

INFLUENCE OF PARTICIPATORY MONITORING AND EVALUATION ON THE SUSTAINABILITY OF COMMUNITY BASED PROJECTS IN KENYA: A CASE OF SAMBURU-VIGURUNGANI WATER PROJECT, KWALE COUNTY

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Abstract: The sustainability of projects is a never ending preoccupation for all organisations given that it is the life-blood of the same projects. This is particularly so for projects undertaken for the benefit of rural communities. In order to ensure the sustainability of the projects, it is imperative that such communities need to take active participation in the projects. On the other hand the organisations running the projects need to conduct effective monitoring and evaluation so as to determine the impact of their initiatives. This study sought to investigate the influence of participatory monitoring and evaluation on the sustainability of community based projects in Kenya. The Samburu Vigurungani Water Project (SVWP) is located in Kwale District specifically Samburu, Makamini and Puma locations. The specific objectives of the study included: to determine the influence of participatory appraisal on the sustainability of community based projects in Kenya; to establish the influence of participatory planning and project design on the sustainability of community based projects in Kenya; to find out the influence of participatory baseline data collection on the sustainability of community based projects in Kenya; and to ascertain the influence of feedback and participatory decision-making on the sustainability of community based projects in Kenya.. The study was limited to the Samburu-Vigurungani Water Project. The target population was 300 members of the community from the three locations (Samburu, Makamini and Puma) and 9 staff of the implementing organization. This study applied a descriptive research design because it attempted to describe the attributes of individuals and groups at the Samburu-Vigurungani Water Project as clearly as possible focusing on what was to be measured, the measurement methods, and defining the target population. This study coded the data in a form that was more easily understood by applying a Likert Scale. It then used SPSS (version 20) to conduct regression analysis, descriptive data analysis using measures of central tendency such as standard deviation and mean. The presentation of the results was then done using a combination of graphs and tables. The results from the descriptive statistics indicated that the majority of respondents felt that their organisations had effectively applied the various aspects of participatory monitoring and evaluation. Nonetheless, the most influential aspects of PM&E for community based projects were Participatory Planning, followed by Participatory Baseline Data Collection, Feedback and Participatory Decision Making and Participatory Appraisal, respectively. Additionally, the respondents agreed that the sustainability of community based projects had been conducted appropriately. According to the Pearson Correlation Coefficients, all the independent variables have influenced the dependent variable positively. The multiple regression analysis demonstrated that the results explained 71.9% of the variation in the Sustainability of Community Based Projects whenever there was a one percent change in the four independent variables. Further, according to the ANOVA statistics, there is a significant relationship between

all the independent variables and the dependent variable; while the p-value implied that there is a statistically significant relationship between all the independent variables and Sustainability of Community Based Projects which demonstrated the goodness of fit of the model. The study recommended that community based organisations should focus their efforts on the incorporation of budgets in the appraisal plans by involving representatives of the intended beneficiary communities in the initial budgetary discussions so as to better understand the priority items that need to be included in the budget. Additionally, the organisations should improve their involvement of community members in the data collection exercise as a form of triangulation so as to enhance the credibility of the findings.

Keywords: The author gives 4 – 10 keywords which are related to the major part of their research work.

1. INTRODUCTION

1.1 Background of the study

The sustainability of projects is a never ending preoccupation for all organisations given that it is the life-blood of the same projects. This is particularly so for projects undertaken for the benefit of rural communities. In order to ensure the sustainability of the projects it is imperative that such communities need to take active participation in the projects. On the other hand, the organisations running the projects need to conduct effective monitoring and evaluation so as to determine the impact of their initiatives. This study seeks to investigate the influence of participatory monitoring and evaluation on the sustainability of community based projects in Kenya. Organisations exist to outcompete one another through the acquisition of the largest market share possible. This also applies for project management, since the primary target of competition is access to funding which is dependent on the efficacy of their projects.

One of the increasingly significant ways in which project managers try to achieve competitive advantage is monitoring and evaluation (M&E). Monitoring refers to the continuing process through which stakeholders obtain regular feedback on the progress being made towards the achievement of their goals and objectives (United Nations Development Programme (UNDP), 2009). Evaluation is defined as a thorough and independent assessment of either completed or continuing activities to establish the extent to which they are achieving the stated objectives and contributing to decision making (UNDP, 2009). According to Shah, Mahlalela, Kambou and Adams (2006), participatory M&E refers to a process that builds on the involvement of the community at every stage of the project process and includes a number of stages: participatory appraisal; participatory planning and project design; participatory development of baseline indicators, participatory baseline data collection; participatory M&E plan design; participatory implementation; participatory monitoring and review; participatory evaluation; and feedback and participatory decision making.

Aga, Noorderhaven and Vallejo (2017) posit that project management theorists and practitioners all over the world have prioritised the attainment of project sustainability since many development projects at the grassroots level owing to a lack of participation in decision making by targeted beneficiaries are unable to attain sustainability. Thus, they advocate for the implementation of community participation in project decision making especially at the planning stage, in non-technical decisions. Koehn and Uitto (2014) establish a connection between monitoring and evaluation and project sustainability by explaining that regular monitoring of managerial aspects of the partnership arrangement is imperative for making sure that participants are utilising important data pertaining to contextual sustainability program indicators; and it also provides a mechanism for the early indication of chances that the expected results will be attained and any necessary changes in activities and approaches introduced accordingly. The following sections will explore different perspectives of participatory monitoring and evaluation

1.2. Statement of the Problem

Project monitoring and evaluation (M&E) is a difficult enough endeavour for organisations in the world given the increasing complexity of many projects as well as the lack of adequate resources. Monitoring should be carried out on an ongoing basis to ensure that the aims and objectives of the project are being met and to readjust programming based on lessons learned to date (UNDP, 2009). Internal evaluations are important not only to measure effectiveness, efficiency and project progress but also to help develop project ownership on the part of both project staff and the beneficiary groups. External evaluation, whilst costly, and most of the time therefore prohibitive to small community ventures, nonetheless offers a degree of independent scrutiny which may, on occasion, be appropriate (International Federation of the Red Cross (IFRC), 2011).

According to the National Council of Community-Based Organisations (NACCBO) (2016), there are 52,350 registered CBOs in Kenya aimed at mainly fighting poverty at grassroots level. Namusonge (2013) argues that this large number means that there is a lot of competition for funds from an increasingly dwindling funding pool which creates funding deficiencies which incapacitate these organisations in meeting their mandates. Additionally, the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2009) affirmed that community initiatives are not easy to evaluate since there is no straightforward, conclusive technique that can be taken and adapted for use on each project site. Project staff need to be innovative, to apply common sense and use their knowledge of the supporting population, the environment, the political and cultural context, to ensure that the right questions are asked in the right way. Community initiatives tend to be made up of complex multiple interventions, taking place at many different levels, often designed to bring about different outcomes. There is typically a mix of strategies, aimed at both individual and community level. The initiatives employed range from trying to change individual behaviour through education and empowerment, to broader-based projects focused on equity, social justice and inter-sectoral interventions.

Participatory monitoring and evaluation (PM&E) techniques seek to improve the success of community based projects by facilitating greater ownership by community members over the project and the integrity of the process of initiation, implementation and evaluation. (Shah et al., 2006). Singh, Danell, Edenius and Ericsson (2014) explain that they do this through the application of four broad principles: participation - defined as "opening up" the design process to include those most directly affected; negotiation - agreement of what will be monitored and evaluated, methods of data collection, interpreting the data, sharing and disseminating findings and taking action; learning - agreeing how lessons learned will be used and taken forward in order to make improvements in the future; and flexibility - community projects are constantly influenced by a range of factors beyond the control of those involved and as such all those working on the project must be aware of the need to remain flexible and adapt to change.

However, a number of issues exist in the implementation of PM&E. Firstly, participatory methods do not exist to the exclusion of other methods. Indeed, the best results may often be achieved by employing a number of different evaluation methods and techniques (Acevedo, Rivera, Lima & Hwang, 2010). Secondly, not all stakeholders/beneficiaries will necessarily want to engage in the PM&E process since getting involved requires time and energy that not everyone is either prepared or able to give (Mthethwa and Jili, 2016). Thirdly, time and money are a major constraint to community project managers since PM&E takes much time because it needs people to participate in all stages; planning, implementation and monitoring and evaluation. Fourthly, community skills in learning are very low, therefore, much time and resources are needed to ensure effective participation in M&E. Lastly, the complexity of data analysis of collected information is a challenge. Thus, this study proposes to tackle these challenges by suggesting possible remedies in order to provide a platform for the successful implementation of PM&E in community based projects.

This study added to the works of Muriungi (2015) who investigated the role, factors and tools pertaining to the adoption of PM&E in government corporations in Kenya; Nduta (2016) who focussed on the implementation of PM&E in constituency development projects in Kenya; Mutua (2014) who investigated the influence of community participation on the sustainability of community-based projects; and Ngatia (2016) who investigated the institutional determinants of PM&E in the implementation of community-based projects. The independent variables provided a unique look at the impact of process-oriented determinants of PM&E on the sustainability of community based projects which offered new perspectives.

1.3. Objectives of Study

1.3.1. General Objective

The general objective of this study is to determine the influence of participatory monitoring and evaluation on the sustainability of community based projects in Kenya.

1.3.2. Specific Objectives

The specific objectives for this study are outlined below.

1. To determine the influence of participatory appraisal on the sustainability of community based projects in Kenya.
2. To establish the influence of participatory planning and project design on the sustainability of community based projects in Kenya.

