the HEAR project during monitoring and evaluation for planning	16(38.1%)	18(42.9%)	5(11.9%)	3(7.1%)	
5	There is less restriction on the use of information gathered by the HEAR project by stakeholders	12(28.6%)	16(38.1%)	10(23.8%)	3(7.1%)	1(2.4%)
6	HEAR project staff share information in Government NGO coordination meetings in the States	24(57.1%)	17(40.5%)			1(2.4%)

Source: Primary data

From table 18, the respondents indicated that reports from the HEAR project are shared with stakeholders of the project with 20(47.6%) strongly agreeing and 15(35.7%) agreeing. 6(14.3%) are not sure whereas only 1(2.4%) disagreed. It is also indicated that community members are informed and provided with information on findings arising from monitoring activities as 13(31%) strongly agreed and 14(33.3%) agreed whereas 12(28.6%) were unsure. this is supported by interview results that indicated that;

> "There is information sharing from the project to the stakeholders through reports both quarterly and annual reports. Monitoring visit reports are also shared with stakeholders who are involved in the activities after the information has been compiled".
>
> "Information on the project has spread all over the villages and the community and government members are involved in project activities".

It's also shown that Stakeholders easily access information gathered by the project during monitoring and evaluation for planning with 16(38.1%) strongly agreeing and 18(42.9%)

agreeing as 5(11.9%) are unsure. Only 3(7.1%) disagreed. It is also shown that HEAR project staff share information in government and NGO coordination meetings in the states with 24(57.1%) strongly agreeing and 17(40.5%) agreeing whereas 1(2.4%) strongly disagreed. This is in line with interview results that indicate;

> "In meetings with community members, the HEAR project staff share information gathered in the project with both government and other NGOs in the area".
>
> "Annual planning meetings and workshops involve stakeholders yearly. These meetings are used to share information on progress of the project and for stakeholders to identify their needs for the next implementation phase".
>
> "Community members always visit HEAR Sudan project offices for information when they need it for planning".

The implication of this is that there is overwhelming indication that there is improved information provision for strategic planning in the project under study as stated by the respondents.

Table 19: Descriptive Statistics for Improved Information Provision

No.	Assertions	Mean	Std. Deviation	N
1	Reports from HEAR project are shared with stakeholders of the project	4.29	0.805	42
2	Community members are informed and provided with information on findings arising from monitoring activities	3.83	1.057	42
3	Stakeholders and beneficiaries make use of the information gathered from the HEAR project for strategic decision making	4.00	1.012	42
4	Stakeholders easily access information gathered by the HEAR project during monitoring and evaluation for planning	4.12	0.889	42
5	There is less restriction on the use of information gathered by the HEAR project by stakeholders	3.83	1.010	42
6	HEAR project staff share information in Government NGO coordination meetings in the States	4.50	0.741	42

Source: Primary data

Table 19 shows that reports are shared with stakeholders of the project (Mean 4.29 and Standard deviation 0.805); Community members are also informed and provided with information on findings arising from monitoring activities (Mean 3.83 and Standard deviation 1.057). Stakeholders also make use of the information gathered from the project for strategic decision making (Mean 4 and standard 1.012); Project staff also share information in government coordination meetings in the states with (Mean 4.5 and standard deviation 0.741). The interpretation of these results is that the respondents agree that there is improved information provision for strategic planning in the project under study. Meaning the project monitoring information is shared between participating beneficiary stakeholders.

4.4.6. Hypothesis Testing Three (H_3): The provision of improved information positively affects the sustainability of projects

Table 20: Correlation matrix between improved information provision and Sustainability of Projects

		Stakeholder willingness to ensure sustainability	Stakeholders easily access information gathered by the HEAR project during monitoring and evaluation for planning
Stakeholder willingness to ensure sustainability	Pearson Correlation	1	.365*
	Sig. (2-tailed)		.017
	N	42	42
Stakeholders easily access information gathered by the HEAR project during monitoring and evaluation for planning	Pearson Correlation	.365*	1
	Sig. (2-tailed)	.017	
	N	42	42

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data

From table 20, the Pearson Correlation Coefficient r = 0.365 showing that there is a positive relationship between the variables under study. The significance coefficient P = 0.017 which is less than the 0.05 significance level of the study implying there is a significant relationship between stakeholders easily accessing information gathered by the project during monitoring and evaluation for planning and stakeholder willingness to ensure sustainability. Therefore, implying there is a positive relationship between improved information provision and the sustainability of projects.

