



UGANDA MANAGEMENT INSTITUTE

**PARTICIPATORY MONITORING AND EVALUATION (PM&E) AND SERVICE  
DELIVERY IN UGANDA**

**A CASE OF USAID-SAFE PROGRAM IN GULU DISTRICT**

**BY**

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**DECLARATION**

I, RONNY KAJAGA, declare that I developed this dissertation under the guidance of my supervisors. It is an original work and has never been submitted to any institution of learning for any award or publication. The numerous authors whose literature I consulted have been duly acknowledged.

Sign: ..... Date: .....

**APPROVAL**

We certify that Ronny Kajaga developed this dissertation under our supervision. This dissertation is titled; Participatory Monitoring and Evaluation (PM&E) and Service Delivery in Uganda: A Case of USAID SAFE Program in Gulu district.

We therefore confirm his work and approve its submission for an award of a master’s degree in management studies (project planning and management).

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## **DEDICATION**

This piece of work is dedicated to my Mum **Fina Arwot** and my late father, **Patrick Oyang**, who did not live to see me completing my Masters.

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## **ACRONYMS**

ALC	Area Land Committee
CSOs	Civil Society Organizations
DLB	District Land Board
M&E	Monitoring and Evaluation
NOP	National Operational Plan
NGO	Non-Governmental Organization
PMP	Performance Management Plan
PM&E	Participatory Monitoring and Evaluation
PRA	Participatory Rural Appraisal
PAR	Participatory action research
SAFE	Supporting access to Justice fostering equity peace and reconciliation
USAID	United State Agency for international Development
UMI	Uganda Management Institute
PRDP	Peace Recovery and Development Program

## **ABSTRACT**

This study examined the extent to which Participatory Monitoring and Evaluation (PM&E) enhances service delivery in Uganda. It was carried out on the USAID-SAFE program in Gulu District. The specific objectives were: To find out the relationship between participatory planning and service delivery at SAFE Program in Uganda. To establish the relationship between participatory implementation and service delivery at SAFE Program in Uganda. To find out the relationship between participatory decision making by project teams and service delivery in Uganda. A case study design was used in this research where both qualitative and quantitative approaches were adopted. A sample size of 117 respondents was sampled for the study and interviewed. The study found a significant relationship between the Participatory Planning and Service Delivery; this implies that, if the SAFE Program in Gulu district improves on their participation in planning, automatically service delivery will also improve. Correspondingly, there is a significant linear relationship between Participatory Implementation and Service Delivery. The additional findings revealed a positive relationship between Participatory decision making and service delivery at SAFE program in Gulu. The study concluded that, involvement of stakeholder's in undertaking activities related to M&E of a project increase service delivery and sustainability of projects. This study recommends that SAFE needs to embrace and promote Stakeholder participation in Project Design, Setting objectives and selecting priority projects to enhance quality and accessibility of services. It also urges that strengthen community structures, including Peace committees, Peace clubs, District Land board (DLB) enhances effective service delivery. This study proposes that a similar study be undertaken in a larger section of multiple community development projects to produce new or added findings on how PM&E can enhance service delivery.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1. Introduction**

This study is an investigation on Participatory Monitoring and Evaluation and service delivery in Access to Justice Fostering Equity and Peace (SAFE), USAID Program in Gulu Municipality, Uganda. Participatory Monitoring and Evaluation was considered in this study as the independent variable while service delivery was the dependent variable. Participation was measured in the form of planning, decision making and implementation while service delivery covered the dimension of; Quality, Accessibility and Sustainability. This chapter presents; background to the study, a statement of the problem, general objective, specific objectives, research questions, and hypotheses, conceptual framework, scope of the study, the significance, justification and definitions of key concepts in the study

### **1.2. Background to the study**

#### **1.2.1. Historical Background**

The Service delivery concept is as old as government, but according to American Federal Government, Service delivery was mostly being handled by Governments (GOs) and Non-governmental Organizations (NGOs) as an agent of change and development (Verma 2002). Since then, the government and donor support to address urban development and urban poverty have largely been through low-cost investment projects in shelter, basic services, water supply, sanitation, and urban transport. Ford and Zussman (1997: 6) continued to point out that, Service delivery in 20<sup>th</sup> (around 1930s) continued to develop in the public with Idea of sharing governance with individuals and community groups.

Service delivery means different things to different people. Clark, Greg, Mount ford Debra (2007) urged that, it is an exceptional term that has gained legal tender as a worldwide phenomenon.

Ghazala Mansuri and Vijayendra Rao (2003) on the other hand noticed that, within the development community, the notion of Service delivery came to be applied to financial resources, including project funds and that, donor support were not limitless and must be used efficiently in ways that local actors support so that benefit flows to the local people and it is effective when it permanently enhances the capacity of a society to improve its quality of life. Within USAID, the concern for Service delivery emerged from the experiences of adopting rural development and moving away from a Development Approach oriented around an artificial urban-rural dichotomy and introducing USAID Position to capitalize on an urban future by assisting governments to deliver services in an inclusive, transparent, sustainable and participatory manner (USAID 2013 p 38).

In Uganda the decentralization policy in 1997 under the Local Government Act of 1997 was adopted as one of the framework to guide service delivery to the local people. The policy inherently decentralized service delivery institutions and their governance in order to improve access to services for the rural poor. Its focus centered on Education, Health, and Agricultural advisory services, as well as the management of natural resources.

On the other hand, the history of Participatory Monitoring and Evaluation has been urged by many scholars. Marisol Estrella (2000) in his book noted that, Participatory Monitoring and Evaluation (PM&E) emerged over the last 20 years of using Participatory Research in development with idea of stakeholder participation in decision making and planning. Marisol Estrella added that PM&E evolved from methods such as Participatory Action Research (PAR) spearheaded by the work of

Mc Niff, Jack Whitehead Action (2000) and others; participatory learning and action, including Rapid Rural Appraisal (RRA) and later Participatory Rural Appraisal (PRA) drawing on the work of Robert Chambers (1997) and many others.

It is important to note that, service delivery should be undertaken with interest of providing timely, and quality to the intended beneficiaries. The gaps need to be addressed during Planning, implementation and decision making. While many factors could contribute to poor service delivery, it is important to note that inadequate participation is one of the factors with a greater contribution USAID 2013.

### **1.2.2. Theoretical Background**

This study is guided by the Stakeholders Theory by Freeman (1984) in his book *Strategic Management: A stakeholder Approach*. Freeman (1984) defines stakeholders as those groups who are vital to the survival and the success of an organization. This theory was selected for the report because it proposes stakeholder participation in an organization as an approach that leads quality service Delivery. Friedman (2006) maintains that, in the traditional view of the firm, the shareholder view, the shareholders or stockholders are the owners of the organizations, and the firm has a binding obligation to put their needs first, to increase value for them. However, stakeholder theory argues that there are other parties involved, including governmental bodies, political groups, trade associations, trade unions, communities, financiers, suppliers, employees, and beneficiaries. Sometimes even competitors are counted as stakeholders—their status being derived from their capacity to affect the organizations and its other stakeholders. Further Freeman (1984) noted that the idea of stakeholders, or stakeholder management, to strategic management, requires formulation and implementation processes which satisfy all and only those groups who have a stake in the organization. The main task in this process is to manage and

integrate the relationships and interests of shareholders, employees, customers, suppliers, communities and other groups in a way that guarantees the long-term success of the firm.

According to Fontain, Haarman and Schmid (2006), the stakeholder theory emerged from the need for organizations to adopt new managerial approaches in order to maximize quality services. They added that this theory sought to express the importance of an organization's attention to stakeholders. They further explained that most NGOs today involve stakeholders simply because; NGOs today have adopted and practiced some aspects of the stakeholder theory to guide their projects because the planning process has becoming increasingly sensitive to the business environment and the need for good information about it. PM&E hinges on stakeholder involvement in service provision and in this study, the researcher will use this theory to guide the research process.

### **1.2.3. Conceptual Review**

The concept of PM&E is the process that involves wider participation, partnership among individual actors and stakeholder group in different institutions and at different levels in implementing a particular program Estrella and Gaventa (1998). According to Bhuvan Bhatnagar, Aubrey C. Williams (1992), PM&E provides an opportunity for development organizations to focus better on their ultimate goal of improving poor people's lives by broadening involvement in identifying and analyzing change; a clearer picture can be gained of what is really happening on the ground. It allows people to celebrate successes, and learn from failures for those involved in it.

However, in conceptualizing PM&E in this study, Participation is imbedded within the M&E activities and processes. M&E Activities engage stakeholders in joint consultation in decision

making, goal setting, developing M&E Systems, reflection training, profit sharing and ensuring teamwork and the benefits trickle down to all the stakeholders involved in the implementation (IFAD 2002).

According to USAID (2013), service delivery is effective when it is associated with good governance, accountability, and bolsters capacity to manage urban delivery systems, such as compliance with planning, timely delivery, availability and sustainability, to reduce risk of miss allocation of services and ensures benefits for the targeted people.

From the Report of the contribution of different scholars, the researcher realized that, there are three dimensions of service delivery, relevance for this study; timeliness, sustainability and availability of services.

According to SAFE PMP, (2012), the program is geared towards enhancing social interrelation where it empowers communities and different stakeholders to be more involved in the implementation in terms of; planning, decision making and monitoring the implementation and demand for better service delivery from the local government. The SAFE program trains District Land Board, Area Land Community to ensure they provide quality services related to land. On the other hand, there is also a lot of engagement of community in; forming peace clubs and committees, creating legal awareness, to ensure the community demand for quality services. As articulated in this conceptual review this study will urge out how service delivery will be enhanced through Participatory Monitoring and Evaluation.



#### **1.2.4 Contextual Background**

USAID-SAFE is a five-year (2012-2017) conflict mitigation Program, whose overall goal is to contribute to Strengthening Peace Building and Conflict Mitigation in Uganda, Performance Management Plan [PMP], 2012). The Program strives to enhance the capacity of local actors, and strengthen mechanisms for resolving and mitigating conflicts related to land, the discovery of oil, cultural and ethnic diversity, address residual effects of the Lord's Resistance Army (LRA) conflict in Northern Uganda, and transform emerging conflicts into peaceful outcomes while promoting reconciliation. The program supports a core set of activities in two component areas: Improved access to justice and enhanced peace and reconciliation.