3. To find out the influence of participatory baseline data collection on the sustainability of community based projects in Kenya.
4. To ascertain the influence of feedback and participatory decision-making on the sustainability of community based projects in Kenya.

1.4. Research Questions

1. What is the influence of participatory appraisal on the sustainability of community based projects in Kenya?
2. How influential is participatory planning and project design on the sustainability of community based projects in Kenya?
3. What is the impact of participatory baseline data collection on the sustainability of community based projects in Kenya?
4. What effect does feedback and participatory decision-making have on the sustainability of community based projects in Kenya?

1.5. Scope of the Study

The study was limited to the Samburu-Vigurungani Water Project. It focused on about 300 members of the community from the three locations (Samburu, Makamini and Puma) and 9 staff of the implementing organization, that's is 2 engineers, 1 project manager, 4 skilled hands men, 1 driver and 1 technical supervisor working on the project. These are the individuals that have had direct or indirect interaction with the implementation of PM&E initiatives in the community project. It explored linkages between the independent variables namely: participatory appraisal; participatory planning and project design; participatory baseline data collection; feedback and participatory decision-making, and the dependent variable of the sustainability of community-based projects

2. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1. Institutional Theory of Sustainability

This theory supposes that groups and organisations can alter their positions and legitimacy by conforming to laid down rules and norms of an institutional environment so as to increase the sustainability of their management practices (Glover, Champion, Daniels & Dainty, 2014). Gauthier (2013) notes that there are two schools of thought in the explanation of the institutional theory, the determinant school which argues that there is uniformity in the response of organisations towards the pressures exerted by institutions while the interactive school argues that there is great variation in the responses to those pressures.

Accordingly, determinant arguments lead to the development of two hypotheses: that the adoption of sustainable practices will be more likely among organisations based in more environmentally proactive states; and the adoption of sustainable practices will be less likely among organisations operating in industries characterised by greater stability (Gauthier, 2013). The interactive arguments, on their part, lead to the development of two other hypotheses: that larger organisations are more likely to adopt sustainable practices than smaller ones; and that organisations that perceive greater power in constituents who promote sustainable practices than in those who resist, are more likely to adopt sustainable practices.

This theory is consistent with the independent variable one (Participatory Appraisal) since its basic premise of rules and norms of an institutional environment are the essential ingredients for the empowerment of community members which is the hallmark of participatory appraisal. It is also linked to the independent variable two (participatory planning and project design) since the process through which individuals and groups use tools to participate in planning and decision making is consistent with the requirement of the theory that individuals and groups draw legitimacy of their actions from laid down rules and procedures. Further, the theory tallies with independent variable three (Participatory Baseline Data Collection) and four (Feedback and Participatory Decision Making) since the rules for conducting participatory baseline data collection and feedback and participatory decision making are established by laid down rules and norms of an institution. Finally, the theory is definitely linked to the dependent variable (project sustainability) since its main output is the adoption of sustainable practices.

2.1.2. Complexity Theory of Sustainability

The proponents of the complexity theory of sustainability define it as the theory of the multi-agent system such that agency is attributed to all systems, sub-systems and sub-system components, and not just actors within the system (Peter and Swilling, 2014). Thus, the theory supposes that a complex systemic perspective is better suited towards understanding how and why emergence occurs in integrated human-environment systems which is especially key to the framing and analysis of issues of sustainability. Indeed, complexity theorists suggest that coupled human-environment systems are complex adaptive systems akin to societies in which individuals driven their own survival requirements and constantly engaged in pursuits that indirectly lead to greater sustainability of the society (Fawehinmi, 2015). Espinosa and Porter (2011) expand this view to describe a Complexity Adaptive System (CAS) perspective which depicts sustainability in three moments as illustrated in figure 2.1 below: the outer rings which suggest that human beings are nested within larger, encompassing biospheric systems; the intra-system of the inner ring of the model which deals with issues that influence the organisation's ability to meet current needs without sacrificing the ability of future generations to meet their own needs; and the inseparable macro and micro levels of sustainability.

This theory relates to the independent variable one (Participatory Appraisal) given that participatory appraisal is a collection of approaches and as such an integrated process which is also the main premise of the theory. It is also consistent with independent variable two (participatory planning and project design) since participatory planning and project design involves overlapping phases which would definitely require an integrated approach which is a basic tenet of the theory. It is also linked to independent variable four (feedback and participatory decision making) since feedback from community members comes from different individuals and has to undergo a process of analysis and integration in order for a decision to be made. The theory also relates to the dependent variable (project sustainability) since it explores the attainment of sustainability at both the micro and macro levels.

2.1.3. Resource Dependency Theory of Sustainability

According to Fadare (2013), the resource dependency theory supposes that organisations rely on resources derived from the environment, and the holders of these resources exert power and control over organisations that are need of the resources which necessitates the need for organisations to depend on each other for survival. Thus, resource dependency leads to organisational strategies among private firms, non-profits, and local governments to establish linkages between municipal economic development, environment preservation, and social inclusionary policy choices that are the hallmark of sustainability (Deslatte and Stokan, 2017).

Yilmaz (2014) builds on this by asserting that the ownership of valuable and rare resources establishes a foundation for sustainable competitive advantages for organisations since these resources enable the formulation and implementation of strategies that improve their effectiveness and efficiency. This theory is linked to the independent variable one (participatory appraisal), two (participatory planning and project design), three (participatory baseline data collection) and four (feedback and participatory decision making) since the process of participation ensures that external resources from community members such as expertise and materials are shared with the organisation thereby becoming a source of sustainability. The theory ultimately links directly to the dependent variable (project sustainability) since it is focussed on the attainment of sustainable competitive advantages for organisations.

2.1.4. Stakeholder Theory of Sustainability

The stakeholder theory of sustainability supposes that organisations exist to create value for stakeholders through the optimization of the societal and ecological environments and the interdependencies between the organisation and its societal and natural environment so as to make important contributions towards sustainability (Hörisch, Freeman & Schaltegger, 2014). Stakeholder theory transcends the conventional purely financial interpretation of economic value creation to extend to defining success as sustainability-oriented value creation for multiple stakeholders as epitomized by a positive link between business success and corporate environmental and/or social sustainability (Schaltegger, Hörisch & Freeman, 2017).

The theory proposes that organizational sustainability will be achieved if the organisation is able to endlessly satisfy or exceed the demands of its customers as well as meeting the demands of other stakeholders (Garvare and Johansson, 2010). This theory relates to independent variable one (participatory appraisal), two (participatory planning and project design), three (participatory baseline data collection) and four (feedback and participatory decision making) since the

entire process of participation involves community members as stakeholders which is foundation of the theory in the first place. Finally, it is linked to the dependent variable (project sustainability) since its goal is to enhance sustainability through enhanced stakeholder involvement.

2.1.5. The Theory of Sustainable Development

This theory holds the view that following the renowned Brundtland Report of 1987, the leaders of the world agreed on the need for change by reviewing the relationship between the environment and development, as such, a new approach which focuses on three critical aspects to development were established: economic – maximizing income while maintaining a constant or increasing stock of capital; ecological – maintaining the resilience and robustness of the biological and physical systems; and social-cultural – maintaining the stability of social and cultural systems (Paul, 2008). The concept of sustainable development sought to address inequalities brought about by the exploitative impact of development which was only focused on economic proceeds without considering the ecological perspective including problems such as pollution, inadequate living space, depletion of natural resources, poverty and illness (Klarin, 2018).

According to Borim-de-Souza, Balbinot, Travis, Munck and Takahashi (2015), sustainable development theory advocates for the promotion of human development through inclusiveness – where human development happens over time and in specific areas; connectivity – emphasizes the interdependence of ecological, social and economic dimensions as a necessity for human development; equity – the dependence of human development on generational, intergenerational and interspecies justice; prudence – precautions and safety measures pertaining to technological innovation, scientific development, and political decisions influence human development; and security – human development is contingent upon protection against threats and danger.

This theory is consistent with independent variable one (participatory appraisal) in as far as both require the existence of learning to flourish given that sustainable development required an adaptation by individuals and businesses to an increasingly depleted environment. Additionally, for the same reason, it tallies with independent variable two (participatory planning and project design). Further, given that the development of the theory focused on an accumulation of facts over an extensive period of time, it is in agreement with independent variable three (participatory baseline data collection). This agreement follows naturally to independent variable four (feedback and participatory decision making) since after collecting information a process of analysis, feedback and decision making follows, thus demonstrating the connection between the theory and this variable. Lastly, given the conceptual identity of the theory, it is definitely consistent with the dependent variable (project sustainability).