Hypothesis testing using Regression Analysis

Ho: There is no significant relationship between improved information provision and project sustainability.

Table 21: Regression analysis between improved information provision and Sustainability of Projects

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.365[a]	.133	.111	.727	.133	6.145	1	40	.017

a. Predictors: (Constant), Stakeholders easily access information

b. Dependent Variable: Sustainability of Projects

Source: Primary data

Table 21, shows the significance coefficient P=0.017 less than 0.05 indicating there is a significant relationship between improved information provision and project sustainability. The Adjusted R Square value of 0.111 indicates that the effect is low therefore implying that sustainability of the project is explained /accounted for by 11.1% of improved information provision. Therefore, the hypothesis (Ho) that there is no significant relationship between

improved information provision and project sustainability is rejected and the alternative hypothesis (H_3) is accepted. However at 11.1%, the effect is low implying there are other factors that need to work together with improved information provision to explain and account for sustainability of projects.

4.4.7. Findings on Sustainability of Projects

Table 22: Respondents Opinion on Sustainability of the project

No	Assertions	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	HEAR project encourages beneficiaries about sustainability of the project	31(73.8%)	9(21.4%)	1(2.4%)		1(2.4%)
2	Stakeholders have a willingness to ensure sustainability of the HEAR project after it ends	27(64.3%)	13(31%)	1(2.4%)		1(2.4%)

Source: Primary data

From table 22, respondents indicated that the project encourages beneficiaries about sustainability of the HEAR project with 31(73.8%) strongly agreeing and 9(21.4%) agreeing. 1(2.4%) are unsure and 1(2.4%) disagreed. The interview results also indicated that'

> "There is awareness and involvement in the project by elders, chiefs and church leaders which may lead to sustainability of the project as they are all collectively proud of the way the project is being implemented and monitored".

Also, stakeholders have a willingness to ensure sustainability of the HEAR project after it ends with 27(64.3%) strongly agreeing and 13(31%) agreed only 1(2.4) not being sure and disagreeing as well. This implies that sustainability of the project is part of the project

implementation therefore there are chances it will be sustained by the community. This is supported by the response from interview stating;

> "Communities are encouraged to learn more in managing the project by continuously providing local materials so that they are able to manage the project after HEAR project leaves".

Table 23: Descriptive Statistics on Project sustainability

No.	Assertions	Mean	Std. Deviation	N
1	HEAR project encourages beneficiaries about sustainability of the project	4.50	0.741	42
2	Stakeholders have a willingness to ensure sustainability of the HEAR project after it ends	4.55	0.772	42

Source: Primary data

As shown on table 23, HEAR project encourages beneficiaries about sustainability of the project (Mean 4.50 and standard deviation 0.741) and there is also stakeholders willingness to ensure sustainability of the HEAR project after it ends (Mean 4.55 and Standard deviation 0.772). This is an indication that the project is implemented with sustainability in design of the project and it could easily be sustained by the beneficiaries. There is indication of willingness from the stakeholders to sustain the project and the project implementers have put in place mechanism for project sustainability.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1. Introduction

This chapter presents the study in more detail by giving a summary about the findings then discussing the findings objective by objective and giving conclusions and recommendations about the main study objectives. It also suggests areas for future research on similar topics as well as highlighting some of the contributions to knowledge this study has made.

5.2. Summary of the Study Findings

This section presents the major finding of the study which will mainly focus on the results of the hypothesis tested on each objective and the interpretation that comes from the correlation and regression analysis.

5.2.1. Summary of the findings on the effect of empowerment of Stakeholders on project sustainability

From the study findings objective one looked at the effect of empowerment of stakeholders on project sustainability. The correlation coefficient findings indicated that there is a positive significant relationship between empowerment of stakeholders and project sustainability. However, the regression analysis results indicated that the effect is low with only 11% chance of empowerment of stakeholders affecting sustainability of projects. This result implies that empowerment of stakeholders alone cannot explain or account for sustainability of projects. There are other alternative factors that need to be considered to fully account for project

sustainability. As pointed out at the interview results, government support is a factor that can contribute to project sustainability in communities.

5.2.2. Summary of the findings on the effect of improved public accountability and resource use on project sustainability

From the finding on the effect of improved public accountability and resource use on project sustainability, the correlation coefficient test indicated a significant relationship between improved public accountability and resource use and project sustainability. The regression analysis results indicated that the effect is moderate with only 20% of the effects of improved public accountability and resource use that explains project sustainability. This means that improved public accountability and resource use alone cannot fully explain sustainability of projects. There are other alternative factors that need to be considered to fully account for sustainability of projects with improved accountability and resource use. The interview results point to resource mobilization by the communities as one of the other factors that will contribute to project sustainability.