By the end of this program, SAFE required to contribute to strengthening peace building and conflict mitigation with Access to justice targeting 20 districts, Peace and reconciliation targeting all the 113 districts in Uganda. Through the formation of peace committees, court representation, sensitization, training of District land board and providing peace dividend inform of construction and income generating activities to provide peace in the targeted districts PMP (2012)

SAFE program implementation is guided by monitoring and evaluation system and framework that are accountable for managing the M&E activities of the program. M&E staff is to guide implementing organization to ensure; project quality is met, equitable allocation of services, quality and timely to the target beneficiaries in terms of access to justice, peace and reconciliation. The M&E functioning of this program has been participatory to a small extent to include engagements of communities, Implementing organization and the project team in Implementing M&E activities. This report exhausted to a greater extent that approaches that worked well and how PM&E can enhance service delivery in USAID –Supporting AFE Program. From the above contextual background, it is paramount that SAFE program should put in place framework that

provide a reasonable platform for stakeholders to effectively participate in; planning, decision making and implementation to ensure quality, accessibility and sustainability of the programs both during and after the implementation. This therefore called for re-strategizing on the core element that guides service delivery in the SAFE program in Uganda.

### **1.3 Problem Statement**

In the ideal situation, the program is supposed to provide; timely service delivery, reduced cost of services, social and economic sustainability of peace structures, accessibility of reconciliation services through; participatory planning, implementation and decision making. According to SAFE PMP (2013), the following measures were instituted to ensure effective service delivery; form and train; District Land Board, Peace committees, sensitizes communities and distributes legal resources. Other NGOs, including the government are cited to have taken part in the Formation and training peace structures, distributed legal resources, planning and sensitized communities to ensure quality, sustainability and accessibility of services. USAID baseline survey report (2012).

Despite the above strategies implemented by USAID-SAFE program, Quality, Accessibility and Sustainability of service delivery seem to have been inadequate. According to an annual Program survey report (SAFE 2013) conducted for 80 peace structures in 20 districts, 60% of respondents expressed concerns and dissatisfaction over peace structures' responsiveness to conflicts within the communities, while 18% of the peace structures are abandoned and 30% of the community members move long more than 3km to access Peace and Justice services.

The report adds that insufficient planning, participation of different stakeholders; training, sensitization and non-functionality of Peace committees were among the causes for poor service delivery. This poses a threat to the objective of the SAFE program of improving access to justice, and peace among the community members. In addition to service delivery of the project has continued to be affected greatly by inadequate and low participation of stakeholders in planning, decision making and implementation USAID Annual survey report (2013).

If measures are not taken to improve or curb this problem, many peace structures might remain non-functional, cost of services and quality of services will remain poor for beneficiaries. Therefore, while many other factors could contribute to improving Service delivery, the Report examined the effect of PM&E on service delivery.

#### **1.4 Purpose of the Study**

The purpose of this study was to examine the extent to which participatory monitoring and evaluation enhances service delivery at USAID - SAFE program in Gulu District, Uganda.

#### **1.5 Objectives of the study**

- (i) To find out the relationship between participatory planning and service delivery at SAFE Program in Uganda.
- (ii) To establish the relationship between participatory implementation and service delivery of SAFE Program in Uganda.
- (iii) To find out the relationship between participatory decisions making by project teams and service delivery at USAID-SAFE Program in Uganda.

#### **1.6. Research Questions**

- (i) To what extent are participatory planning relate to services delivery in SAFE Program in Uganda?
- (ii) What is the relationship between participatory implementation and service delivery of SAFE Program in Uganda?
- (iii) What is the relationship between participatory decision making by project team and service delivery in Uganda?

## 1.7. Hypothesis

- (i) Participatory Planning positively influences service delivery in SAFE program
- (ii) Participatory implementation positively influences service delivery
- (iii) Participatory decision making by project teams positively influences service delivery

## 1.8 Figure 1 Conceptual Framework

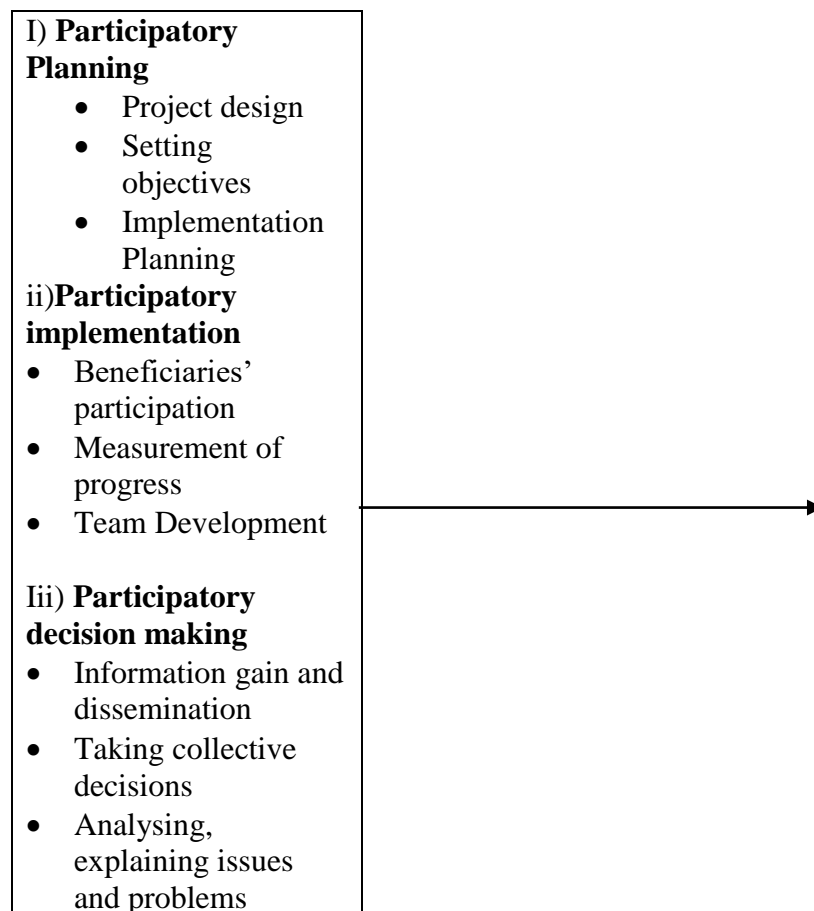
**Figure 1: Conceptual framework showing relationship between PM&E and Service delivery**

### Independent Variable

### Dependent Variable

**Participatory Monitoring and Evaluation**

**Service delivery**





- Quality**
  - Cost
  - Completeness
  - Acceptance Management
- Accessibility**
  - Reachability
  - Physical availability
- Sustainability**
  - Social
  - Economic

**Source:** Adapted and modified from Ghazala Mansuri and Vijayendra Rao (2012), Karl M, (2000), Oakley, P, Marsden, D (1984), Performance Reference Model (2007), Performance Prism Model (2002), SERVQUAL (1990).

The above conceptual framework, shows the relationship between the Independent variables ‘PM&E’ and Dependent Variables ‘Service delivery’. PM&E results to quality service delivery by engaging stakeholders in Planning, decision making and implementation Ghazala Mansuri and Vijayendra Rao (2012). The category of stakeholders is adapted from the stakeholder’s theory of Edward Freeman (1984). The conceptual framework assumes that other factors that could affect service delivery are silent.

## **1.9. Significance of the study**

Through this report, better approaches were produced on how Supporting Access to Justice, Fostering Equity, and Peace and Reconciliation program can incorporate the participation of different stakeholders in a desired manner that provides equitable service delivery. The study added to academic field in some unique styles that incorporate an understanding of Participatory Monitoring and Evaluation practices of achieving effective and quality service provision.

## **1.10. Justification of the study**

According to Estrella and Gaventa (1998), many scholars have conducted to a great extent researches on PM&E but only focusing on the processes and importance of PM&E in development projects. The report therefore narrowed down PM&E on service delivery in Gulu District, an area which has not yet been fully exhausted. Through this report, new knowledge was produced and appropriate approach will be adopted by the SAFE program to improve on service delivery.

## **1.11. Scope of the study**

### **1.11.1. Geographical scope**

The study was conducted in Gulu District in the Northern part of Uganda. This particular location was selected because it is one of the Districts where the SAFE program is implemented and it is easily accessible by a researcher.

### **1.11.2. Time Scope**

The study focused on the period between 2012 and 2014. The reason for selecting this time frame was that, SAFE program was being implemented and engaging a number of stakeholders within this period in its program implementation.

### **1.11.3. Content Scope**

The study focused on service delivery as a dependant variable with key scope on quality, accessibility and sustainability. On the other hand, participatory monitoring was looked at in three dimensions of; Planning, Implementation and Decision making. These are the stages that require community engagement at the project level.

### **1.12. Operational definitions**

#### **Participatory Monitoring and Evaluation:**

According to Jennifer Rietbergen-McCracken, Deepa Narayan-Parker (1998) PM&E is a process of collaborative problem solving through the generation and use of knowledge. In this report, PM&E is defined as the process by which project stakeholders are engaged in planning, implementing and decision making during the project implementation.

**Service Delivery:** Service delivery is getting serviced as effectively and quickly as possible to the target beneficiaries Local Government Act (1997). In this study service delivery will be used to imply a degree of excellence on the part of the organization in; quality, accessibility and sustainability of service provision to the target beneficiaries.

**Stakeholders:** Freeman (1984) defines stakeholders as those groups who can affect or can be affected by the organization. In this report, stakeholders will refer to people or institution whose actions are affected by the project or they can affect the activities of the project. In this study stakeholders are primary and secondary to include; beneficiaries, government and project team who undertake activities of M&E.

**Participation:** Clayton et al. (1998), defined participation as a process by which communities collaborate in development programmes. In this report, participation refers to the process by which



stakeholders of a project are engaged in implementation, monitoring and decision making. It is the process by which stakeholders are allowed involvement in the implementation process.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter presents ideas from Scholars who have contributed to the of PME and service delivery. In addition, it explains the stakeholder theory to show how it informs this study. Submissions from various reports were reviewed and arranged under different specific objectives of this study. Gaps in the literature were identified and the chapter was concluded.