2.2 Conceptual Framework

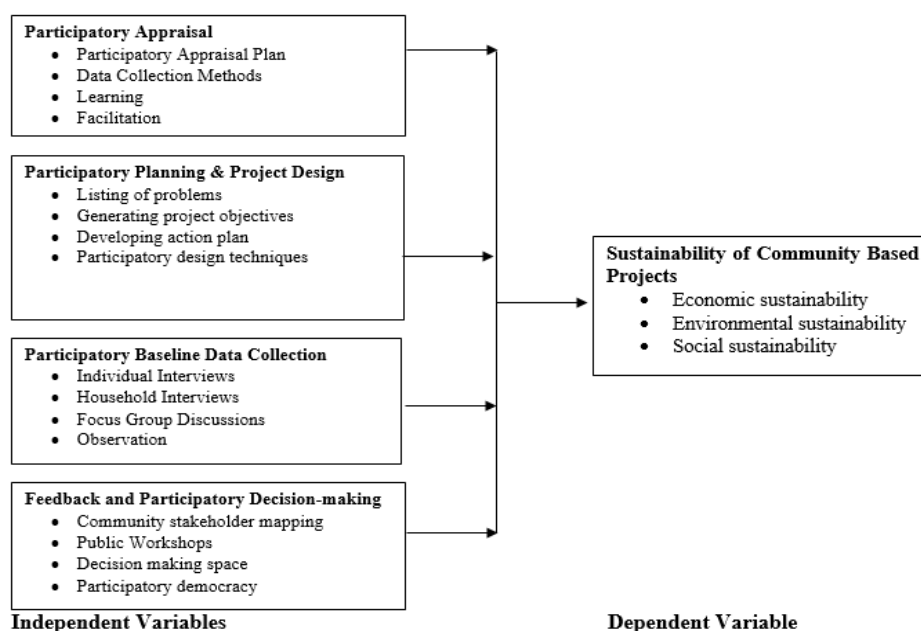


Figure 1

2.3. Empirical Review

According to Jasti and Kodali (2014), empirical research refers to the systematic process of deriving and analysing data from direct and indirect observation. Long (2014) refers to it as a systematic attempt to collect information about an identified problem or question, followed by an analysis of that information, and the application of the evidence to confirm or refute predetermined hypotheses about the problem or question under study. This section will examine the various empirical studies carried out on the study variables including each of the four independent variables and the dependent variable.

2.3.1. Participatory Appraisal

The participatory appraisal plan must factor into consideration the budget since the community may propose multiple solutions that require resources so as not to have unrealistic expectations; they must also involve the donor at each participatory stage so as to convey critical information about the progress of planning process; and the community members should be given an opportunity to air their views about the participatory plan in order for them to take full ownership of the plan (Onyango & Worthen, 2010). Participatory appraisal in community-based projects entails planning and implementation of priority actions as well as planning for more complex activities in the longer term so as to come up with a detailed project work plan that is elaborated and finalised as a consequence of the appraisal process (Alam & Ihsan, 2012). Ideally, this should be a continuous process of negotiation and decision making that takes place at all levels and with all relevant stakeholders. Typically, key development agencies and organisations are involved in verifying the initial research from the community sessions, and on the basis of the findings, the community may also be involved in any further action planning provided they are empowered accordingly throughout the PA process (NESEP, 2014).

Data collection in participatory appraisal is usually carried out by local people who are conversant with the issues at hand, with outsiders merely facilitating instead of controlling, and it requires transparent procedures which include semi-structured interviews, focus group discussions, preference ranking, mapping and modelling, and seasonal and historic diagramming (World Bank, 2011). These techniques would need to be combined in different ways depending on the topic under investigation but are usually guided by some critical principles: mapping and modelling usually start since they involve many people, engender much discussion and provide the team with an overview of the area; they may then lead to transect walks then wealth ranking may done later in the participatory appraisal process once some rapport has been established. The data collection process involves five main phases including: preparation of the community consultation meeting so as to determine whether the village is suitable for the study objectives and the community are in agreement that the project will be useful to their own interests and needs; livelihoods and land use – this is the start of the data collection process when a general understanding of the socio-economic and bio-physical characteristics of the study site particularly the relationship between local livelihoods and land use; food security – activities that facilitate an understanding of the various food security issues; ecosystem services – focus on how nature contributes towards the productive and daily activities; and feedback meeting with the community (Schreckenber, Torres-Vitolas, Willcock, Shackleton, Harvey & Kafumbata, 2016).

According to Onyango and Worthen (2010), during participatory appraisal, participants are provided with a platform to engage with one another in processes whereby they are recognized as experts in their own lives and encouraged to identify the most pressing challenges, learn from each other and make self-reflective inquiries. This process acknowledges that there is no right answer to these inquiries since the most interesting learning occurs when there is a lack of consensus about a situation and, therefore, the disagreement presents the best opportunity for learning by sharing different perspectives and experiences. Alam and Ihsan (2012) posit that participatory appraisal ensures that facilitators learn from and with community members to investigate and evaluate constraints and opportunities so as to provide a basis for making informed decisions relating to development projects. Thus, the learning process is characterised by researchers collecting information quickly and systematically for general analysis of a given topic, problem, needs assessment, feasibility study, then identifying and prioritizing projects, and eventually project evaluation.

Another crucial component of participatory appraisal is facilitation which occurs when participants bring their expertise and knowledge to group activities so as to drive the process of learning and understanding of the group's local environmental conditions through co-creation and visualised communication such as the use of postcards to demonstrate different scenarios so as to engender discussion amongst community participants (Akama & Ivanka, 2010). The process of facilitating starts with community meetings where community members conduct assessments of their needs and

resources; then the facilitator helps the community members to reach a consensus on how best to improve their welfare and livelihoods or to achieve an important goal in their community; then the process winds off with the creation and implementation of an action plan which focuses on the highest priority needs (Higgins & Tonnes, 2010).

2.3.2. Participatory Planning and Project Design

The participatory planning and project design process starts when the participatory appraisal process has been completed and includes a detailed analysis of the study topic which indicates the key concerns of the community members at the local level with regards to the topic; it also brings out gaps in information and knowledge; then facilitators ask community members to generate suggestions for addressing the list of problems and concerns which then forms a foundation for developing an action plan (Shah *et al.*, 2006). Additionally, political issues need to be factored into consideration by the facilitators so that the planning workshops are not rejected by the local leadership if they are perceived as a threat to their administration; and the overall discussion of the issues or concerns can be greatly enhanced by visual aids such as seasonal calendars since they help participants to formulate solutions with a picture in front of them (Higgins & Tonnes, 2010). In fact participatory planning ensures that difficult-to-reach population groups are part of the community participation so that they are able to have a strong voice on the issues that concern them in a more organised and systematic manner (Management Sciences for Health, 2012).

Shah *et al.* (2006) explain that the list of problems and concerns usually captures the results from participatory appraisals conducted with different communities and incorporates these in the problems and concerns, and is the genesis of discussions on how to prioritise the most important issues which will establish the objectives of the project. Sensitive facilitation may be called upon to resolve differing views regarding objectives from different groups attending the meetings, however, the ideal practice would be to let the groups decide amongst themselves in an open manner then make an informed decision. Onyango and Worthen (2010) found that during the participatory planning process, facilitators asked participants how they felt about the issues that they had raised and the responses became the objectives that the groups would need to achieve during the program, they then transformed into participatory outcome indicators that could be used to gauge how successful the attainment of program objectives was.

Action plans are usually developed during the final community-based planning meetings, and they are focused on the top priorities. The community takes full ownership of the action plans by virtue of their broad participation in open and community-wide meetings; the community members start by conducting a detailed analysis of the problem followed by a list of potential activities and solutions; then feasibility analyses will be conducted on the top priorities so as to determine how complex, costly, how long it will take, and whether outside assistance will be required. Finally, the implementation of the action plan will involve the team leaders emerging and resources within the community are identified while additional resources may be sourced from outside, then partnering with local government, local NGOs or international partners to implement the action plan (Higgins & Tonnes, 2010). Community-based participatory planning can be applied to resilience building initiatives that strengthen the design, planning and implementation of longer-term, resilience building programmes that are developed in partnership and linked to national and local priorities that place people and partners at the centre of planning, using converging analyses, consultations and consensus building on actions required at the national, local and sub-national level (World Food Programme (WFP), 2014).

The World Bank (2011) affirms that there are four principle types of participatory tools and techniques, namely: workshop based methods – these are action planning workshops which bring stakeholders together to design development projects so as to start and sustain stakeholder collaboration and foster a learning-by-doing atmosphere; community-based methods – involves task managers working with trained facilitators to utilise the local knowledge of community members, who are the local experts, to start collaborative decision making; methods for stakeholder consultation – these include Beneficiary Assessment (BA) and Systematic Client Consultation (SCC) which relate to listening and consulting among a range of stakeholder groups; and methods for social analysis – these techniques place social factors and social impacts at the centre of all development planning and action. Shah *et al.* (2006) conducted a study on various participatory tools and techniques and found that focus group discussions offer an opportunity for the group utilise various visual methods to discuss and analyse a given topic; while key informant interviews seek out individuals who are knowledgeable about social and community issues including the chief, village leaders, teachers, health workers, police officers and community group representatives; and social maps are prepared during the initial phases of the appraisal process and help to build rapport with the community.

2.3.3. Participatory Baseline Data Collection

The collection of participatory baseline data typically involves the use of open or semi-structured interviews by community investigators in person or by telephone to get initial information on project participants, to enable stakeholders to monitor and track changes, and to provide a mechanism for making comparisons in future (Khodyakov, Stockdale, Jones, Mango, Jones & Lizaola, 2013). The number of interviews will depend on whether or not the scope of the baselines will be scaled up or down and on the nature and availability of data as well as the budget available while stakeholders perceived to be critical to the success of the project will be selected for interview as part of the key informant interviews.

According to Nel, Rich, Morojele, Burnhams, Williams and Parry (2017), household interviews for participatory data collection seek information such as the number of households entered, number of people approached, number eligible, number of acceptances, number of appointments made, number of refusals, as well as the total number of interviews conducted. However, household interviews pose a number of challenges including the unwillingness of some individuals to allow the interviewers to access their premises, the unwillingness of a number of wives to participate without the consent of their husbands, just to name a couple. Back, Tseng, Li, Wang, Phan and Yeter (2015) posit that the process of household interviewing is typically slow to pick up with the initial interviews taking longer and more households refusing to participate due to perceived deficiencies, however, as it continues, the interviewers improve their technique and become more confident which also encourages the households to participate and leads to improved effectiveness. Further, the involvement of community members in the household survey contributed to enhancing the skills of the participants such that interviewers who were previously unemployed were able to successfully apply for jobs after the completion of the interviewing process as well as added competencies in resume writing and new references.