5.2.3. Summary of the findings on the effect of improved information provision for strategic planning on project sustainability

The third finding that looked at the effect of improved information provision for strategic planning on sustainability of projects, the correlation coefficient results indicated a significant relationship between improved information provision for strategic planning and project sustainability. However, the regression analysis results indicated that the relationship is weak with only 11.1% of improved information provision that accounts for sustainability of projects. This implies that the effect of improved information provision on sustainability of projects is

low. There are other alternative factors that need to be taken into consideration to fully explain project sustainability.

In summary therefore, empowerment of stakeholders to take action, improved public accountability and resource use; and improved information provision for strategic decision making all affect project sustainability. Each of the variables may not be enough to provide the sustainability needed for projects but together they contribute a significant effect on project sustainability.

5.3. Discussion on the Study Findings

From the findings of the study, there are discussions that can be derived in relation to already existing literature and theories identified during the study.

5.3.1. Empowerment of stakeholders to take action to promote sustainability of projects

On the empowerment of stakeholders to take action to promote sustainability of projects, the study found whereas empowerment of stakeholders positively affects sustainability of projects, its effect is low. This finding is supported by Dagnino (2007) who in his criticism to participatory approaches of monitoring he asserted that communities may not have enough capacity to analyze findings of data collected on their own due to their educational levels. Empowerment may not give communities all required technical skills to effect sustainability of projects. The theory of Alexey and Courland (2001) also supports this finding that technical capacity building is one key to sustainability but not the only factor as they include social, environment and economic factors as other variables that need to be taken into account for sustainability to occur. Therefore, the researcher concludes that the finding of this study is in line

with earlier studies on similar topics that empowerment of stakeholder is vital for sustainability of projects but in its own it's not adequate to affect project sustainability.

5.3.2. Improved public accountability and resource use on project sustainability

On improved public accountability and resource use on project sustainability, it was found out that whereas improved accountability affects project sustainability, the effect is moderate. This finding is in line with the work of Feroze and Rahman (2000) who indicated that if sustainability is to be achieved, activities by the present generation should not compromise the resources against the future generation. The World Bank (2007) also supports this finding in stating that participatory budgeting and planning represents a direct approach to development. This in all means that improved accountability and resource use does affect sustainability of projects however there is need to take into account other factors that work in tandem to affect sustainability.

5.3.3. Improved information provision for strategic planning on project sustainability

On the findings on improved information provision for strategic planning affecting project sustainability, the findings indicated that improved information provision positively affects project sustainability however at a low level. This finding is supported by World Bank (2012) who indicated that information provision and sharing promotes acceptance and ownership of projects and promotes strategic planning decisions that influence directions for action needed to change the current situation and reach envisioned future. This therefore means that information provision and strategic planning is only a means through which sustainability can take place but may not account for future changes. Nevertheless, improved information provision still creates

environment for engagement of communities in projects and ownership of deliverables which are means for project sustainability.

5.4. Conclusions of the Study

From the findings of the study, the research questions of the study can be answered and conclusions made about the study. This section concludes the study findings objective by objective while answering the research questions.

5.4.1. Effect of empowerment of stakeholders on project sustainability

On how empowerment of stakeholders affects project sustainability, it was found that the empowerment of stakeholders positively affects the sustainability of project however the effect is low. Therefore on its own, empowerment of stakeholders is inadequate to explain sustainability of projects.

5.4.2. Effect of improved accountability and resource use of project sustainability

On the effect of improved public accountability and resource use on project sustainability, it is concluded that there is a positive moderate effect of improved accountability and resource use on project sustainability. Therefore it can be inferred that improved accountability and resource use is one of the factors that explain project sustainability.

5.4.3. Effect of improved information provision for strategic planning on project sustainability

On how improved information provision for strategic planning affects project sustainability, it was found that there is a positive relationship between improved information provision and

sustainability of projects however the effect is low. Therefore, improved information provision can affect sustainability only with other factors in play.

In general therefore, all three factors namely: empowerment of stakeholders, improved public accountability and improved information provision have effects on project sustainability. Though individually the effect is low, collectively the three factors can considerable explain project sustainability.

5.5. Recommendation of the Study

From the conclusion of the study, the researcher makes the following recommendations.