#### **2.2. Theoretical Review.**

The study was guided by the Stakeholders Theory by Freeman (1984) in his book Strategic Management: A stakeholder Approach. According to Freeman (1984), defines stakeholders as those groups who are vital to the survival and the success of an organization. Stakeholders refer to the people who can affect or can be affected by the implementation of an organization (Freeman 2004). Many scholars including; Friedman (2004) had a significant contribution in conceptualizing

and building on the theory of Stakeholders over years. According to Fredman and Miles (2006), the categories of stakeholders in an organization include; employees, local community, government, civil society organizations, NGOs and managers among others. They recommend that, stakeholders should manage their interest in organization settings. This study borrows key terms from the stakeholders theory by Freeman which includes; employees, local community, government, civil society organizations, NGOs and managers among others. This theory supported in understanding how stakeholder's participation is vital in messaging success in an organization. However Susan Key, (1999) in her critics to Stakeholders theory argues that, the theory is much focused on management of corporate firms and the current conceptualizations of stakeholder theory do not meet the requirements of scientific theory. Thus, looks at the historic roots of stakeholder "theory", in its current form, and suggests steps that may be taken for stakeholder theory to satisfy the conceptual requirements of theory. Specifically suggests that contractual interests may underlie stakeholder relationships just as they do the agency relationship between managers and stockholders as prescribed by traditional economic theory. In addition, among the criticisms of the stakeholder's theory, one in particular is that it is much more focused on management of corporate firms (Doloi, 2012). The stakeholder theory advocates for stakeholders to be treated equally, yet this in practice is difficult since organizations have to manage stakeholders differently based on their level of influence (Freidman, 2006). Donaldson and Preston (1995), also critique that this theory is interested in managerial decisions.

### **2.3. Participatory Planning and Service Delivery.**

The limited success in development interventions is attributed to inadequate engagement of stakeholders in discussions about what, how and why the program is designed (World Bank 1998). Stakeholder's participations mean empowering and involvement of community with similar needs

and goals in planning on the issues that affects their lives. (Habraken, “Towards” 139) Mentioned that, Participation in planning have to come with the shift of responsibilities between the users and professionals, but instead most interventions consider only the opinion of the user while planning, which do not show clearly the value of participation in program implementation.

(Nabeel Hamdi Action 67) presents an opposing view that, the communities are not necessarily always organized and cohesive and sometimes lack the “sense of community” and “social identity”. He explains that, for community participatory projects, it is not a must to have an already well organized community right from the beginning but the sense of community can be achieved during the course of the project, which can also be one of the objectives of including community participation in planning in development projects. In the work of World Health Organization, Rifkin (1990) pointed out two sets of factors which influence participatory planning in a specific project. Her descriptive factors co-respond and agreed too many of those already identified by other scholars including World Bank (1998), FAO (2000) among others... These include: planning based on the community ‘felt needs’ – that is; needs defined by the community not the experts and emphasis on self-help efforts.

FAO (2000) mentioned that, in the current context of maximizing opportunities for community development. It is important that participation in planning be used as a tool for achieving something more meaningful than mere physical benefits. FAO elaborates the need of participatory planning of the process whereby participatory planning as sharing every interventions with stakeholders, planning together, working and benefiting together with the stakeholders. Bracht and Tsourous (1990) continue by discussing participatory planning which need to be taken into account when establishing a community interventions and point to the necessary extensive planning efforts

required, they mentioned that planning can overcome barriers which results from project interventions in full engagement of stakeholders if planning is put in to consideration.

According to PMI labels (2000) “organizing and planning,” includes development of more detailed schedules and a budget, developing detailed staffing, procurement, and project controls plans. The emphasis of the planning phase in the project management cycle is to develop an understanding of how the project will be executed and acquiring the resources needed for implementation. Although much of the planning for execution takes place during the planning phase, the actual implementation continues to be carried out at a later stage of the intervention, these provides prospects to stakeholders to continue adjusting the implementation plan to respond to new challenges and opportunities. Planning activities occur during the entire life of the project.

In summary, it is true that it would take more time for a fully participatory project to accomplish its goals but the end result in the form of community empowerment will also go a long way, World Bank (1998). Social benefits are far superior to physical benefits and a realization has to be made on part of the implementing agencies that the empowerment of people is necessary for enabling people to become productive citizens. In addition, during an interview with Gulu District Land board members *revealed that engaging stakeholders are more productive in terms of planning for effective service delivery* '(interview with the District Land board members of Gulu District, 15, September, 2015).

#### **2.4. Participatory Implementation and Service Delivery**

Participatory implementation is an approach that is now widely accepted in development discourse as a prerequisite for enhancing both the involvement of the beneficiaries and the anticipated outcome of the project. Kessey (2004) argues that despite the rhetoric of participation and

institutional ownership by stakeholders, there still appears to be heavy reliance on outside experts for key management practices. Abatena (1995) also argues that grassroots contribution to design and implementation of development program has been overlooked or neglected by development technocrats and policy makers which he regards as unfortunate because community participatory implementation and management leads to the process of empowerment of the community, and the overall objective of participatory implementation and management is then to create effective and efficient services delivery. Commonwealth Foundation, (1999) highlighted that, in order to ensure deliverables meet beneficiary's needs, the project is required to involve stakeholders in implementing rigorous quality management process including; quality assurance reviews and quality control techniques to assess the level of deliverables and process quality within the project. Besides the above Balland and Platteau, 2002, Collective implementation in the project can take a variety of forms, including voluntary contributions toward the project implementation of collective infrastructure, self-restrain behaviour for the conservation of a resource, and participation in the setting up guiding principles that govern participation. Stewart, (1996), any given factor could then have a different impact on the propensity of a community or group to act collectively depending on the type of collective action targeted by project or program. In addition, it is important to bear in mind that stakeholder's behaviour cannot be looked at in isolation, but is strongly influenced by the society in which the group is embedded, its prevalent norms and socio-economic structure.

It can be presumed that involving stakeholders in the implementation of program activities is one way of providing them with the opportunity to monitor a project. The benefits of monitoring are numerous but most importantly it can enable the program to control the quality of interventions delivered by NGOs to communities. In the wake of decentralization in Uganda, stakeholder's need

to have a firm grip on all NGO activities within their areas of control. Mohan & Stokke (2000) point out that decentralization has become an important underlying principle to ensure governments hold up the promise of re-ordering of political space and a revitalization of communities in terms of accountability to them and the choices they make. It is of great importance to have stakeholder's backstopping NGOs as they implement community development projects to ensure equal participation in the implementation processes. It is also important to note that; beneficiary's, local governments and other non-governmental organization at community level have a rich history of implementing various development programs. Therefore, if a community project allows them to participate in its activities of M&E, this project can benefit from the lessons learned from other projects that may be crucial for corrective actions and best practices to deliver long term benefits to communities over time.

World Bank (2001) in its report *strengthening capacity for M&E in Uganda* acknowledges that stakeholder's participation in project implementation is vital for success of development programs in the country. Opportunities and partnerships in development can be explored in community development projects when they empower stakeholders to participate in their routine program implementation. Herbert-Cheshire & Higgins (2003) emphasize the need for stakeholder's to participate in community development projects if effective service delivery is to be achieved effectively. It should be noted that, the findings revealed a positive relationship between participatory decision making and service delivery. This implies that, any participatory decision making taken together with stakeholders will result to effective service delivery.

## **2.5. Participatory Decision Making and Service Delivery**

In order to realise achievement in Supporting Access to Justice Program, participatory spaces are required to enable community groups or stakeholders to partake in decision-making processes.

Commonwealth Foundation, (1999) stated that, Stakeholder's participation initiatives usually entail the creation of committees or associations, which bring together, project beneficiaries to discuss and make thoughtful decisions over projects. In addition some of these committees and associations who enjoy legal standing, others are more informal arrangements. In either case, they constitute forms of organized stakeholders ready for participation.

As proposed by J Chopyak – (2002), the project should encourage a maximum number of people in the participation in decision making. Such involvement gives stakeholders full inclusion in designing, organizing, and implementing activities to create consensus, ownership, and action in support of environmental change in specific areas. It should include people and groups rather than exclude any individuals. Martinusen, (1999), argued that participation for effective decision-making needs to be facilitated by suitable capabilities so as to determine who should participate, how, what will be the scope of participation and also how much weight should be given to wishes and demands expressed as compared to priorities already set by official authorities. David, K (2001) also had the view that, participation does not mean that all views from people should be taken into account when setting project activities.

Uphoff, 2013 in his literature mentioned that, even if decision making as a mean of participation is distinguishable, there are usually connections and feedback among stakeholders that support involvements of the stakeholders during the implementation; for example, participation in decision making is likely to contribute to participation in benefit. Uphoff therefore emphasized that, who participates (and how they participate) is as important factor to consider as to whether there is

participation, and of what kind. Just saying, “there was participation” does not inform how much people are benefiting from service delivery.

It is important to bear in mind that issues of participatory decision making and inclusion are closely linked representation and legitimacy. As spaces are opened up for stakeholders to take part in project decision-making processes and engage directly in the implementation, different community groups and civil society actors will compete to occupy these spaces (Howard, et al. 2001). Similarly Webler et al., 2001, noted that in the recent years there has been an increase in demand by stakeholders to participate in decision making of different interventions. This has been driven by stakeholders who demand a greater role in participation on the issues that affect them.

## **2.6. Summary of the Literature Review**

Different authors (Freeman, 2004), Jones, 1995, Fontaine, et al., 2006, Moullin, 2005), have analyzed stakeholder participation and performance of programs and assert that stakeholders have the right to participate in issues that affect them in order to contribute to the performance and effective service delivery. They also advocate for stakeholders who have a stake or interest in the implementation to be involved in the whole process. In addition Donaldson and Preston (1995) added that, stakeholder theory are key and do merit consideration to achieve various goals in project implementation.

However other authors assert that, some organizations prefer non participatory approaches because they give a reason of time factor. Hodgson (2000), who advocates for a limitation in participation or dictatorial decision making, asserts that participatory approaches lead to information overload and bureaucracy thus delaying the processes of programme implementation. Kessey (2004) argues that though stakeholder’s participation is being promoted, there is still heavy reliance on experts



which leaves this idea of stakeholder participation and performance not fully accepted by all implementing partners.

Although the different authors have given their views on participation, most of the arguments provide the purposes and importance of PM&E in development but there is no direct exhaustive contribution mentioned about PM&E and Service delivery in a less developed country such as Uganda. While PM&E offers many potential benefits to project or programme success, it could also result in a waste of time and resources and the failure to notice problems if it is carried out poorly or inappropriately Marisol Estrella (2000). This research brings this aspect more clearly and discusses underlying principles and practices of PM&E that enhance service delivery.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodology used in the report. It covers research design, study population, sample size determination and sampling strategies, data collection methods, analysis and quality control. The instrument used in data collection is discussed and the justification for the choice of selection explained. The researcher provides details on the measurement of variables as a conclusion in this chapter.

#### **3.2. Research Design**

This report used a case study design (Stake, 1995). The justification for the choice was that, this study sought to do an in-depth investigation on only the SAFE program in limited time period. In addition the research design was further chosen because it provides an in-depth study approach in investigating a specific project. This design was favorable to use within the limited time period for meeting the requirements of the awarding institution. In addition, it took into consideration the triangulation approach where both qualitative and quantitative techniques were used.