The design of focus group discussions for participatory baseline data collection purposes starts off with the definition of the objectives and learning questions which is informed by the information needs identified by the users of the information; then the investigators need to decide who they need to collect the information from so as to get the best insights into the topics under investigation; they must then decide on how many focus group discussions to hold by balancing the considerations of data validity and practical feasibility, on the one hand, and the amount of effort needed for data collection analysis; and finally the sampling technique to choose between non-random and purposive sampling (Dzino-Silajdzic, 2018). The focus group discussion aims to utilize the participants' feelings, perceptions and opinions by tapping into the researcher's range of skills including facilitating, moderating, listening, observing, and analysis to explore a topic further by providing a broader understanding of the reasons for a target behavior in a given manner and causes of beliefs and attitudes (Kabir, 2016).

Khodyakov *et al.* (2013) describe participant observation as the use of sensory systems including eyes and ears to record behavior and require the investigator to make judgements about how behavior happens, its frequency, duration, or potential. It is normally collected initially as a means for gathering foundational data to provide a standard for comparing future results from participant observations. However, the use of observation as a data collection tool is limited by the fact that since it is subjective, one person's perspective will differ from the next. Nonetheless, Hogan, Bengoechea, Salsberg, Jacobs, King and Macaulay (2014) explains that provided the investigator is sufficiently skilled and experienced in making appropriate deductions, the use of participant observation enables the collection of detailed information collected in field notes that describe how the committee was put together, the identity of the stakeholders who were involved, and how the meetings proceeded.

2.3.4. Feedback and Participatory Decision Making

Community stakeholder mapping in PM&E requires prioritization of stakeholders as a strategy so as to know who to engage with and why by examining the stakeholder issues to determine whether they are material to the engagement objectives or not, and determining which strategies are appropriate for addressing community behaviours and inputs needed for the implementation of different strategies (Kananura *et al.*, 2017). A useful tool for enabling the stakeholder mapping process is the stakeholder matrix which maps stakeholders in terms of importance/influence, impact/priority, power/interest, readiness/power, supportive/obstructive, or constructive/destructive; stakeholder may also be mapped by a participation planning matrix which maps project activities against different engagement approaches on a larger matrix then including or excluding particular stakeholder from each box (Boon, Bawole & Ahenkan, 2013).

According to Izurieta, Sithole, Stacey, Hunter-Xenie, Campbell, Donohoe, Brown and Wilson (2011), the most effective public workshops in PM&E are those carried out in more informal open-air surroundings since they tend to involve

greater numbers of people from all partner groups, however, the level of attendance is dependent upon transport and livelihoods facilitation by the coordinators for those members of the public who are not able to afford. Such workshops serve to raise the rapport between the coordinators and the community members since they are viewed as an effort by the organisation to be transparent and accountable. In a separate study, Dionnet, Daniell, Imache, Korff, Bouarfa, Garin, Jamin, Rollin and Rougier (2013) found that public workshops were the facilitators encourage the participants to role play the stakeholders' challenges and field site problems prepared them for the real world in the future since the simulations were based on previous research and practical experience inspired by simulation and gaming techniques as well as facilitation guides. In order for the workshops to be done better in future sessions, it would also be prudent for the facilitators to conduct post mortem sessions to determine specific facilitation issues as well as other basic concerns pertaining to the context of the project and the process with which the workshop was integrated.

PM&E calls for effective facilitation which entails researchers minimizing biases by enabling equal space for participation and contribution by all partners and ensuring the inclusion of all desired outcomes which gives all concerned greater power in decision making processes and confidence to communicate with other partners (Izurieta *et al.*, 2011). One of the more effective participatory governance frameworks was recommended by the Organisation for Economic Co-operation and Development (OECD) and was called active participation where governments were expected to work with the public to provide both feedback on how their input has influenced decisions and developing options that incorporate their concerns since this is a process that acknowledges equal standing of citizens in setting the agenda, and proposing and shaping policy dialogue (Edwards, Halligan, Horrigan & Nicoll, 2012).

Organisations which have institutionalised appropriate governance mechanisms in all its procedures will invariably transfer the same principles to its PM&E activities including the provision of the opportunity for all the participants to air their views equitably without any sort of bias or favouritism especially through specially constituted committees to address concerns such as inclusivity as well as the training of facilitators on democratic best practices (International Republican Institute, 2013). Participatory democracy also involves the readiness of facilitators in particular and organisations in general to be accountable to participants including members of the public and the power to respond to the needs and concerns of participants (Ece, Murombedzi & Ribot, 2017).

2.3.5. Sustainability of Community Based Projects

The impact of humanitarian interventions is typically constrained by the availability of resources, especially funding, particularly in the developing countries such as Kenya. This is the true essence of project sustainability. One of the critical indicators of this is less than satisfactory M&E initiatives. Hutaserani and Bayley (2010) identify market demand and return on investment (efficient resource utilization compared to available resources), provision of finances and obtaining revenues as the key indicators of economic sustainability; and determine that in order for participatory M&E to be conducted appropriately, organisations should use economic and financial viability criteria such as the financial internal rate of return (FIRR) and the economic internal rate of return (EIRR) to establish the acceptability of an investment project in terms of economic efficiency and sustainability. According to Biwott, Egesah and Ngeyo (2017), the optimization of the relationship between M&E and project sustainability is moderated by the availability of adequate budgeting geared towards community development projects through the establishment of appropriate sustainability monitoring indicators that ensure prudence in fund utilization and embedding M&E to the project's lifespan.

The second indicator of project sustainability is environmental sustainability. De Bruin and Barron (2012) posit that many humanitarian interventions exhibit deficiencies in environmental sustainability such as the occurrence of depletion of groundwater levels, diminished aquatic and terrestrial biodiversity which require implementers to include a well-designed and context specific M&E framework alongside project interventions. The final indicator of project sustainability is social sustainability. Social sustainability is a critical component of participatory M&E given that it focuses on the welfare of stakeholders and, as a result, requires the formulation of an M&E framework that incorporates ecological, livelihoods and process parameters through the use of a results-based program that seeks and responds to community feedback to learning and continued improvement (Friberg, 2010). Participatory M&E facilitates the empowerment of community members as principle beneficiaries of projects by encouraging them to take responsibility for projects which ensures that individuals are more committed to plans and learn the technical skills necessary for taking over the interventions once the project is over; this ultimately leads to an improvement of their welfare and results in enhanced social sustainability (Soransora, 2013). Many development projects fail to attain social sustainability because they exclude community members from participating in the M&E process which leads to an inability to address community priority needs and raises serious

concerns about the integrity, transparency and accountability of the projects on the part of the implementing organizations (Kimweli, 2013).

2.4 Critique of Literature Relevant to the Study

A critique of literature is a systematic way of conducting an objective review of a piece of research so as to emphasize its strengths and weaknesses and its practical applicability (Student Learning Centre, 2012). The following section will feature a review of the relevant pieces of research that have been covered in the literature review so as to highlight their respective strengths and weaknesses. The literature comprised of different types of research ranging from institutional research papers, theses, text book chapters to journals. There were five institutional research papers which were all thorough, provided detailed reference material on M&E, and feature well-illustrated case studies that ensure their practical relevance.

The vast majority of the literature was sourced from journal articles. These included articles that were technically without blemish such as Rowold (2014); Governder (2016); and Williams *et al.* (2013) to others which had minor deficiencies such as Morris and Lawrence (2010) (referencing and conclusion too brief); Goval *et al.* (2010) (referencing too brief); and Kamau and Mohammed (2015) (abstract too brief). There were also journals which had some omissions such as Gordens and Kusek (2010) (no research methodology); Suntaxi (2014) (no background of the study); and Karani *et al.* (no literature review). A final category of journals included Cierpisz, S., and Heyduk, A. (2010) whose content was too complex; and Moon and Antoine (2012) which was too short. Another category of literature covered was theses. Chipato (2016) was a master's thesis which was strengthened by good structure; good explanation of underlying concepts; and an extensive literature review. However, it was let down by the lack of a conceptual framework and the difficulty of perceiving a research methodology. In the case of Suntaxi (2014) the strengths included an extensive literature review; well-explained concepts; well-chosen research methodology; concise analysis; and intelligent use of case studies. Finally, Muriungi (2015) was a technically superbly written piece of research.

2.5 Research Gaps

Whilst the researcher endeavoured to ensure as thorough a treatment of the subject as possible, there were, inevitably, a number of gaps in the research. Firstly, the vast majority of research was conducted by foreign authors including Alam and Ihsan (2012); Schreckenber *et al.* (2016); and Shah *et al.* (2006) which created a contextual problem since the findings of these pieces of research would not necessarily be applicable to local situations in Kenya. In the same vein, it shows that not enough research has been done on PM&E in Kenya.

Secondly, the main thrust of the research that has been covered is M&E in general rather than PM&E such as Segura and Pedregal (2017) – M&E framework; Biwott *et al.* (2017) – link between M&E sustainability; Friberg (2010) – M&E and adaptive management; Izurieta *et al.* (2011) – M&E indicators; Kimweli (2013) – M&E practices; and Mthethwa and Jili (2016) – challenges of implementing M&E; which points to a deficiency in research in the specific technical aspects of PM&E.