5.5.1. Recommendation on empowerment of stakeholders and project sustainability

On empowerment of stakeholders for project sustainability, the researcher recommends that project monitoring and implementation should include participatory involvement of stakeholders to take action so as to build their capacity and enhance their ownership. This is recommended because empowerment of stakeholders positively affects project sustainability.

5.5.2. Recommendation on improved public accountability and resource use with project sustainability

On improved public accountability and resource use and project sustainability, the researcher recommends that project monitoring and implementation should include planning and accounting mechanisms for community stakeholders so that when they are left on their own they can be able to make good use of resources at their disposal hence project sustainability.

5.5.3. Recommendation on improved information provision and project sustainability

On improved information provision for strategic planning and project sustainability, the researcher recommends that information gathered during monitoring and evaluation should be shared with communities as participatory monitoring and evaluation should be encouraged to promote project sustainability. This is important because information sharing positively affects project sustainability.

5.6. Contribution of the Study

Several studies have been done on project sustainability but few have been done in post conflict environments like South Sudan. This makes the findings of this study unique and enhances comparison with other stable environments. This comparison can draw deductions that can be used to promote project sustainability.

The study also contributes to the body of knowledge that the factors studied here are not enough to account for sustainability of projects. Empowerment of stakeholders, improved accountability and resource use and improved information provision are important factors for project sustainability but not adequate to act on their own on project sustainability.

5.7. Areas for Further Research

There should be more research carried out in post conflict areas to determine and compare the results of this study so as to give a comparative finding on the level of sustainability in post conflict environments.

The study also focused on mainly rural areas and communities that are less advantaged to solicit funds for them to expand good lessons learnt and benefits. Therefore more research could be

carried out in projects that are urban based to see whether there will be a relationship with findings of the study.

This study mainly focused on participants and involvement of communities and stakeholders relating to empowerment of stakeholders, accountability and resource use and information provision for strategic planning. More research is recommended on community's ability to generate funds to sustain projects and ownership of project. This could be one of the other factors that the study findings were pointing to fully account for project sustainability.

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APPENDIX 1

STRUCTURED QUESTIONNAIRE

Introduction

This is a questionnaire on the study of the influence of participatory monitoring and evaluation on project sustainability a case of the HEAR project in South Sudan for the award of Master of Management studies (Project Planning and Management) of Uganda Management Institute. Due to your unique responsibility and experience in working and participating in the HEAR project, you have been selected as one of the respondents. I kindly request you to respond to the questions. All the information gathered will be kept **Confidential** and for academic purposes only. Thank you very much in advance.

Instructions:

These questions seek information regarding the respondents background, participation in the HEAR project in both M&E and implementation especially referring to empowerment of stakeholders, accountability and resource use, and information sharing for strategic decision making. Please kindly read the directions carefully and provide responses honestly in the format required. Indicate your responses to the questions by ticking (✓) the appropriate boxes for the questions and assertions.

a) General Background Questions

Please **Tick** (✓) the appropriate answer to the questions below

1. Gender of respondent:
    1. Male
    2. Female
2. Your involvement in the HEAR project:
    1. State Government Ministry Staff
    2. Trained Community TOT project member
    3. Direct HEAR project staff
    4. HEAR project Beneficiary

3. Educational Level of the respondent:
    1. Graduate Level
    2. Post-Secondary Level
    3. Secondary School level
    4. Primary Education level
    5. Not attended formal Education
4. Location of the respondent by County:
    1. Wau
    2. Kuajok
    3. Aweil
    4. Turalei
    5. Leer

Please for the following assertions **Tick ☑** in the spaces provided whether you agree with the assertions stated or disagree on the likert scale of 1-5 where **(1. Strongly disagree; 2. Disagree; 3. Not Sure; 4. Agree; 5. Strongly Agree).**

No	**Assertions**	**5) Strongly Agree**	**4) Agree**	**3) Not Sure**	**2) Disagree**	**1) Strongly disagree**
	b) EMPOWERMENT OF STAKEHOLDERS TO TAKE ACTION					
5.	Key Government stakeholders are involved in planning for HEAR project activities					
6.	Primary beneficiaries and stakeholders are involved in activity identify for grants in the HEAR project					
7.	Expectation of Stakeholders is considered while developing					

No	Assertions	5) Strongly Agree	4) Agree	3) Not Sure	2) Disagree	1) Strongly disagree
	project activities in the communities					
8.	Training is conducted for Key stakeholders involved in the implementation and monitoring of HEAR project activities					
9.	The training given to PTAs and government officials is relevant to help them carry out the HEAR project activities on their own					
10.	During school visits and monitoring HEAR project staff and Stakeholder go together to observe and monitor activities of the project					
11.	The current structure of the project supports stakeholder participation and involvement in the implementation and monitoring of the HEAR project					
12.	There is capacity building refresher training for stakeholders who may not have understood clearly the first time of a training					
13.	The project management puts the stakeholders as leaders on the monitoring and implementation of activities in the field					
14.	HEAR project discusses recommendations from stakeholder on issues identified during monitoring and					