#### **3.3. Study population**

The study targeted a total of; 5 District land committee members, 65 peace committee members and beneficiaries of legal aids services, 24 different CSOs employees implementing SAFE in Gulu District being supported by SAFE program, 19 SAFE employees and 04 senior management members. The justification for the number of the CSOs is that, according to the NOPs (2012), SAFE program directly work with Grantees to implement its activities. 36 individuals within the peace committees and those who benefited from SAFE program were as well being interviewed.

### 3.4. Sample size and selection

A sample size of 117 respondents was targeted in this study. The researcher employed (Morgan & Krejcie, 1970) table to arrive at sample sizes of the different categories of respondents from the accessible population including, SAFE management team, Staffs of the supported CSO, District Land Board (DLBs) and supported peace committee members, *See table 2 below* .During sampling, the researcher employed both random and non-random sampling techniques to select the elements. In addition the study used; Key informant guide to collect data from key informants, documentary guide, questionnaire guide, to collect relevant data from other respondents.

The researcher selected a sample size of 117 respondents because of the following reasons;

- a) Funds that were available for this could only facilitate reaching out to 117 respondents.
- b) The time period to undertake and complete this research is short

**Table 1: Key informants**

<b>Position</b>	<b>Reason for the choice</b>
Chief of party(COP)	Coordinates and manages all the implemented activities
Communication and awareness advisor	Manages all the communication aspects in the program including branding and talks shows
M&E and Learning advisor	Coordinates all M&E activities
Conflict and reconciliation advisor	Managers all the implemented activities related to peace and reconciliation
Civil society specialist	Coordinates all the capacity building of all the peace structures and the Grantees

**Table 2: Population, Sample and Sampling Techniques**

No	Sub Group	Access Population	Sample	Technique
1	SAFE Employees	20	19	Simple random Sampling
2	SAFE Senior management	4	4	Purposive sampling
3	District Land Committee Members	5	5	Purposive sampling
4	Staff of Grantees implementing the program in Gulu	25	24	Simple random Sampling
5	Peace clubs/committee Members and Legal Aids beneficiaries of the program in Gulu	79	65	Simple random Sampling
	Total Population	133	117	

**Source: Developed by the researcher based on (Morgan & Krejcie, 1970) table**

### **3.5 Sampling technique and procedure.**

#### **3.5.1 Simple random Sampling**

The researcher used Simple random sampling which was used for peace committees, beneficiaries, Staff of the Grantees and SAFE employees. This method was used because it gives opportunity to each unit in the population to have equal chances of being selected and since these groups are homogeneous in nature the selected unit will represent others.

#### **3.5.2. Purposive sampling**

The method was used to collect responses from individuals who are uniquely informed on the SAFE program or held certain positions of authority. These individuals included; the Chief of Party, M&E Specialist, Civil Society Specialist, Communication Specialist and Consultant in Oil and gas Conflict . Their vital information helped to enrich the study. The researcher decided to use purposive sampling because it allows for the deliberate selection of key informants in this study.

### **3.6. Data collection methods**

The researcher used both secondary and primary approaches of data collection as below: Secondary data is data that were gathered from existing sources while primary data is data that were collected for the first time.

#### **3.6.1. Document review**

The researcher reviewed the existing monthly, quarterly and monitoring and evaluation reports, meeting minutes and any other relevant documents on SAFE program that helped to inform the study. This method was selected because it allows for content analysis of documents and the use of readily available resources on projects.

#### **3.6.2. Questionnaire method**

The researcher collected data from; Peace clubs/committee Members and Legal Aids beneficiaries, Grantees, SAFE employees and SAFE Senior management. The questionnaire was partly being self-administered while some respondents filled by themselves. This method was most effective in collecting data from a large sample.

#### **3.6.3. Interview method**

The researcher used interview method to collect responses from key informants that include: - SAFE senior management, DLBs and Staff of the Grantees. Structured questions were used since the researcher had the opportunity to cross check information presented by the respondents. These methods helped the researcher to probe for further response from the respondents.

### **3.7. Data Collection Instruments.**

#### **3.7.1 Questionnaire guide**

The questionnaire guide consisted of; simple structured questions that were easily understood by the respondents. It was being administered to SAFE employees, Peace building committee members, DLBs and Staff of Grantees. Questionnaire was used because it allowed the researcher to reach a large number of respondents. In addition it helped to collect the information related to stakeholder's participation in planning, implementation and decision making of SAFE program.

#### **3.7.2. Interview guides**

The Interview guide consisted of questions that were asked during a face to face interview. The reason for the use of this instrument was that, unstructured questions favored probing of critical points pertinent to the study. It was administered to SAFE Senior management to capture key management information relevant to the program implementation.

#### **3.7.3 Document checklist**

The researchers employed this tool to review SAFE existing documents including; baseline reports, quarterly reports, annual reports and evaluation reports. This tool was used to capture qualitative data related to capacity building trainings, planning meetings conducted by peace structures and beneficiaries supported.

### 3.8. Data quality control

**Table 3: Reliability and Validity.**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Participation in Planning	93.48	290.974	.598	.898
Participation in Decision Making	93.48	301.487	.307	.902
Participation in Implementation	93.70	293.754	.473	.900
Service Delivery	92.63	308.292	.53	.905

**Source: Primary Data.**

The results showed that, the instrument had reliable and valid scale items test of .90125 since the Cronbach Alpha is above 0.7 in all the cases.

#### 3.8.1. Validity

In the context of quantitative approach, internal validity was conducted by pre testing the instruments for pragmatic validity, to see if the data generated resonates with the variables of the study, effort was also made to see if the already existing findings are supported by empirical evidence (concurrent validity). Eight study peers and two SAFE employees were interviewed during the pretest to see the required responses, and minimize the not sure or undecided category (Sarantakos, 2005, p.256). To determine the validity of the instrument, the Content Validity Index (CVI) was therefore computed as below; (Lawshe, 1975)

CVI= Number of assessor that passed the questionnaire to have valid content

Total Number of assessors for content validity.

$$\text{CVI} = \frac{6}{10}$$

The CVI was found to be 0.6. Since the CVI, the instrument was found to be valid for the study (Lawshe 1975).

### **3.8.2. Reliability**

The researcher performed a pre-test data collection exercise to ascertain the quality of the data collection tools for both qualitative and quantitative data. In addition, for the quantitative data, a Cronbac's alpha was computed using SPSS 20.0 software to determine reliability. The Cronbac's value attained from the data set was 0.90125, the researcher considered data to be reliable since Cronbac's alpha was over 50%.

### **3.9. Procedure of data collection**

The data collection process started with the planning phase. The researcher together with research assistants focused on the data collection from different category of respondents. Research assistants were trained and assigned responsibilities. In addition the data collection tools were pretested before collection to ascertain the reliability and validity. Field work then commenced immediately after the approval letter has been attained from UMI and USAID-SAFE management.

### **3.10. Data Analysis**

This study adopts a mixed approach so does the data analysis process. For the qualitative approach the data analysis took the form of analytic induction, (Sarantakos, 2005, p.351). Here the



researcher defined and described the topic, examined the raw data for completeness and accuracy. The process of data analysis under quantitative approach were analyzed on a 5 point Likert scale and used mainly the SPSS data analysis computer program. The study was analyzed into qualitative and quantitative approach as explained below.

### **3.10.1. Qualitative data analysis**

Responses from interviews were recorded under different variables. These responses were reviewed, edited, organized, arranged, sorted, categorized and coded so that themes, patterns and relations can be identified using content analysis in form of descriptions, narrations and quotations. For a response to be added under a theme, it was being checked for its relevance to the study objectives. In addition, the researcher checked for completeness and accuracy of responses, this provided opportunity to fill up missing pieces of information in the study.

### **3.10.2. Quantitative data analysis**

Questionnaires have structured questions with response slots on a 5 point Likert scale. Quantitative data were analyzed using both descriptive and inferential statistics with data being checked for completeness and accuracy; they were entered into SPSS 20.0 database for analysis. Preliminary analysis to generate frequencies and test for normality was done to identify any outliers, missing values and errors of entry.

### **3.11. Measurement of variables**

In this study, the dependent variable (service delivery) considered three different dimensions quality, accessibility and sustainability. The variables were measured using the ordinal scale mainly for the sex, peace building structures' status. This is because these attributes defer in the

subjects. The ratio scale is chosen because it provides for the use of true values and powerful statistical procedures that allow for improvement of the findings and subsequent generalization to a wider population (Mugenda & Mugenda, 2003 pp.65-68).

Participatory Monitoring and Evaluation were broken down in to three different categories including; participatory planning, decision making and participatory implementation. This were measured using Likert Scale ranging from **1-Strongly Disagree**, **2-Disagree**, **3-Not certain**, **4-Agree** and **5-Strongly Agree**.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1. Introduction:**

This chapter shows the results from individual interviews of key respondents and questionnaires structured by objectives. The results highlighted in this section were generated using statistical tools such as the cross tabulations, correlations and regression analysis that are computed in relation to the hypothesis to be tested.

## 4.2 Responds rate

Of 117 questionnaire issued out by the researcher, 93 were filled and returned. This gave responds rate of 79.4%. The responds rate was considered representative given 79.4% responds is above 50% minimum acceptable rate (Amin 2005). Two interviews were proposed and all were completed signifying a responds rate of 100% for interviews

## 4.2 Demographic Characteristics about respondents

### 4.2.1 Sex of Respondents.

The results in the table highlight the distribution of the sex of the respondents.

**Table 4: shows Sex of respondents.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	48	51.6	51.6	51.6
Female	45	48.4	48.4	100.0
Total	93	100.0	100.0	

**Source: Primary data.**

From the above table, 48 respondents were males and 45 were females. It is noted that, most respondents were male 51.6% with a total of 48 out of 93 respondent contacted, whereas females only comprises of 48.4%(45 of 93). This implies that SAFE Program in Gulu District have enough man power that can improve on service delivery to their beneficiaries of their program.

### 4.2.2. Education level of respondents.

The results in the table highlight the Level of Education of respondents.

**Table 5: Level of Education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Illiterate (None)	11	11.8	11.8	11.8
Primary Level	26	28.0	28.0	39.8
Secondary	30	32.3	32.3	72.0
Diploma	3	3.2	3.2	75.3
Above Diploma	23	24.7	24.7	100.0
Total	93	100.0	100.0	

Source: Primary data.

From the table 3 above, the study revealed that majority of respondents were at the level of secondary Education (32.3%) followed by Primary level of Education (28.0%) and above diploma level (24.7%) respectively. It also indicates that 11.8% of the respondents were illiterate (didn't go to school) leaving 3.2% at diploma level.