Thirdly, some of the important literature such as Shah *et al.* (2006) are now quite outdated and have not been expounded on by other researchers since, which demonstrated a gap in the body of knowledge. Further, the research has shown that a number of the studies conducted on PM&E are not focused on community based projects including Appel *et al.* (2012) – global perspective; Gomes (2010) – a generalized study of PM&E best practices; Jamaal (2018) – PM&E at a research institute; Muriungi (2015) – PM&E in government agencies; and Sokol-Oxman (2015) – PM&E literature review. Thus, these studies do not have an exact connection with this study. Lastly, a considerable number of the studies on PM&E have been carried out by institutions rather than individual researchers including IFRC (2011); Institute of Reproductive Health (2011); International Republican Institute (2013); and INTRAC (2011). This is an indicator that research in PM&E may be too expensive for individual researchers.

3. RESEARCH METHODOLOGY

3.1 Research Design

This study applied a descriptive research design because it described the attributes of individuals and groups at the Samburu-Vigurungani Water Project as clearly as possible focusing on what was measured, the measurement methods, and defining the target population.

3.2. Target Population

This study focused on a target population of about 300 members of the community from the three locations (Samburu, Makamini and Puma) and 9 staff of the implementing organization. This population was broken down in table 3.1 as follows:

Table 3.1: Population of the study

Category	Population of the study
Community Members (Samburu)	100
Community Members (Makamini)	100
Community Members (Puma)	100
Engineers	2
Project Manager	1
Skilled Hands men	4
Driver	1
Technical Supervisor	1
TOTAL	309

3.3. Sample Frame

A sampling frame refers to a list of the actual cases from which a sample will be drawn (Taherdoost, 2016). This study drew the sample from the three communities (300 members) and the 9 members of staff.

3.3. Sample Size and Sampling Technique

3.3.1. Sample Size

A sample size is a selection of some of the elements of a target population in order to facilitate the drawing of conclusions about the entire population (Cooper and Schindler, 2014). The study applied Cochran's formula for calculating the sample size: $n = N / \{1 + N(e^2)\}$ (Singh and Masuku, 2014).

Where

n = Sample Size

N = Population

e = Precision Level - 5%

Using the formula,

$$\begin{aligned} n &= N / \{1 + N(e^2)\} \\ &= 309 / \{1 + 309(0.05)^2\} \\ &= 174.33 = 174 \end{aligned}$$

The distribution of the sample size is shown in table 3.2 below.

Table 3.2: Sample Size Distribution

Table 3.2: Sample Size Distribution

Category	Population	Sample %	Number
Community Members (Samburu)	100	32.36%	56
Community Members (Makamini)	100	32.36%	56
Community Members (Puma)	100	32.36%	56
Engineers	2	0.65%	1
Project Manager	1	0.32%	1
Skilled Hands men	4	1.29%	2
Driver	1	0.32%	1
Technical Supervisor	1	0.32%	1
TOTAL	309	100%	174

3.3.2. Sampling Technique

The study used judgement sampling technique since the researcher called upon her experience and knowledge to determine which individuals to include in the sample based on pre-determined criteria, in this case, their familiarity with PM&E.

3.4. Data Collection Instruments

According to Sekaran (2003), the process of collecting data is dependent upon the source of the information sought by the researcher, and there are two general sources of data: primary (data collected through real life interactions with participants) and secondary (data collected through existing sources). When conducting descriptive research, primary data is typically collected through the use of observation, or direct communication with respondents (questionnaires) or even through personal interviews (Kothari, 2004).

3.5. Pilot Test

Pilot tests are conducted to facilitate the detection of weaknesses in design and research instruments as well as to provide a substitute for selection of a probability sample (Cooper and Schindler, 2014). The study conducted a pilot test on 10 individuals as per the recommendation of Mugenda and Mugenda (2003) where the research procedures and protocols were simulated for data collection.

3.6. Data Analysis and Presentation

Data analysis can be broken into two broad categories: qualitative analysis which refers to organizing, accounting and explaining data through techniques like content analysis and quantitative analysis which refers to the examination of numerical data using statistical software such as the Statistical Package for Social Sciences (SPSS).

The results were presented using graphs and tables.

The analysis used a multiple regression model to capture the variables of the study as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where;

Y = Sustainability of Community Based Projects

X₁ = Participatory Appraisal

X₂ = Participatory Planning and Project Design

X₃ = Participatory Baseline Data Collection

X₄ = Feedback and Participatory Decision Making

ε = the error term

β₀ = the constant term

4. RESEARCH FINDINGS AND DISCUSSION

4.1. Response Rate

Morton, Bandara, Robinson and Carr (2012) define a response rate as the proportion of completed interviews from the total number of participants. The study administered questionnaires to 174 individuals and received 150 back, representing a response rate of 86% which is consistent with the findings of Agustini (2018). This is illustrated in table 4.1 below.

Table 4.1: Response Rate

Category	Frequency	Percentage
Returned Questionnaires	150	86%
Unreturned Questionnaires	24	14%
Total	174	100%

4.2. Reliability of Pilot Test Results

The study used Cronbach's alpha to test the internal consistency of the research instrument in order to prove the reliability of measurement based on the assumption that items measuring the same construct should correlate as recommended by Kimberlin and Winterstein (2008). The study also used a Cronbach alpha coefficient of 0.7 according to the recommendations of Tavakol and Dennick (2011). The results which are shown in table 4.2 indicate that Participatory Planning and Project Design had the highest reliability at 0.881, while the combined alpha score was 0.780, thus, indicating that all the research data whether considered separately or as a whole was reliable.

Table 4.2: Reliability of test results

Scale	Cronbach's Alpha	Number of indicators	Comments
Participatory Appraisal	0.734	4	Acceptable
Participatory Planning and Project Design	0.881	4	Acceptable
Participatory Baseline Data Collection	0.763	4	Acceptable
Feedback and Participatory Decision Making	0.745	4	Acceptable
Combined	0.780	16	Acceptable

4.3. Descriptive Statistics

4.3.1. Participatory Appraisal

Table 4.3 illustrates the distribution of responses from the participants for questions pertaining to the descriptive statistics of participatory appraisal. According to the results, 60% of the respondents agreed that the project's participatory appraisal plans consider budgets so as to incorporate as many possible solutions from community members as possible. This was consistent with Onyango and Worthen (2010) who found that the participatory appraisal plan must factor into consideration the budget since the community may propose multiple solutions that require resources so as not to have unrealistic expectations. Additionally, 69.3% of the respondents agreed that the project develops detailed work plans which entails planning and implementation of priority actions as well as planning for more complex activities which tallied with Allam and Ihsan (2012) when they determined that participatory appraisal in community-based projects entails planning and implementation of priority actions as well as planning for more complex activities in the longer term so as to come up with a detailed project work plan that is elaborated and finalised as a consequence of the appraisal process. Further, 60.7% of the respondents agreed that the project uses local people to carry out data collection due to their familiarity with the issues at hand, however, a significant 28% were uncertain about this. This echoed World Bank (2011) who found that data collection in participatory appraisal is usually carried out by local people who are conversant with the issues at hand, with outsiders merely facilitating instead of controlling, and it requires transparent procedures. The study also found that 72% of the respondents were in agreement that data collection usually involves different techniques which are combined in different ways depending on the topic under investigation. This was consistent with Schreckenberg, *et al.* (2016). 72% also agreed that the project engages with participants as experts in their own lives and encourages them to identify the most pressing challenges, learn from each other and make self-reflective inquiries which tallied with Onyango and Worthen (2010) who determined that during participatory appraisal, participants are provided with a platform to engage with one another in processes whereby they are recognized as experts in their own lives and encouraged to identify the most pressing challenges, learn from each other and make self-reflective inquiries. The study also found that 72% of the respondents agreed that the project's facilitators learn from and with community members to investigate and evaluate constraints and opportunities so as to provide a basis for making informed decisions relating to it. This was consistent with Alam and Ihsan (2012). The results also showed that 67.4% of the respondents agreed that through facilitation, the project ensures that participants bring their expertise and knowledge to group activities so as to drive the process of learning and understanding of the group's local environmental conditions which was consistent with Akama and Ivanka (2010). Lastly, 72% of the respondents agreed that the project's facilitation process starts with community meetings where community members conduct assessments of their needs and resources which tallied with Higgins and Tonnes (2010).

Table 4.3: Descriptive Statistics of Participatory Appraisal

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
The project's participatory appraisal plans consider budgets so as to incorporate as many possible solutions from community members as possible	14.7%	12.0%	13.3%	34.0%	26.0%
SVWP develops detailed work plans which entails planning and implementation of priority actions as well as planning for more complex activities.	4.0%	10.7%	16.0%	40.0%	29.3%
The project uses local people to carry out data collection due to their familiarity with the issues at hand.	2.0%	9.3%	28.0%	38.7%	22.0%
Data collection usually involves different techniques which are combined in different ways depending on the topic under investigation.	0.7%	7.3%	20.0%	48.7%	23.3%
The project engages with participants as experts in their own lives and encourages them to identify the most pressing challenges, learn from each other and make self-reflective inquiries.	2.7%	5.3%	20.0%	42.7%	29.3%
The project's facilitators learn from and with community members to investigate and evaluate constraints and opportunities so as to provide a basis for making informed decisions relating to it.	2.7%	6.0%	19.3%	44.0%	28.0%
Through facilitation, SVWP ensures that participants bring their expertise and knowledge to group activities so as to drive the process of learning and understanding of the group's local environmental conditions.	4.0%	10.7%	18.0%	40.7%	26.7%
The project's facilitation process starts with community meetings where community members conduct assessments of their needs and resources.	7.3%	5.3%	15.3%	42.7%	29.3%

4.3.2. Participatory Planning and Project Design

The distribution of responses relating to participatory planning and project design are illustrated in table 4.4. According to the results, "the project also uses focus group discussions and informant interviews in participatory planning" had the highest mean score of 3.9133 indicating that the majority of the respondents were in agreement with this statement. This was in consistent with Shah *et al.* (2006). Further, "responses from participants became the objectives that the groups would need to achieve during the project, they are then transformed into participatory outcome indicators that could be used to measure how successful the attainment of project objectives was" had a mean score of 3.8467 also indicating a high level of agreement by the majority of respondents which was echoed by Onyango and Worthen (2010). Additionally, "the project allows that the community takes full ownership of the action plans through their broad participation in open and community-wide meetings" had a mean of 3.8067 illustrating an agreement by most of the respondents which was backed by Higgins and Toness (2010).