No	Assertions	5) Strongly Agree	4) Agree	3) Not Sure	2) Disagree	1) Strongly disagree
	implementation of the project					
15.	Key Government stakeholders are invited for planning meetings at the HEAR project Head office in Juba					
	c) IMPROVED PUBLIC ACCOUNTABILITY AND RESOURCE USE					
16.	Budgeting for activities of the HEAR project is done together between project staff and Key stakeholders					
17.	Stakeholders and beneficiaries of the HEAR project receive grants money to carry out activities and account for the use of the grants fund					
18.	Stakeholders and community members are involved in making decisions on budget and resource use in the project					
19.	Stakeholders are given forum to question irregularities on budget and accountability in the implementation of the project					
20.	HEAR project staff coordinate with community leaders and beneficiaries on the use of resources for activities in the communities					
21.	Stakeholders participate in making workplans for the activities of the HEAR project					

No	Assertions	5) Strongly Agree	4) Agree	3) Not Sure	2) Disagree	1) Strongly disagree
22.	Communities are willing to co-fund small grants activities being implemented in their areas					
23.	The use of resources of the project is safe guarded by the community members and project staff					
24.	There is value for money in the activities of the HEAR project					
25.	Community and stakeholders are willing to add resources to the project to carry it forward and expand it					
	d) IMPROVED INFORMATION PROVISION					
26.	Reports from HEAR project are shared with stakeholders of the project					
27.	Findings from Monitoring activities is discussed with stakeholders					
28.	Community members are informed and provided with information on findings arising from monitoring activities					
29.	Stakeholders know about programming of the activities of the HEAR project					
30.	Stakeholders are free to request for any information necessary from the HEAR project for decision making					

No	Assertions	5) Strongly Agree	4) Agree	3) Not Sure	2) Disagree	1) Strongly disagree
31.	Stakeholders involve project staff in strategic planning in the community from monitoring information generated					
32.	Stakeholders and beneficiaries make use of the information gathered from the HEAR project for strategic decision making					
33.	Stakeholders easily access information gathered by the HEAR project during monitoring and evaluation for planning					
34.	HEAR project always provides information to government and community stakeholders when required					
35.	There is less restriction on the use of information gathered by the HEAR project by stakeholders					
36.	HEAR project staff share information in Government NGO coordination meetings in the States					
37.	HEAR project encourages beneficiaries about sustainability of the project					
38.	Stakeholders have a willingness to ensure sustainability of the HEAR project after it ends					

APPENDIX 2

INTERVIEW GUIDE

1. How do you get involved in planning for project activities and decision making?
2. Why is community participation important in project implementation and monitoring and Evaluation?
3. What skills and benefits do you get from involvement in the project that would be necessary for the future of the project and the community?
4. How does community participation in resource planning and use for the HEAR project affect the future of this project after funding is stopped?
5. How is information gathered from the project during monitoring and evaluation used and shared with stakeholders for decision making?
6. How do community members get involved in the projects being implemented is the plan for them to carry the project forward clear?
7. How do you participate in accountability and use of resources for the project being implemented?
8. How would you want to participate in the monitoring of the HEAR project so that it can create an environment for sustainability?
9. How is the project implementation empowering the community members and you who are involved in the monitoring and planning of the project?
10. What does the project implementers provide to build the capacity of the stakeholders to carry the project forward if USAID stops funding?

APPENDIX 3

INTRODUCTION LETTER FOR DATA COLLECTION

UGANDA MANAGEMENT INSTITUTE

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Your Ref:

Our Ref: G/35

26 November 2013

TO WHOM IT MAY CONCERN

MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH

Mr. Cosmos Ayella is a student of the Masters in Management Studies of Uganda Management Institute 28th Intake 2011/2012 specializing in project planning and management, **Reg. Number 12/MMSPPM/28/031**.

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organization, which is relevant to his research.

His research Topic is: **"Effects of Participatory Monitoring and Evaluation on Project Sustainability. A Case of Hear Sudan Project".**

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AG.HEAD/DEPARTMENT OF POLITICAL AND ADMINISTRATIVE SCIENCES
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APPENDIX 4

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.