#### **4.2.3 Category of Respondents.**

The results in the table highlight the four different category of respondents including SAFE Employee, Peace club committee, Members of the District Land Board and Employee of SAFE Grantees.

**Table 6. Shows Category of Respondents.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SAFE Employee	18	19.4	19.4	19.4
Peace Club Committee	55	59.1	59.1	78.5
Members of District Land Board (DLB)	5	5.4	5.4	83.9
Employee of SAFE Grantee	15	16.1	16.1	100.0
Total	93	100.0	100.0	

**Source: Primary data.**

The data revealed that majority of the respondents within SAFE Program in Gulu District were members of Peace Club Committee with 55 (59.1%), SAFE Employee 18 (19.4%) and Employee of SAFE Grantee 15 (16.1%) respectively. The lowest numbers of the respondents were from and the District Land board (DLBS) members constituted only 5 (5.4%). The lowest numbers of DLBs was because key informants interview were also administered to the same category. This implies that, more than half of the respondents were from the local populace in the Peace Club Committee as such their views informed program implementation to a greater extent.

#### **4.3.4 Age Distribution.**

The results in the table highlight the age distribution of respondents.

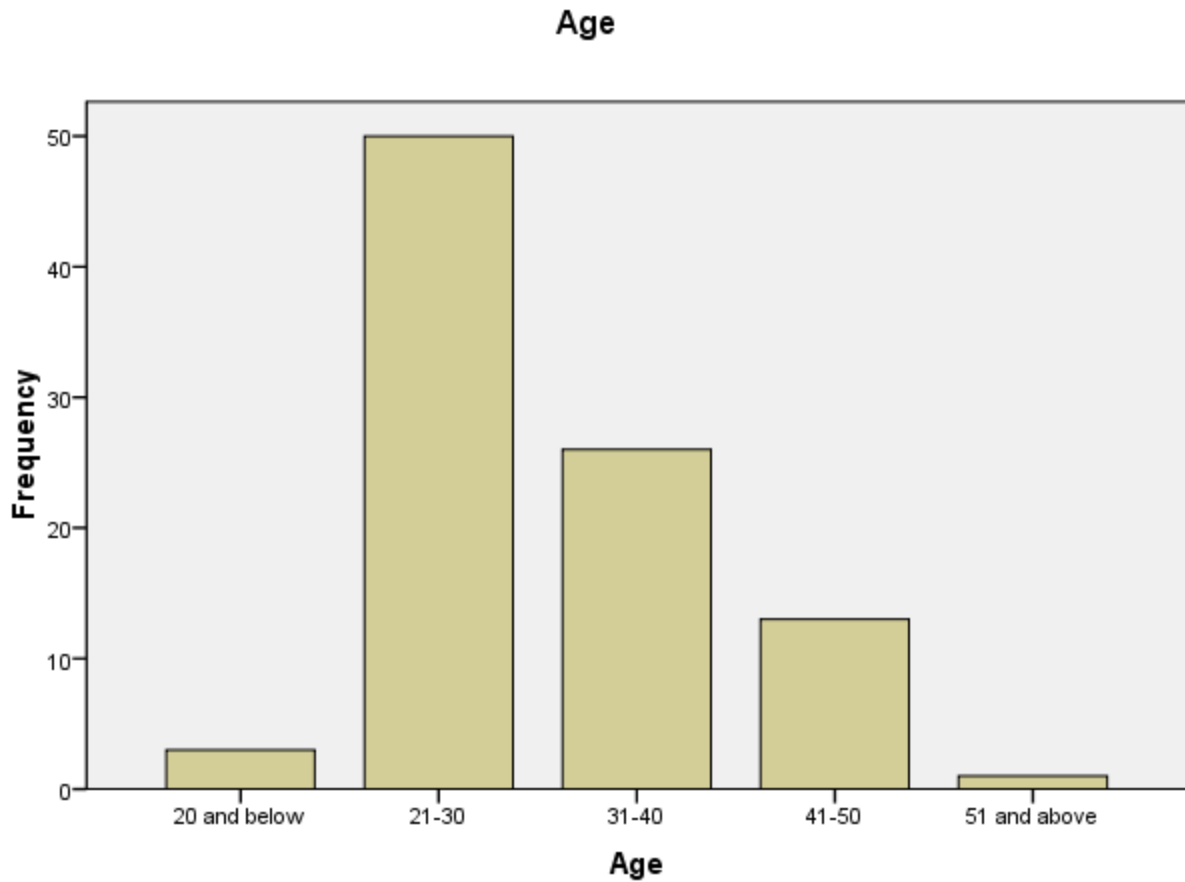
**Table 7: Shows Age distribution of respondent.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20 and below	3	3.2	3.2	3.2
21-30	50	53.8	53.8	57.0
31-40	26	28.0	28.0	84.9
41-50	13	14.0	14.0	98.9
51 and above	1	1.1	1.1	100.0
Total	93	100.0	100.0	

**Source: Primary Data.**

The study revealed in table 4 above that, more than half of the respondents were within the age range of 21 – 30 years (53%), followed by 31 – 40 years (28%) and 41 – 50 years (14%) respectively with only one person above the age of 51 years (1.1%). This further indicate that majority of the respondents in SAFE Program in Gulu District are youths hence still energetic enough for better service delivery to the beneficiary of their program.

**Figure 2: Shows Age Distribution of Respondents.**



**Source: Primary Data.**

From the bar graph above, the study reveals that majority of the respondents were within the age range of 21 – 30 years (50), followed by 31 – 40 years (26) and 41 – 50 years (13) respectively with only one person above the age of 51 years. This further indicate that majority of the respondents in SAFE Program in Gulu District are youths hence able to participate in the implementation to enhance better service delivery.

**4.4 Major Findings**

#### 4.4.1. PM&E in participatory Planning and Service delivery

Under PM&E in participatory planning, the study sought responses on Participatory planning. Responses on questions under each of these areas were based on a 5 point scale. The table below shows descriptive values:

##### 4.4.1.1. Descriptive statistic of participatory Planning.

**Table 8: Responses on the statement on participatory Planning.**

<b>PARTICIPATORY PLANNING</b>	<b>Category</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Certain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
Beneficiary's Involvement in project design enhances effective service Delivery.	Frequency	26	35	19	12	01	93
	Percent	28	37.6	20.4	12.9	1.1	100
Stake Holders are usually involved in planning for group programs.	Frequency	12	46	19	15	01	93
	Percent	12.9	49.5	20.4	16.1	1.1	100



Beneficiaries participate in setting priorities and targets.	Frequency	12	32	20	24	05	93
	Percent	12.9	34.4	21.5	25.8	5.4	100
Beneficiaries are involved in setting indicators of progress.	Frequency	14	27	24	23	05	93
	Percent	15.1	29.0	25.8	24.7	5.4	100
Beneficiary is involved in needs or problem identification.	Frequency	23	40	15	13	02	93
	Percent	24.7	43.0	16.1	14.0	2.2	100
There is regular communication with all stakeholders about the programs.	Frequency	24	37	14	16	02	93

	Percent	25.8	39.8	15.1	17.2	2.2	100
There is involvement in setting objectives.	Frequency	16	40	21	14	02	93
	Percent	17.2	43.0	22.6	15.1	2.2	100

**Source: primary data**

Table 8 above shows responses on statements under Participatory Planning. Majority of the respondents agreed to the fact that, PM&E is in existent and engages project beneficiaries. The study investigated PM&E with the stakeholders by looking at; project design Involvement of beneficiaries in planning, setting indicators, priorities and targets, setting objectives, problem identification and proposing solutions to challenges. Under project design, respondents agreed that, the community beneficiaries participated in USAID SAFE as evidenced by 65.6% beneficiary’s that agreed to the fact that community were involved in project designed compared to 14%that disagreed and 20.4% were not sure. Correspondingly 62.4% agreed that, Stake Holders are usually involved in planning for group programs compared to 17.2% who dis agreed and 20% not certain. The findings shows that, indeed community were involved in planning and project designed. During an interview with Access to Justice Advisor and Peace and reconciliation Advisor, it was pointed out that, *“communities are always sensitized and consulted prior to any implementation through; open air sensitization, radio talk show, community meetings among others”*(Interview with Access to Justice Advisor 20, Nov,2015).

Besides, 47.3% of Respondents also agreed that beneficiaries are always involved in every stage of setting targets compared to 31% who disagreed and 21.5% who were not certain. The study

found a very small difference between those who agreed and dis agreed. During an interview with a member of District Land board and the Chief of Party (COP), they all mentioned that, since the community where largely involved in mediating conflicts their participation in setting target was required. It is also clear from the responds that; they were involved in setting indicators for the implementation progress with 44.1% compared to 30.1% who disagreed and 25.8% not certain.

In relation to the beneficiaries needs identification, regular communication, setting objectives with stakeholders for the program, respondents agreement were evidenced by; 67.7% agreement, 16.2% disagreed while 16.1% were not certain, 65.6% agreed compared to 19.4% disagreed and 15.1% were not certain, 60.2% agreed and 17.3% and 22.6% were not sure respectively. An interview with Communication advisor and M&E advisor mentioned that, beneficiaries are normally given a free will to participate in the program during identification and that is what explains a close communication during the program implementation.

#### **4.4.1.2 Correlation between PM&E in participatory Planning and Service delivery**

A Pearson product moment coefficient (PPMC) was computed to determine the relationship between PM&E in participatory Planning and Service delivery. The choice for the PPMC was because the data was continuous. The table below shows the value attained.

**Table 9: Pearson Correlation between Participatory planning and Service Delivery.**

	Participation in Planning	Service Delivery
Participation in Planning	1	.299**
Pearson Correlation		
Sig. (2-tailed)		.004
N	93	93
Service Delivery	.299**	1
Pearson Correlation		
Sig. (2-tailed)	.004	
N	93	93

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

**Source: Primary Data**

Results shows that a positive relationship between the Participatory Planning and Service Delivery ( $r=0.299^{**}$ ,  $p<0.1$ ) since there is no minus sign preceding the coefficient, the relationship is positive. This implies that if SAFE Program in Gulu District improves on their participation in planning, automatically service delivery will also improve. This is because of the positive correlation between participatory planning and Service Delivery.

However since the significant value in the 2-tailed test is 0.04 and it's below 0.5, this means there is a strong statistical significant correlation between participatory planning and Service Delivery.

**4.4.1.3 Regression between PM&E in participatory Planning and Service delivery**

A regression analysis was carried out to test the degree of relationship between the two variables. This was to test the significance of relationship between PM&E in Participatory Implementation and Service Delivery. The choice for regression was because the data was continuous. The table below shows the values.