The results also indicated that "during the community participatory planning process, the level of adaptability is developed in partnership and linked to national and local priorities" had a mean of 3.7867 also reflecting an agreement by the majority of respondents and was consistent with WFP (2014). "SVWP lists community problems and concerns which act as a basis for discussions on how to prioritise the most important issues which will establish the objectives of the project" had a mean of 3.7533 also indicating a high level of agreement by most of the respondents which was affirmed by Shah *et al.* (2006). Further, "the project's facilitators consider political issues so that the planning workshops are not rejected by the local leadership if they are perceived as a threat to their administration" had a mean of 3.7267 also reflecting the fact that the majority of respondents agreed with this which was consistent with Higgins and Toness (2010). "SVWP uses workshop based and community-based methods during the planning process where task managers work with trained facilitators to utilise the local knowledge of community members" had a mean score of 3.6467 indicating an affirmation from the majority of respondents with this statement which agreed with World Bank (2011). Lastly, "the

project's participatory planning and design process includes a detailed analysis of the study topic which indicates the key concerns of the community members at the local level with regards to the topic" had a mean score of 3.6333 indicating that the majority of respondents were in agreement which was consistent with Shah *et al.* (2006). Since all the standard deviations were so low, it is clear that all the responses were concentrated tightly around the average responses indicating a low variation in the responses.

Table 4.4: Descriptive Statistics of Participatory Planning and Project Design

	Mean	Std. Deviation
The project's participatory planning and design process includes a detailed analysis of the study topic which indicates the key concerns of the community members at the local level with regards to the topic.	3.6333	1.32309
The project's facilitators consider political issues so that the planning workshops are not rejected by the local leadership if they are perceived as a threat to their administration.	3.7267	1.03559
SVWP lists community problems and concerns which act as a basis for discussions on how to prioritise the most important issues which will establish the objectives.	3.7533	.92640
Responses from participants became the objectives that the groups would need to achieve during the project, they then transformed into participatory outcome indicators that could be used to measure how successful the attainment of project objectives was.	3.8467	.98809
The project allows the community takes full ownership of the action plans through their broad participation in open and community-wide meetings.	3.8067	.95325
During the community participatory planning process the level of adaptability is developed in partnership and linked to national and local priorities.	3.7867	1.04648
SVWP uses workshop based methods and community-based methods during the planning process where task managers work with trained facilitators to utilise the local knowledge of community members.	3.6467	.95634
The project also uses focus group discussions and informant interviews in participatory planning.	3.9133	1.19246

4.3.3. Participatory Baseline Data Collection

The descriptive statistics of participatory baseline data collection are shown in Table 4.5. The results indicated that 61.4% of the respondents agreed that the SWVP uses open or semi-structured interviews by community investigators in person or by telephone to get initial information on project participants which was corroborated by Khodyakov *et al.* (2013). Additionally, 72.6% of the respondents were in agreement that the number of interviews depends on whether or not the scope of the baselines will be scaled up or down and on the nature and availability of data as well as the budget available which was echoed by Khodyakov *et al.* (2013). Further, the results indicated that 63.3% of the respondents affirmed that the project's use of household interviews has been hampered by the unwillingness of some individuals to allow the interviewers to access their premises which was consistent with Nel *et al.* (2017).

66.6% of the respondents agreed that the involvement of community members in household surveys contributes to enhancing the skills of the participants which was corroborated by Back *et al.* (2015). Additionally, 66.1% of the respondents agreed that the project starts the focus group discussions with the definition of the objectives and learning questions which was consistent with Dzino-Silajdzic (2018). 68% of the respondents agreed that the project's focus group discussions aim to utilise the participants' feelings, perceptions and opinions by tapping into researcher's range of skills which was echoed by Kabir (2016).

The results also showed that 76% of the respondents agreed that the SVWP uses participant observation as a means for gathering foundational data to provide a standard for comparing future results from participant observations which was echoed by Khodyakov *et al.* (2013). Lastly, 80% of the respondents affirmed that the project's investigators are sufficiently skilled and experienced to collect detailed information from participant observation which was consistent with Hogan *et al.* (2014).

Table 4.5: Descriptive Statistics of Participatory Baseline Data Collection

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
SVWP uses open or semi-structured interviews by community investigators in person or by telephone to get initial information on the participants.	12.7%	6.7%	19.3%	36.7%	24.7%
The number of interviews depends on whether or not the scope of the baselines will be scaled up or down and on the nature and availability of data as well as the budget available	2.7%	12.0%	12.7%	49.3%	23.3%
The project's use of household interviews has been hampered by the unwillingness of some individuals to allow the interviewers to access their premises.	1.3%	5.3%	30.0%	36.0%	27.3%
The involvement of community members in household surveys contributes to enhancing the skills of the participants.	2.0%	8.0%	23.3%	37.3%	29.3%
The project starts the focus group discussions with the definition of the objectives and learning questions.	1.3%	5.3%	27.3%	34.7%	31.4%
The project's focus group discussions aim to utilize the participants' feelings, perceptions and opinions by tapping into the researcher's range of skills.	4.0%	5.3%	22.7%	42.0%	26.0%
SVWP uses participant observation as a means for gathering foundational data to provide a standard for comparing future results from participant observations.	1.3%	6.7%	16.0%	51.3%	24.7%
The project's investigators are sufficiently skilled and experienced to collect detailed information from participant observation.	4.0%	6.0%	10.0%	38.7%	41.3%

4.3.4. Feedback and Participatory Decision Making

The descriptive statistics of feedback and participatory decision making are illustrated in table 4.6. The results indicate that “the project conducts public workshops in informal open-air surroundings since they tend to involve greater numbers of people from all the project locations” had a mean of 3.9267 which is a strong positive response equivalent to 79% which was corroborated by Izurieta *et al.* (2011). Additionally, “the project uses public workshops where the facilitators encourage the participants to role play the stakeholders' challenges and field site problems preparing them for the real world in the future” had a mean of 3.8867 also reflecting a strong positive affirmation (equivalent to 78%) by the majority of respondents which was confirmed by Dionnet *et al.* (2013). The project uses effective facilitation to minimise biases and enable equal space for participation and contribution by all partners to ease decision making” had a mean of 3.84 reflecting that the majority of respondents were in agreement with this which was consistent with Izurieta *et al.*, (2011). According to the results, “SVWP maps stakeholders by a participatory planning matrix which maps project activities against different engagement approaches” had a mean of 3.8 indicating that most of the respondents agreed with this which was echoed Boon *et al.* (2013). Further, “the project is able to ensure democracy by being accountable to participants and members of the public and responding to their concerns” had a mean of 3.7067 which reflect a strong endorsement from the majority of respondents which agreed with Ece *et al.* (2017).

The results further indicated that “the SVWP applies active participation to work with the public to provide both feedback on how their input has influenced decisions and developing options that incorporate their concerns” had a mean of 3.7 showing that most of the respondents were in agreement with this which was corroborated by Edwards *et al.* (2013). “The SVWP uses community stakeholder mapping to enable the prioritisation of stakeholders as a strategy so as to know who to engage with and why” had a mean of 3.66 also indicating a strong positive affirmation from the majority of the respondents which was consistent with Kananura *et al.* (2017). Additionally, “the project has institutionalised proper governance mechanisms that enable all the participants to air their views equitably without any sort of bias or favouritism” had a mean of 3.6133 reflecting a strong positive endorsement from the respondents and agreeing with International Republican Institute (2013).

Table 4.6: Descriptive Statistics of Feedback and Participatory Decision Making

	Mean	Std. Deviation
SVWP uses community stakeholder mapping to enable the prioritization of stakeholders as a strategy so as to know who to engage with and why.	3.6600	1.24690
SVWP maps stakeholders by a participation planning matrix which maps project activities against different engagement approaches	3.8000	.98988
The project conducts public workshops in informal open-air surroundings since they tend to involve greater numbers of people from all the project locations.	3.9267	.94901
The project uses public workshops where the facilitators encourage the participants to role play the stakeholders' challenges and field site problems preparing them for the real world in the future.	3.8867	.89395
The project uses effective facilitation to minimise biases and enable equal space for participation and contribution by all partners to ease decision making.	3.8400	.89802
SVWP applies active participation to work with the public to provide both feedback on how their input has influenced decisions and developing options that incorporate their concerns.	3.7000	1.00168
The project has institutionalized proper governance mechanisms that enable all the participants to air their views equitably without any sort of bias or favouritism.	3.6133	1.23041
The project is able to ensure participatory democracy by being accountable to participants and members of the public and responding to their concerns.	3.7067	1.27204

4.3.5. Sustainability of Community Based Projects

The distribution of responses for the descriptive statistics of sustainability of community based projects is shown in table 4.7. According to the results, 76.7% of the respondents agreed that the project has ensured adequate budgetary provisions to ensure economic sustainability which was consistent with Biwott *et al.* (2017). Further, 76% of the respondent felt that the SVWP has ensured market demand and return on investment (efficient resource utilisation), provision of finances and obtaining revenues in order to achieve economic sustainability which was echoed by Hutaserani and Bayley (2010). 73.3% of the respondents agreed that the project has put in place procedures that help the conditions of balance, adaptability, togetherness that allows human society to satisfy its needs without compromising the recreative capacity of its support environment which resonated with De Bruin and Barron (2012).

The results also indicated that 74% of the respondents affirmed that the project has implemented the "green growth" model for attaining environmental sustainability which focuses on creating a balance between resource productivity of production and consumptions which was in agreement with Dekker and Singer (2011). 73.4% of the respondents felt that SVWP has put in place mechanisms that help societies to ensure high quality of life through the provisions of equality of opportunity and good services which was consistent with Segura and Pedregal (2017). Additionally, 74.6% of the respondents agreed that through participatory M&E, the SVWP has empowered community members by encouraging them to take responsibility for the project which ensures that individuals are more committed to plans and learn the technical skills necessary for taking over the interventions once the project is over which was corroborated by Friberg (2010). The results also indicated that 82.7% of the respondents agreed with the statement that the SWVP has included community members in the M&E process so as to prioritise their urgent needs which has led to the attainment of social sustainability of the project which was confirmed by Soransora, 2013).

Table 4.7: Descriptive Statistics of Sustainability of Community Based Projects

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
The project has ensured adequate budgetary provisions to ensure economic sustainability.	12.0%	2.7%	8.7%	34.0%	42.7%
SVWP has ensured market demand and return on investment (efficient resource utilization compared to available resources), provision of finances and obtaining revenues in order to achieve economic sustainability.	2.0%	8.7%	13.3%	46.7%	29.3%

The project has put in place procedures that help the condition of balance, adaptability, togetherness that allows human society to satisfy its needs without compromising the recreative capacity of its supporting environment.	1.3%	6.7%	18.7%	32.0%	41.3%
The project has implemented the “green growth” model for attaining environmental sustainability which focuses on creating a balance between resource productivity of production and consumption.	0.7%	6.7%	18.7%	49.3%	24.7%
SVWP has put in place mechanisms that help societies to ensure a high quality of life through the provision of equality of opportunity and good services.	2.7%	6.0%	18.0%	42.7%	30.7%
Through participatory M&E, the SVWP has empowered community members by encouraging them to take responsibility for the project which ensures that individuals are more committed to plans and learn the technical skills necessary for taking over the interventions once the project is over.	2.7%	8.7%	14.0%	43.3%	31.3%
SVWP has included community members in the M&E process so as to prioritise their urgent needs which has led to the attainment of social sustainability of the project.	4.0%	3.3%	10.0%	32.0%	50.7%

4.4. Inferential Statistics

4.4.1. Pearson Correlation

Pearson Correlation Coefficient refers to a measure of the strength of the linear relationship between two variables (Hauke & Kossowski, 2011). The Pearson Correlation coefficients for the variables of the study are presented in Table 4.8. The results show that all the four independent variables, Participatory Appraisal, Participatory Planning and Project Design, Participatory Baseline Data Collection and Feedback and Participatory Decision Making, had positive correlations of $r = 0.725$, $r = 0.952$, $r = 0.798$ and $r = 0.748$, respectively, with the dependent variable, Sustainability of Community Projects. Accordingly, a change of Participatory Appraisal by a value of 1 leads to a corresponding 0.725 change in Sustainability of Community Based Projects. Further, a change of Participatory Planning and Project Design by a value of 1 leads to a corresponding 0.952 change in Sustainability of Community Based Projects. A change in Participatory Baseline Data Collection by a value of 1 leads to a corresponding 0.798 change in Sustainability of Community Based Projects. Lastly, a change in Feedback and Participatory Decision Making by a value of 1 leads to a corresponding 0.748 change in Sustainability of Community Based Projects.

Further, the p-values for all the independent variables were all below 0.05 indicating a statistically significant relationship between each independent variable and the dependent variable. This is in keeping with Dahiru (2008) who found that given intervals of 95%, p-values of less than 0.05 indicate that observed differences between groups are unlikely to be due to chance and, as such, are statistically significant. This reflects the relevance of the p-value as an acceptable test of statistical significance.

Table 4.8: Pearson Correlation Coefficients

		Participatory Appraisal	Participatory Planning and Project Design	Participatory Baseline Data Collection	Feedback and Participatory Decision Making	Sustainability of Community Projects
Participatory Appraisal	Pearson Correlation	1				
	Sig. (2-tailed)					
Participatory Planning and Project Design	Pearson Correlation	.538**	1			
	Sig. (2-tailed)	.000				
Participatory Baseline Data Collection	Pearson Correlation	.719**	.529**	1		
	Sig. (2-tailed)	.000	.000			

Feedback and Participatory Decision Making	Pearson Correlation	.645**	.733**	.593**	1	
	Sig. (2-tailed)	.002	.000	.000		
Sustainability of Community Projects	Pearson Correlation	.725**	.952**	.798**	.748**	1
	Sig. (2-tailed)	.006	.000	.000	.002	

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

4.4.2. Multiple Regression Analysis

According to Mooi and Starstedt (2014) multiple regression analysis is a technique that analyses relationships between an independent variable and a dependent variable by fitting a line-of-best-fit through a series of observations so as to provide insights into: whether the independent variables have a significant relationship with a dependent variable; test the relative strength of different independent variables' effect on a dependent variable; and make predictions. The multiple regression statistics for the study are demonstrated in table 4.9. According to the table, the R Square value for all the variables was 0.719 indicating that the results explained 71.9% of the variation in the Sustainability of Community Based Projects whenever there was a one percent change in the four independent variables which is consistent with Hamilton, Ghert and Simpson (2015) who found that in order for R square values to be significant they should be higher than 0.7.

Table 4.9: Multiple Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869 ^a	.719	.698	.58584

a. Predictors: (Constant), Feedback and Participatory Decision Making, Participatory Appraisal , Participatory Planning and Project Design , Participatory Baseline Data Collection

4.4.3. ANOVA Statistics

Analysis of Variance (ANOVA) refers to a statistical technique applied in detecting differences between experimental group means when there is one dependent variable and one or more independent variables (Sawyer, 2009). Table 4.10 presents the results of the ANOVA statistics for the study. The results indicate that the ANOVA F-test score, calculated value F_{cal} at 5% level of significance is equivalent to 10.194 which is greater than the F critical value (F_{crit}) of 2.53 implying that there is a significant relationship between all the independent variables and the dependent variable; while the p-value of 0.001 is less than 0.05 implying that there is a statistically significant relationship between all the independent variables and Sustainability of Community Based Projects. This demonstrates the goodness of fit of the model.

Table 4.10: ANOVA Statistics

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.995	4	3.499	10.194	.001 ^b
	Residual	49.765	145	.343		
	Total	63.760	149			

a. Dependent Variable: Sustainability of Community Projects
b. Predictors: (Constant), Feedback and Participatory Decision Making, Participatory Appraisal , Participatory Planning and Project Design, Participatory Baseline Data Collection

4.4.4. Beta Coefficients

Peterson and Brown (2005) posited that Beta Coefficients refer to unknown constants that are estimated from the data which are attached to given predictors or independent variables. The beta coefficients of the study are illustrated in table 4.14. The values of the constant and coefficients enabled the generation of the multiple regression model as follows:

$$\begin{aligned}
 Y &= \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \\
 &= 1.414 + 0.059X_1 + 0.444X_2 + 0.040X_3 + 0.124X_4 + 0.463
 \end{aligned}$$

Where, Y refers to the dependent variable (Sustainability of Community Based Projects), X_1 refers to the Participatory Appraisal variable, X_2 refers to the Participatory Planning and Project Design variable, X_3 refers to Participatory Baseline Data Collection variable, and X_4 refers to the Feedback and Participatory Decision Making variable. The error term measures the precision of the model in its estimation of the coefficient's unknown value such that the larger the error term, the less precise the model (Vasquez, 2020). This error of 0.463 reflects a moderate level of precision of the model.

According to the equation, taking all the independent variables to be zero (Participatory Appraisal, Participatory Planning, Participatory Baseline Data Collection and Feedback and Participatory Decision Making), Sustainability of Community Based Projects will be a constant equivalent to 1.414. A review of the findings also shows that a unit increase in Participatory Appraisal will lead to a 0.059 increase in Sustainability of Community Based Projects when all other independent variables are held constant; a unit increase in Participatory Planning and Project Design will lead to a 0.444 increase in Sustainability of Community Based Projects when all other independent variables are held constant; a unit increase in Participatory Baseline Data Collection will lead to a 0.040 increase in Sustainability of Community Based Projects when all other independent variables are held constant; finally, a unit increase in Feedback and Participatory Decision Making will lead to a 0.124 increase in Sustainability of Community Based Projects when all other independent variables are held constant. Lastly, the p-values for all the variables are all below 0.05 which indicates that they are all statistically significant.

Table 4.11: Beta Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.414	.463		3.053	.003
	Participatory Appraisal	.059	.084	.058	.707	.001
	Participatory Planning and Project Design	.444	.103	.383	4.331	.000
	Participatory Baseline Data Collection	.040	.108	.035	.370	.002
	Feedback and Participatory Decision Making	.124	.108	.093	1.147	.003
a. Dependent Variable: Sustainability of Community Projects						

4.5. Discussion of Findings

The results of the descriptive statistics of participatory appraisal indicate that the respondents were in agreement with all the aspects of participatory appraisal, however, the three most critical aspects were: the engagement of participants as experts in their lives, the use of different techniques of data collection which are combined in different ways depending on the topic under investigation, and the initiation of project facilitation through community meetings. Further, the high mean scores of all the aspects of participatory planning and project design indicate a high level of approval by the respondents and is a reflection of the importance of this factor in the sustainability of community-based projects. Nonetheless, the most critical aspects of participatory planning and project design were: the use of focus groups and informant interviews, the use of participant responses as the starting point for the formulation of project objectives as well as outcome indicators, and the provision for community members to take full ownership of the projects through active participation.