**Table 10: Regression between Participatory Planning and Service Delivery.**

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.897	1	10.897	8.915	.004 <sup>a</sup>
	Residual	111.232	91	1.222		
	Total	122.129	92			

a. Predictors: (Constant),  
participatory Planning.

b. Dependent Variable:  
Service Delivery.

From the above table, the significance table is 0.004. This value of 0.004 is less than 0.05, implying that there is a significant linear relationship between Participatory Planning and Service Delivery. Therefore, since the relationship has been ascertained to be significant, we reject the null hypothesis and confirm that, Participatory planning enhances Service Delivery in SAFE Program. *“In an interview with the Civil society specialist, the respondent revealed that participation of community beneficiaries played a great role in enhancing peace and reconciliation hence making*

them feel they are part of planning process of SAFE program” ( Civil Society Specialist 20, September,2015.

#### 4.4.2 PM&E in Participatory Implementation and Service Delivery

Under PM&E in participatory Implementation, the study sought responses on Participatory Implementation. Responses on questions under each of these areas were based on a 5 point scale.

The table below shows descriptive values:

##### 4.4.2.1 Descriptive statistic of Participatory Implementation.

**Table 11: Responses on statements in Participatory Implementation.**

<b>PARTICIPATORY IMPLEMENTATION</b>	<b>Category</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Certain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
SAFE consults stakeholders at a planning stage	Frequency	14	37	20	19	00	93
	Percent	15.1	39.8	21.5	20.4	3.2	100
There is involvement of all beneficiaries in implementation of SAFE program	Frequency	33	31	19	09	01	93
	Percent	35.5	33.3	20.4	9.7	1.1	100

Beneficiaries take lead in determining the direction of implementation.	Frequency	21	35	17	17	03	93
	Percent	22.6	37.6	18.3	18.3	3.2	100
Stake holders take part in monitoring the progress and activities completed	Frequency	11	50	20	12	00	93
	Percent	11.8	53.8	21.5	12.9	00	100
Regular support is given to Grantees and beneficiaries while implementing these program	Frequency	18	44	14	17	00	93
	Percent	19.4	47.3	15.1	18.3	00	100
Feedback is usually given on the performance of implemented program.	Frequency	16	44	16	13	04	93

	Percent	17.2	47.3	17.2	14.0	4.3	100
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**Source: Primary data.**

From the table above, shows responses under PM&E and implementation of service delivery. To a greater extent respondents agreed that, PM&E in implementation was evident. Under the statement on SAFE consults stakeholders at a planning stage, there were 54.9% responses in agreement compared to 23.6% who disagreed and 21.5% were uncertain. In addition, 68.8% agreed to the fact that, community beneficiaries were involved in the implementation processes with 10.8% disagreeing and 20.4% uncertain. There were 60.2% respondents agreed to the fact that, beneficiaries take lead in determining the direction of implementation while 21.5% disagreed and 18.3% were uncertain. *“Similarly, an interview with access to Justice Advisor of SAFE program confirmed that, routinely, grantees do consult beneficiaries before the start of the implementation to seek the opinion of project beneficiaries and to involve them in planning, implementation and determining the implementation direction” (Interview with Access to Justice Advisor 20, September,2015)..*

Besides the above, the results from the above table shows that, 65.6% of stakeholders were found to be taking part in monitoring the progress of activities while 12.9% disagreed of not actively being involved in monitoring SAFE activities and 21.5% were not sure. In addition, 66.7% of the respondents confirmed that, regular support is given to Grantees and beneficiaries during the implementation compared to 18.3 who disagreed and 15.1 who were none decided. In terms of feedback given on the performance of implemented program, 64.5% of respondents agreed compared to 18 who disagreed and 17.2 were none decided. *“During an interview with SAFE communication advisor and Civil Society Specialist confirmed that, SAFE normally involved*



*Stakeholders in Quarterly exchange monitoring visits and regular capacity support was also confirmed to be provided by SAFE staff in the section of M&E, Finance and programs” (communication advisor and Civil Society Specialist 20, September,2015)..*

#### **4.4.2.2. Correlation between PM&E in participatory implementation and Service delivery**

A Pearson product moment coefficient (PPMC) was computed to determine the relationship between PM&E in participatory implementation and Service delivery. The choice for the PPMC was because the data was continuous. The table below shows the value attained.

**Table 12: Pearson Correlation between Participatory Implementation and Service Delivery.**

		Participation in Implementation	Service Delivery
Participation in Implementation	Pearson Correlation	1	.358**
	Sig. (2-tailed)		.000
	N	93	93
Service Delivery	Pearson Correlation	.358**	1
	Sig. (2-tailed)	.000	
	N	93	93

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

**Source: Primary Data.**

The table shows a strong Positive correlation ( $r= 0.358^{**}$ ,  $p<.01$ ) between Participation in Implementation and Service Delivery. This is because the Pearson coefficient is 0.358 and the asterisk represents the strong positive correlation. This means if SAFE Program in Gulu District improves on their participatory Implementation, automatically Service Delivery will also improves, this is because the two variables have a positive correlation between them. Since the

significant value in the 2-tailed test is 0.000 and it's below 0.5, this means there is a strong statistical significant correlation between participatory Implementation and Service Delivery. During An interview with one of the DLB, he remarks that, “*without involvement of stakeholders SAFE would have not manage to cover the whole district with their implementation*”. This implies that, *involvement of stakeholders in the project implementation is very paramount in ensuring effective service delivery.*

#### 4.3.3. Regression between Participatory Implementation and Service Delivery

A regression analysis was carried out to test the degree of relationship between the two variables. This was to test the significance of the relationship between Participatory Implementation and Service Delivery. The choice for regression was because the data was continuous. The table below reveals the values attained.

**Table 13: Regression between Participatory Implementation and Service Delivery.**

#### ANOVA<sup>b</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.685	1	15.685	13.410	.000 <sup>a</sup>
	Residual	106.444	91	1.170		
	Total	122.129	92			

a. Predictors: (Constant),

Participatory Implementation.

**ANOVA<sup>b</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.685	1	15.685	13.410	.000 <sup>a</sup>
	Residual	106.444	91	1.170		
	Total	122.129	92			

b. Dependent Variable: Service

Delivery.

From the above table, the significance table is 0.000. This value of 0.000 is less than 0.05, implying that there is a significant linear relationship between Participatory Implementation and Service Delivery. Therefore, since the relationship has been ascertained to be significant, we reject the null hypothesis and substantiate that Participatory Implementation dose not enhances Service Delivery in SAFE Program.

According to the responds from SAFE M&E advisor, confirmed that SAFE M&E department supported beneficiaries and grantees in performing a number of M&E activities including, Planning, Implementation and monitoring among others

**4.4.3. PM&E in Participatory decision making and Service Delivery.**

Under PM&E in participatory decision making, the study sought responses on participatory decision making. Responses on questions under each of these areas were based on a 5 point scale. The table below shows descriptive values:

#### 4.4.3.1 Descriptive statistic of PM&E in Participatory Decision Making.

**Table 14: Responses on statements in Participatory Decision Making.**

<b>PARTICIPATORY DECISION MAKING</b>	<b>Category</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Certain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
There is a clear information flow about SAFE Programs	Frequency	49	35	05	04	00	93
	Percent	52.7	37.6	5.4	4.3	00	100
All stakeholders are consulted in development programs	Frequency	13	45	21	14	00	93
	Percent	14.0	48.4	22.6	15.1	00	100
There is collective problem solving	Frequency	12	49	19	13	00	93
	Percent	12.9	52.7	20.4	14.0	00	100
Stakeholders are involved in collective decision making	Frequency	10	42	24	16	01	93

	Percent	10.8	45.2	25.8	17.2	1.1	100
The opinions and views of stakeholders are taken up and used for decision making	Frequency	15	54	12	10	02	93
	Percent	16.1	58.1	12.9	10.8	2.2	100

**Source: Primary Data.**

The table above shows the results on statement of PM&E and decision making. Most respondents were positive that PM&E on decision making enhances service delivery. 90.3% of respondents however agreed that there is a clear information flow about SAFE Program compared to 4.3% who disagreed and 5.4% was uncertain. In relation to consultation of stakeholders during the implementation and collective problem solving, 62.4% agreed compared to 15.1% disagreed and 22.6% of the respondents were uncertain, 65.6% agree of participatory problem solving compared to 14% disagreed and 20.4% were not sure. *“An interview with DLB member and Access to Justice Advisor revealed that, beneficiaries are normally involved in problem solving of SAFE program, review of the implementation progress and providing recommendation among others”*( An interview with DLB member, on the 15, September 2015) .Similarly in relation to Stakeholders involvement in collective decision making, use of stakeholder’s views, it was noted that, 56% agreed compared to 18.3% who disagreed, 25.8 % not sure, 74.2% agreed compared to 13% who dis agreed and 12.9% not sure respectively

#### 4.4.3.2 Correlation between PM&E in Participatory decision making and Service Delivery

A Pearson product moment coefficient (PPMC) was computed to determine the relationship between PM&E in participatory decision making and Service delivery. The choice for the PPMC was because the data was continuous. The table below shows the value attained

#### Pearson Correlation between PM&E in Participatory decision making and Service Delivery

**Table 15: Pearson Correlation between Participatory decision Making and Service Delivery**

		Participation in Decision Making	Service Delivery
Participation in Decision Making	Pearson Correlation	1	.327**
	Sig. (2-tailed)		.001
	N	93	93
Service Delivery	Pearson Correlation	.327**	1
	Sig. (2-tailed)	.001	
	N	93	93

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

#### Source: Primary Data.

A positive and significance relationship was observed to exist between Participatory decision Making and Service Delivery ( $r=0.327$ ,  $p<.01$ ). This implies that any positive decision making taken in SAFE program Gulu District automatically will also affect Service Delivery Positively and any negatively decision making done with also affect Service Delivery in a Negative way.

This is because of the positive correlation between these two variables. And also since the significant value in the 2-tailed test is 0.01 and it's below 0.5, this means there is a strong statistical significant correlation between Participatory decision making and Service Delivery.

#### 4.4.3.3. Regression between PM&E in Participatory decision making and Service Delivery

A regression analysis was carried out to test the degree of relationship between the two variables. This was to test the significance of relationship between PM&E in Participatory decision making and Service Delivery. The choice for regression was because the data was continuous. The table below shows the values.

**Table 16: Regression between Participatory Decision Making and Service Delivery.**

#### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.094	1	13.094	10.928	.001 <sup>a</sup>
	Residual	109.035	91	1.198		
	Total	122.129	92			

a. Predictors: (Constant),

Participatory Decision Making.

b. Dependent Variable: Service Delivery.