The results also showed that the majority of respondents agreed with all the aspects of participatory baseline data collection with the sufficiency of the skill and experience of the project investigators to collection information; the use of participant observation to collect data; and the influence of the number of interviews by whether or not the scope of the baselines will be scaled up or down playing the most prominent role. Additionally, the descriptive results of feedback and participatory appraisal indicate that there is a high level of affirmation by the majority of respondents on all aspects of feedback and participatory appraisal although the use of public workshops and facilitation playing the most critical role in the implementation of feedback and participatory appraisal. Lastly, the majority of respondents agreed that all aspects of sustainability of community-based projects. The inclusion of community members in the M&E process, the allocation of adequate budgetary provisions, and the assurance of market demand and return on investment (efficient resource

utilisation), provision of finances and obtaining revenues were the most significant aspects of the sustainability of community-based projects.

An assessment of the Pearson Correlation coefficients of the study further indicated that all the independent variables influence the dependent variable positively. However, Participatory Planning and Project Design was the most influential followed by Participatory Baseline Data Collection, Feedback and Participatory Decision Making, and Participatory Appraisal. Additionally, according to the multiple regression model of the study, the results explained 71.9% of the variation in the Sustainability of Community Based Projects whenever there was a one percent change in the four independent variables. The ANOVA statistics further revealed both a statistically significant relation between each of the independent variables and the dependent variable, as well as a statistically significant relationship between each of the independent variables and the dependent variable. Lastly, according to the Beta Coefficients of the study, all independent variables had positive impacts on the dependent variable with participatory planning and design having the highest magnitude of impact followed by feedback and participatory decision-making, participatory appraisal, and participatory baseline data collection, respectively.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

The results from the descriptive statistics indicated that the majority of respondents felt that the project had effectively applied the various aspects of participatory monitoring and evaluation. Nonetheless, the most influential aspects of PM&E for community based projects were Participatory Planning and Project Design, followed by Participatory Baseline Data Collection, Feedback and Participatory Decision Making and Participatory Appraisal, respectively. Additionally, the respondents agreed that the sustainability of community based projects had been conducted appropriately. According to the Pearson Correlation Coefficients, all the independent variables have influenced the dependent variable positively. The multiple regression analysis demonstrated that the results explained 71.9% of the variation in the Sustainability of Community Based Projects whenever there was a one percent change in the four independent variables. Further, according to the ANOVA statistics, there is a significant relationship between all the independent variables and the dependent variable where the p-value of 0.000 is less than 0.05 implying that there is a statistically significant relationship between all the independent variables and the Sustainability of Community Based Projects which demonstrates the goodness of fit of the model. Finally, the Beta Coefficients implied that the most influential independent variables on the Sustainability of Community Based Projects are Participatory Planning and Project Design, Feedback and Participatory Decision Making, Participatory Appraisal and Participatory Baseline Data Collection, respectively.

5.1.1. Participatory Appraisal

The descriptive statistics of participatory appraisal indicate that the project had put in place effective mechanisms of participatory appraisal with the most critical ones being: the involvement of different techniques in data collection; the engagement with participants as experts in their own lives; facilitators learning from and with community members; starting the facilitation process with community meetings; the development of detailed work plans; the use of facilitation to bring out participants' expertise and knowledge; using local people to carry out data collection; and the consideration of budgets within the participatory appraisal plans, respectively.

5.1.2. Participatory Planning and Project Design

According to the descriptive statistics of participatory planning and project design, the project had managed to implement all the established aspects of participatory planning and project design. Nonetheless, the three most important determinants of participatory planning and project design are: the use of focus group discussions and informant interviews; the use of responses from participants as objectives for attainment which are then transformed to participatory outcome indicators; and the allowance by the project for community members to take full ownership of action plans through their broad participation in open and community-wide meetings.

5.1.3. Participatory Baseline Data Collection

The results of the descriptive statistics of participatory baseline data collection indicated that the respondents agreed that the project had implemented all the facets of participatory baseline data collection. However, it was apparent that the three most critical determinants were: the use of investigators who were sufficiently skilled and experience to collect detailed

information from participant observation; the use of participant observation as a means for gathering foundational data to provide a standard for comparing future results from participant observations; and the alignment of the number of interviews on the nature and availability of data.

5.1.4. Feedback and Participatory Decision Making

Whilst it is also clear that the respondents affirmed that the project had implemented all the identified aspects of feedback and participatory decision making, the use of public workshops in informal, open-air surroundings so as to involve greater numbers of people; the use of public workshops where facilitators encourage participants to role play; and the use of effective facilitation to minimise biases and enable equal space for participation and contribution by all participants were the most important aspects of feedback and participatory decision making.

5.1.5. Sustainability of Community Based Projects

The results of the descriptive statistics of the sustainability of community based projects show that SVWP has successfully implemented sustainability of the community based project with the inclusion of community members in the M&E process so as to prioritise their urgent needs; the allocation of adequate budgetary provisions; and the assurance of market demand and return on investment, provision of finances and obtaining revenue, being the clearest indicators of this.

5.2. Conclusions

Community based organisations in their area of operation have managed to successfully institutionalise participatory appraisal as part of the overall PM&E as evidenced by the positive feedback from the respondents regarding the various aspects of participatory appraisal. Most of the emphasis has been on the combination of different techniques of data collection; the engagement of participants as experts in their own lives and encouraging them to identify the most pressing challenges; a learning process that benefits both facilitators and community members in the investigation and evaluation of challenges and opportunities; and a facilitation process which starts with community meetings where community members address their needs and resources. However, more efforts are needed in ensuring the incorporation of budgets in the participatory appraisal plans; and the use of local people to carry out data collection.

Community based organisations have also ensured the appropriate implementation of participatory planning and project design given the strong affirmation by the respondents on all the investigated aspects. Indeed, it is worth pointing out that whilst the most well implemented aspects of participatory planning and project design were the use of focus group discussions and informant interviews; using responses from participants as the foundation for setting objectives and outcomes; and the alignment of the planning process with national and local priorities, the performance on all the factors was almost equally impressive.

The organisations have been able to integrate participatory baseline data collection ideals into their PM&E programmes particularly in ensuring the nature and availability of data and budget; using participant observation as a means of gathering foundational data; employing sufficiently skilled and experienced investigators in the collection of information; and starting focus group discussions with the definition of objectives. However, the participatory baseline data collection process has been hampered by the unwillingness of some of the individuals to allow interviewers to access their premises, and the only moderate success by focus group discussions is the incorporation of participants' feelings, perceptions and opinions.

The results have established that the community based organisations have been very effective in the generation of feedback and making participatory decisions as a component of their PM&E. Special mention goes to the use of public workshops and effective facilitation, as well as the mapping of stakeholders. The aforementioned were also buttressed by the institutionalisation of proper governance mechanisms that have facilitated both the airing of views by participants and the enhancement of the accountability of organisations to participants.

Community based organisations in their areas of operation have ensured the attainment of sustainability of their projects, a process which has been driven by the inclusion of community members in the M&E process so as to prioritise their urgent needs; adequate budgetary provisions; the assurance of market demand as well as return on investment; and the encouragement of community members to take responsibility for projects so as to ensure their commitment to plans and the endowment with necessary technical skills to assume control over the interventions.

5.3. Recommendations of the Study

Community based organisations should focus their efforts on the incorporation of budgets in the appraisal plans by involving representatives of the intended beneficiary communities in the initial budgetary discussions so as to better understand the priority items that need to be included in the budget. Additionally, the organisations should improve their involvement of community members in the data collection exercise as a form of triangulation so as to enhance the credibility of the findings. This can be done by conducting some brief data collection training for a few community members so that they can gain the skills needed to carry out the data collection, then comparing their findings with those of the organisational employees.

The community based organisations should consider methods of improving the cooperation of individuals to grant access for investigators in participatory baseline data collection such as the use of community members that are familiar with the individuals to front the investigations, break the ice and make the individuals more comfortable with the exercises. Additionally, these organisations should include mechanisms for improving the bonding of focus group members prior to the start of the discussions so that they can be free to air their personal feelings, perceptions and opinions which will ease the process of baseline data collection. The organisations should continue with their current initiatives in participatory planning and project design since they have been very effective so far. Further, the same goes for the feedback and participatory decision making as well as the sustainability of the community based projects.

5.4. Areas of Further Research

The study has exposed a number of gaps in the research. Firstly, given the fact that many of the studies have been carried out by foreign authors, more efforts need to be expended in encouraging Kenyan researchers and scholars in contributing to PM&E by providing more scholarship opportunities. Secondly, the scarcity of research in PM&E rather than M&E in general needs to be addressed by lobbying the Government and donors to sponsor more research in PM&E since it stands to benefit greatly since the durable effects will be felt amongst the community members for longer than in the conventional M&E. Further, future research should be particularly focused on PM&E in community based organisations instead of other contexts since this has been an understudied sector.

Lastly, researchers and scholars should focus on variables of PM&E that were not covered in this study including development of baseline indicators, participatory M&E implementation, participatory M&E plan design and participatory evaluation.

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