From the above table, the significance table is 0.001. This value of 0.001 is less than 0.05, implying that there is a significant linear relationship between Participatory Decision Making and Service Delivery. Therefore, since the relationship has been ascertained to be significant, we reject the null hypothesis and substantiate that Participatory decision making by project Team doesn't influences Service Delivery in SAFE Program.

## **CHAPTER FIVE**

### **SUMMARY DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of findings, discussions on the Study and provides major conclusions and recommendations. It further point out the limitations to the study and concludes with areas of further research.

#### **5.2 Summary of findings.**

#### **PM&E in Participatory Planning and Service Delivery**

The quantitative findings show a correlation coefficient of 0.299. Results show a positive relationship between the Participatory Planning and Service Delivery. In addition, the significant value in the 2-tailed test is 0.04 and it's below 0.5, this means there is a strong statistical significant correlation between Participatory planning and Service Delivery.

A regression between PM&E and Planning revealed a value of 0.004. This value of 0.004 is less than 0.05, implying that there is a significant linear relationship between Participatory Planning and Service Delivery. Qualitative data attained through interviews revealed that, stakeholders were indeed engaged in; project design, setting project objectives and planning for the implementation.

### **PM&E in Participatory Implementation and Service Delivery**

The quantitative data shows a correlation coefficient of 0.358 between Participation in Implementation and Service Delivery. This suggests that, there was a strong positive correlation. A regression value of 0.000 between Participation in Implementation and Service Delivery suggest that, the relationship was statistically significant. From the interview with SAFE M&E advisor, COP and Civil society Specialist supported the department of undertaking measuring implementation, monitoring and planning during the implementation.

### **PM&E in Participatory decision making and Service Delivery.**

The quantitative findings show a correlation coefficient of 0.327 between PM&E in Participatory decision making and service delivery thereby suggesting that there is a positive and significance relationship between Participatory decision making and Service Delivery. Furthermore, a regression coefficient of value of 0.001 between PM&E in Participatory decision making and Service Delivery shows that, there was a statistical significance relationship. These findings was

found to be consistent with findings from interviews with COP, Peace and reconciliation advisor who pointed out that, beneficiaries were involved in providing views and participating in decision making during the implementation processes .

### **5.3. Discussion**

The discussions are grouped by objective as below.

#### **5.3.1. PM&E in Participatory Planning and Service Delivery**

It is important to note that, quality, accessibility and sustainability of services largely depends on participatory planning by different stakeholders. In this study, Stakeholders participation in Planning is investigated and the finding reveals that, participatory planning plays a big role in designing intervention, setting objectives and implementation planning. Project's that succeed normally puts in to consideration of stakeholders participation in planning (World Bank 1998). In line with the first specific objective, a Pearson correlation was computed and a value of 0.299 was found. This Results shows that there was a positive relationship between the Participatory Planning and Service Delivery. A regression was computed to ascertain if the relationship was significant and a significance value attained of 0.004 confirmed that the relationship was significant. A null hypothesis was tested and the conclusion was confirmed that, PM&E in Planning and Service Delivery does not enhance service delivery. In the Aspect of stakeholder's participation in planning during project intervention, it was established that, stakeholder's were involved in project design, setting objectives and planning. This involvement provides a very good platform for quality, accessibility and sustainability of services. These views were also supported by World Bank (1998), FAO (2000) that community normally plan for their felt needs which enhances effective service delivery.

Besides the above, in an interview with key respondents, they were asked ‘whether stakeholder’s are usually involved in planning for the intervention of SAFE program’ The opinion from the Key respondents were in support that, stakeholder’s participation in planning for an intervention is very important in enhancing service delivery. One particular DLB member interviewed stated that,

*‘We the District Land board members of Gulu District would have not welcome peace building and Access to Justice Project if SAFE had not involved us in setting objective and project design of the implementation’ (interview with the District Land board members of Gulu District, 15, September, 2015).*

Such remarks confirmed that community was involved in project design and setting objectives for the implementation. In the same way FAO (2000) confirmed that, empowering community to take part in M&E promotes access and quality and sustainability of services. In addition, participation of different stakeholder’s in M&E especially at the planning stage empowers the community to participate in the project implementation hence encouraging quality and sustainability of services. Participation by stakeholders in M&E has proved to be successful in fostering quality services accessibility and sustainability of SAFE projects. It was also noted that, this argument according to Brecht Tsourous (1990), stakeholders need to take in to account the heat and the need to participate in the implementation processes. The findings revealed that communities’ many times organized themselves to discuss challenges on ongoing and completed projects. Such initiatives were signs of self-reliance and a demonstration of the ability of the community members to undertake self-evaluations and propose corrective actions. Within SAFE this approach was evident and beneficial especially where projects were many and couldn’t be controlled by the project team solely. Self-evaluation is essential in enhancing sustainability and quality of services. Estrella and Gaventa (1998) concur with this deduction.

### **5.3.2. PM&E in Participatory Implementation and Service Delivery**

PM&E in the implementation can highly enhance effective service delivery of intended activities as highlighted by the findings. The study found that SAFE Grantees had received capacity support to engaged program beneficiaries in all aspects of the implementation including actively participating in the project implementation, measuring implementation progress and participating in team development. Through engaging Grantees and project beneficiaries in participating in the implementation, the study found out that the quality, accessibility and sustainability of project outputs were controlled and that these grantees provided support to peace committees, DLBs and peace monitors and other stakeholders who are involved in the project implementation. These findings are in line with Estrella and Gaventa (1998) who emphasized PM&E by stakeholders as being essential. In line with the second objective, A Pearson Correlation value of 0.358 enhances effective service delivery. A regression value of 0.000 confirmed that the relationship was significant. Engaging the entire stakeholder's in the implementation can yield more benefits such as reporting progress, data collection, tracking results and team development. This view is supported by (USAID-SAFE capacity building Manual 2009). An interview with SAFE M&E Officer revealed that, when Grantees and other stakeholder's are inclusively involved in M&E, their skills in implementation are enhanced, they are more productive, and they stick to the objectives and scope of the project. These were essential for effective service delivery. The findings are similar to Estrella and Gaventa (1998) and UNDP (2012) who concur that PM&E is significant for project management at implementation level. Project implementers can better make decisions to improve the project if they are routinely involved in measuring progress and implementing. The Grantees and beneficiaries can take immediate corrective actions if they can

themselves track progress of their work. It is reasonable that involving Grantees and beneficiaries is important in aligning implementation strategies UNDP (2012).

#### **5.3.4. PM&E in Participatory decision making and Service Delivery.**

The third objective of this study was to find out the relationship between participatory decision making by project teams and service delivery. The study found a significant relationship between PM&E decision making and Service Delivery. Collective decision making of M&E activities needs to be scaled up for SAFE program activities if SAFE program are to be implemented according to plan, quality, timeframe, accessibility, sustainability and budgets. Donors today require a considerable amount of involvement of local beneficiaries in planning, designing projects, monitoring and evaluations to ensure effective decision making and problem solving. Through joint decision making in Gulu district during quarterly learning meeting, SAFE, Grantees, Staff and other stakeholder's, gaps in implementation were identified and collective decision making and immediate corrective action was taken. The involvement of Grantees and other stakeholder's in project decision making was found to be essential in ensuring equal service delivery. The findings discovered that, Grantees, Peace committees and Members of the District Land Board(DLBS) in Gulu district had been quarterly conducting learning meeting to discuss SAFE implementation progress and different activates that enhance peace and reconciliation discussed and decision were arrived at. The approach by Grantees and beneficiaries to continue conducting learning meeting led to equitable allocation of resources to enhance peace and reconciliation in the district. During an interview with one of the DLB member he remarks that *“we want to be sure that, all the villages have at least one peace committee that help in mediating conflict”*. This practice by SAFE grantees needs to be scaled up and shared with other districts to ensure the most needed intervention is taken to the local community through a fair and

participatory resource allocation process and decision making. This view is supported by the World Bank (2012) that emphasizes beneficiaries as being a key stakeholder whose involvement is so crucial in enhancing service delivery. Similarly, Estrella and Gaventa (1998) agrees that beneficiary participation in M&E activities of a project is significant in building ownership and influencing policy making. A key informant interview with SAFE Civil society specialist revealed that grantees played a crucial role in controlling SAFE implementation to ensure services reach the intended beneficiaries. She added that by involving Gulu grantees in M&E, communities can accept the projects better and as evidenced by community participation, in villages where peace committees, grantees PM&E were inclusive, the communities made more contributions towards the success in enhancing peace and reconciliation. USAID (2000) opinions relate to the finding and mentions that, service delivery can only be holistic when there is an enabling policy environment and an empowered citizenry involvement. Under the SAFE program, findings revealed that community beneficiaries including their leaderships had been involved in planning or deciding project priorities as well as measuring progress. Throughout the SAFE implementation, major decisions in the program involved formation of peace clubs and peace committees.

## **5.4. Conclusion**

### **5.4.1. PM&E in Participatory Planning and Service Delivery**

The findings reveals a statistically significant relationship between PM&E and Service delivery. It further reasoned that Participatory Planning enhances service delivery of SAFE Program. The significant positive relationship between PM&E and service delivery was backed up by responses from interviews that in SAFE program, stakeholder's were involved in M&E activities that

enhanced planning for the implementation, project design and setting objectives. These attributes essentially led to quality accessibility and sustainability of SAFE implementation. The study proposes that more efforts need to be made to ensure stakeholder's Participation in M&E is promoted since PM&E is significant in enhancing effective service delivery. In addition the lesson learnt is that, services delivery is only effective when different stakeholder are engaged in the planning processes and selection of beneficiaries needs and priorities.

### **5.3.2. PM&E in Participatory Implementation and Service Delivery**

The findings on the second objective revealed that, there was a positive significant relationship between Participatory Implementation and Service Delivery. This provided evidenced that the involvement of stakeholder's in M&E activities such as needs assessments, measuring project progress project reviews, planning, and evaluations among others; led to effective implementation of SAFE activities in line with strategies, resources and scope. Also, project teams were able to improve on their skills and knowledge in M&E. As a result, respondents supported that quality was attained and activities were being implemented as intended. Therefore, Participatory Implementation is essential in quality accessibility and sustainability of the implementation of SAFE activities. However, the key lesson that should be taken is that, different stakeholders can either affect or can be affected by the program implementation, therefor one needs to critically involves stakeholders basing on their needs and category.

### **5.3.3 PM&E in Participatory decision making and Service Delivery**

The findings revealed a positive significant relationship between PM&E in Participatory decision making and Service Delivery. This implied that stakeholder's involvement in taking collective decisions, analysing, explaining issues and problems tracking project results, ensuring



sustainability of SAFE activities among others; led to improved service delivery with its associated benefits including; quality, accessibility and sustainability. From the findings, it is evident that stakeholder's involvement in decision making is an essential in ensuring effective service delivery of SAFE program. Overall, PM&E by stakeholders in decision making ought to be strengthened within SAFE so that communities are empowered to benefit from each other's support.

## **5.5. Recommendations**

The following recommendations as structured by objectives were made based on the findings and conclusions drawn from the study.

### **5.5.1. PM&E in Participatory Planning and Service Delivery**

It is important for SAFE to ensure that during project design, communities need to take a lead role in Project design, Setting objectives and selecting priority projects and participation of the stakeholder's should be holistic to include local leaders, Grantees and the lower local governments. Only those agreed by stakeholders should be funded and implemented.

It is absolutely important to strengthen community structures including Peace committees, Peace clubs, district Land board (DLB) by building their capacity such that in the event SAFE funding ceases, community beneficiaries can mobilize themselves to take actions to mediate conflict within their communities and maintain peace. In addition, this will enhance equal and effective service delivery within different communities.

Allowing communities to freely participate in the planning for the project implementation and suggest corrective solutions is essential in strengthening effective service delivery and ownership of SAFE project.

### **5.5.2. PM&E in Participatory Implementation and Service Delivery**

Organizations need to always encourage team development, and ensures a joint measuring of implementation progress. Team development would ensure effective service delivery within different communities, it has been noted that, this goes hand in hand with increase support to peace structures and Grantees including funding's and capacity buildings.

Although M&E being an area that requires technical expertise to undertake core activities, and to ensure effective participation of different stakeholder's in the implementation, SAFE Program needs to take an initiative to invest in training project teams in M&E basics so that there is an added human resource to participate in project implementation and monitor quality of project activities in the life of the project. In order to enhance the quality, accessibility and sustainability of services of SAFE intervention, there is need to continuously involve stakeholders in the implementation of different activities.

### **5.5.3. PM&E in Participatory decision making and Service Delivery.**

Stakeholder's involvement in decision making of M&E needs to be scaled up if SAFE projects are to be implemented according to plan, quality, timeframe and budgets. It was revealed in the study that some Peace committee and Peace clubs were abandoned especially in areas where SAFE grantees did not involve them in deciding on the implementation priorities. It is important for beneficiaries and other stakeholder's to be involved in making decision for M&E activities at all

phases of SAFE Projects to include baselines, work plan developments, budget planning, evaluations and stakeholder reviews (or feedback sessions). SAFE should embrace that aspect to enable them provide quality services within the target communities.

The study revealed several benefits of joint decision making together with stakeholder's including equal and quality service delivery sustainability of services among others. Such joint decision making need to be scaled up under SAFE and funded adequately to ensure all stakeholders are represented during project implementation. This will ensure that projects are implemented timely and gaps filled as and when they appear.

#### **5.6. Limitations of the study**

The study considered SAFE implementation in Gulu district and as such results are limited to only one district yet USAID-SFE implementation is active in 20 other districts. There could be possibilities that results may be different if all USAID-SAFE districts were to be considered. This study employed a case study design and therefore another research design may produce varying results. This study was limited to SAFE only. Therefore generalization to a bigger sphere of more organizations may be insufficient.

#### **5.7. Contributions of the study**

Community engagement during project cycle. The aspect of engaging community at project planning and implementation phase in the long run requires communities to be more vibrant in working on projects. Grantees and Peace committees were seen to take self-led initiatives to organize and hold routine meetings to discuss project performance as a result of the cohesion created by enabling them participate in all aspects of the SAFE project. This aspect of self-drive,

internal mobilization and action by communities themselves enhances an effective service delivery approach in projects.

The study contributes that, engaging project teams in routine M&E activities enables them to improve on their skills to implement and better track their efforts on the projects. It becomes an added benefit to a programmer if project teams also support in undertaking M&E activities especially when a programmer's geographical scope is large and the M&E staffing is low.

This study found out that for peace building activities like the one of SAFE, will require community initiative for its activities to be implemented as required, it becomes paramount to largely involve communities in the project design, monitoring and implementation to ensure that they understand the project and know how much they can support to implement and sustain project outputs.

### **5.8. Areas of further research**

Impending research can go deeper into a larger sphere to include many other organizations. This study only focused on SAFE implemented in Gulu district and was limited to the deliverables under this single program. Efforts to scale this kind of research to multiple organizations may produce new findings. Future research may look at how PM&E is relevant in improving Sustainability in a community project. Though this research found out that effective service delivery of a project is enhanced through PM&E by stakeholders the study did not sufficiently tackle the aspect of sustainability.

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**ANNEX 1 Document check-list.**

<b>Category</b>	<b>Tick</b>
Reports	
Minutes of meetings	
Evaluation findings	
M&E Manual	
Strategic Plans	
Training Manuals	

**Analysis Criteria**

1. Check for the relevancy of contents of document for this study
2. Verify authenticity
3. Check for issues on M&E and service delivery
4. Extract relevant Information

*Thanks you for your responses*

## ANNEX II. INTERVIEW GUIDE

KEY informants Category (Tick Applicable Category)

Tick	Category of Respondents	Department
	Member of DLB	
	SAFE Senior management	
	Grantee Staff	

### Questions:

1. What have been the major contributions of SAFE program in Gulu?
2. What has worked well in the SAFE program Implementation?
3. What has not worked well?
4. How would you describe Stakeholders participation (DLBs, Peace Committee and peace clubs, Grantees) in M&E Activities of SAFE program?
5. How has your department/Organization been involved in M&E activities for SAFE program?
6. How can participation in M&E be improved to enhance effective service delivery of SAFE Program?
7. How can service of SAFE program be improved?

***Thanks you for your responses.***

### ANNEX III QUESTIONNAIRE.

**Dear Respondent,**

I am a student of Uganda management Institute perusing Masters Degree in Management Studies (Project planning and management). I wish to use you as a respondent in this study. This study seeks to examine the role of participatory Monitoring and Evaluation in enhancing service delivery in Uganda, a case of SAFE program in Gulu District.

Your responses are significant in informing this study of the existing issues or prospects under the SAFE program. Please feel free to relay your views and other responses as you will be asked. Your identity will be kept in confidence and your views will purposely be used for this study.

*Yours Sincerely,*

**Kajaga Ronny**

#### Section A. Background Information

Name of the Respondent (Optional) \_\_\_\_\_

1. Sex                      Male ( )                                      Female ( )

A3 category of Respondents	Tick	Description of the Department
SAFE Employee		
Peace Club committee		
Member of District Land Board (DLB)		
Employee of SAFE Grantee		

**A4. Age group (tick appropriate group)**

<i>Below 20</i>	<i>21-30</i>	<i>31-40</i>	<i>41-50</i>	<i>50 and above</i>

**A5. Education Level (tick appropriate group)**

<i>None</i>	<i>Primary Level</i>	<i>Secondary</i>	<i>Diploma</i>	<i>Above Diploma</i>

**SECTION B: PM&E AND SERVICE DELIVERY.**

In the below sections, please tick the appropriate box corresponding to a particular question. The abbreviations to the right hand corner of the questionnaire mean; **(SD)** - Strongly Disagree, **(D)**-Disagree, **(N)**-Not certain, **(A)**-Agree and **(SA)**-Strongly Agree.

<b>1</b>	<b>B1.: Stakeholder participation in planning</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
	Beneficiary's involvement in project design enhances effective service delivery	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>2</b>	Stakeholders are usually involved in planning for group programs	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>3</b>	Beneficiary participates in setting priorities and targets	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>4</b>	Beneficiaries are always key in every stage of planning	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>5</b>	Beneficiary is involved in setting indicators of progress	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>6</b>	Beneficiary is involved in needs or problem identification	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>7</b>	There is regular communication with all stakeholders about the programs	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

8	There is involvement in setting objectives	5	4	3	2	1
9	SAFE team/staffs take part in proposing solutions to challenges experienced in infrastructure activities.					
	<b>B2 : Stakeholder participation in decision making</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
10	There is clear information flow about SAFE programs	5	4	3	2	1
11	All stakeholders are consulted in development programs	5	4	3	2	1
12	There is collective problem solving	5	4	3	2	1
13	Stakeholders are involved in collective decision making	5	4	3	2	1
14	The opinions and views of stakeholders are taken up and used for decision making	5	4	3	2	1
15	Stakeholders are involved in sensitizing the community on the needs of the community.	5	4	3	2	1
	<b>C: Stakeholder participation in implementation</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
16	SAFE consults stakeholders at a planning stage	5	4	3	2	1
17	There is involvement of all beneficiaries in implementation of SAFE program	5	4	3	2	1
18	Beneficiaries take a lead in determining the direction of implementation	5	4	3	2	1
19	Stakeholders take part in monitoring the progress and activities completed	5	4	3	2	1
20	Regular support is given to Grantees and beneficiaries while implementing these program	5	4	3	2	1

21	Feedback is usually given on the performance of implemented program	5	4	3	2	1
<b>Service delivery (Quality)</b>		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
22	Services are easily accessible	5	4	3	2	1
23	There is quick responds and efficiently to needs/requests	5	4	3	2	1
24	Set objectives are usually achieved in the given time	5	4	3	2	1
25	Implemented activities are completed in the set timeframe	5	4	3	2	1
26	Resources are usually available to carry out various activities in efficient manner	5	4	3	2	1
<b>Service delivery (Accessibility)</b>		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
27	it takes shorter time get peace and reconciliation services	5	4	3	2	1
28	It is easy to access peace and reconciliation services	5	4	3	2	1
30	It is cost effective to access peace and reconciliation service	5	4	3	2	1
<b>Sustainability of Service delivery</b>		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
31	Women participate more in decision making in the mediation process.	5	4	3	2	1
32	Peace committees willingly come for meetings	5	4	3	2	1
33	Peace committees engage different actors to demand for a fair access to justice, peace and reconciliation etc.	5	4	3	2	1
34	Peace committees engage different actors to demand for peace and reconciliation etc.	5	4	3	2	1
35	Committees skills are built to ensure effective peaceful mediation of conflicts within the community	5	4	3	2	1

#### IV BUDGET

<b>DESCRIPTION OF ITEM</b>	<b>AMOUNT( LUMP SUM) UGX</b>
Printing and Binding.	400000
Transport (to UMI and to the field)	450000
Research Assistants (03)	300000
Data Entrant (1)	150000
Communication	250000
Accommodation	1500000
Tuition Fees	6000000
Reviewing	300,000
<b>Total Amount</b>	<b>1,250,000</b>