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ASSESSING THE PROCESS OF PARTICIPATORY MONITORING AND EVALUATION: A CASE STUDY OF THE SALESIAN INSTITUTE YOUTH PROJECT, VOCATIONAL TRAINING IN CAPE TOWN SOUTH AFRICA.

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Dissertation

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Plagiarism Declaration

The writing of this mini-thesis "Assessing the process of Participatory Monitoring and Evaluation: A case study of the Salesian Institute Youth project, vocational training in Cape Town South Africa" was an expression of my thought process and ideologies, supporting arguments and relevant literature used in this study were referenced and sources acknowledged.

Donald Chikukwa

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Acknowledgment

The writing and completion of this study can only be rendered to the grace of God as its completion did not come easy. I would like to express my gratitude to my Parents and Siblings for the prayers and encouragement; I would like to thank the International Relations for the unwavering support during the course of my studies

My Supervisor Prof Mulugeta F. Dinbabo played a critical role in the completion of this project. His unwavering and unflinching support is what gave me the courage to soldier on and complete this study, I had lost hope of ever completing giving life's tenacities.

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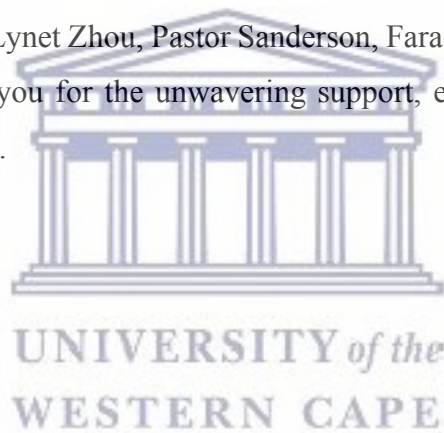
Dedication

The writing of this thesis is dedicated to God who gave me the strength to complete after having fallen in life crossroads and had lost hope in the fulfilment of this study.

Who is a man without God?

Abstract

The involvement of beneficiaries in monitoring and evaluation processes, not only does it ensure the success of the project's intended objectives, but it empowers, creates knowledge production while guaranteeing a means to a sustainable livelihood for beneficiaries. The study sought to assess the process of Participatory Monitoring and Evaluation using a case study of the Salesian Institute Youth project, vocational training in Cape Town South Africa. Thus the study set out to conduct an evaluative assessment of stakeholder participation in the process of PM&E; identify the organizational structure of the project team and the parties involved; assess the project intended goals versus the outcomes of the project, and identify the relationship between the process of PM&E and the outcomes of the project. The study employed quantitative and quantitative methods, noting the low response rate a larger sample of 150 questionnaires was evenly distributed across gender and 102 were completed. Ten interviews were conducted across all stakeholders. Data were captured and analyzed using SPSS and thematic analysis. The study concludes that the involvement of participants in the process of PM&E is vital to achieving positive projects outcomes. Participants should be made aware of the meaning, purposes of the project as this allows for their comprehension and free will to participate in PM&E processes. Although the outcomes of the project were positive, the study recommends that there is a need for an established scientific PM&E system for the organization that can be implemented in organization projects.

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LIST OF ABBREVIATIONS AND ACRONYMS

CARE:	Care Foundation
DPME:	Department of Planning Monitoring and Evaluation
EGS:	Economic Growth Strategy
IDASA:	Institute for Democratic Alternatives for South Africa
IMF:	International Monetary Fund
IMPS:	Integrated Microcomputer Processing System
ISSA:	Integrated System for Survey Analysis
OECD:	Organisation for Economic Co-operation and Development
OVC:	Orphans and Vulnerable Children
PM&E:	Participatory Monitoring and Evaluation
SAIRR:	South African Institute of Race Relations
SETA:	Sector Education Training Authority
SPSS:	Statistical Packages for Social Scientists
SIYP:	Salesian Institute Youth Projects
UNDP:	United Nations Development Programme
UF:	Urban Foundation
YES:	Youth Employment Skills

KEYWORDS

Beneficiary
Development
Empowerment
Evaluation
Monitoring
Participation
Project
Stakeholder
Sustainable

CHAPTER ONE: INTRODUCTION

1.1 INRODUCTION

Guijt, Arevalo, and Saladores (1998) posit PM&E as a social process meriting new ways of collaborative engagement aiding to the understanding of different views. Sangole, Kaaria, Njuki, Lewa and Mapila (2014; 131) noting from Estrella and Gaventa (1998) describe PM&E "as a process by programs and stakeholders to track progress and provide them with (both stakeholders and program managers) with information on whether project objectives have been met and how resources have been used to inform project implementation and decision making." Bayer and Bayer (2002) assert that PM&E provides means of assessing outcomes and learning from the outcomes that are more inclusive and in line with the objectives or intentions of different stakeholders. Hence it makes the process of progress evaluation a more people-centric activity thereby building their capacity and skills to evaluate development transitions from their perspective while enabling assessments of outcomes. PM&E allows for reflection of realities in practical terms and as they exist. The overarching tenet in all the above definitions is the interactive room PM&E provides for both beneficiaries and stakeholders in assessing projects and takes aim in collaborative engagement while generating knowledge for both parties.

In their working paper of whose realities count Estrella and Gaventa (1998) posit that the dawn of PM&E was as a result of another conventional method that did not jell well with the beneficiaries. From their locus standing the other conventional methods seemed to be a dose by project financiers and stakeholders in shaping their intended outcomes on beneficiaries without conceding the standpoint of the beneficiaries. Coupal (2001) in his comparative table between PM&E and other conventional M&E methods asserts that the distinction between the two differs from the purpose of the M&E as well as the methods used to acquire data. PM&E appears to be flexible and allowing methods that suit the context to be used appropriately.

Apart from aiding communication between the beneficiaries and stakeholders, PM&E has a lot of other advantaging facets. Holland and Ruedin (2012) purport that monitoring and evaluation can either disempower or empower depending upon the approach to which it is implemented. They endorse PM&E as empowering and enabling the quick production of evidence-based data and analysis in ways that can be empowering. Holland and Ruedin (2012) however, concede the challenge that comes with regulating roles and responsibilities in ways that will not override the NGOs professional conduct at the expense of empowering beneficiaries. In essence empowerment

of beneficiaries is necessary for any project intervention as it is meant to enhance capacity building to the communities thereby creating better livelihoods than the former.

Studies on PM&E are common in many respects yet this study takes aim in unpacking and assessing the process of PM&E of the Salesian Institute Youth Projects on youth vocational training. The study seeks to establish whether there is a relationship between the PM&E process and the intended outcome of the project. Through this research, one can be able to understand whether the process of PM&E bears an impact on the goals or intended outcomes of a project and probably draw some recommendations for future project implementation and PM&E.

In the following sections, the chapter presents (a) the background, contextualization, x (i) Background, Contextualization (ii) Significance of the study, (iii) problem statement, research question and hypothesis (iv) aim and objectives of the research (v) Research Agenda.

1.2 BACKGROUND TO THE RESEARCH AND STUDY AREA.

The art to trace or in fact to evaluate progress in civil organizations can be traced to the second world war in the United States of America. Zago (1998) asserts that although there was a need to assess progress and the successful intervention of projects, there were many factors hindering the evaluation exercise. Among others, Zago (1998) asserts that in many NGOs funding for a project would come to an end so little less was done to better chances for funding for the next projects. Of the fewer evaluation exercises that would be conducted many would employ external experts who knew less about the demographics in which the project is being implemented.

This section hence seeks to provide the context in which this research is being conducted. Owing to South Africa's democratic governance since 1994, South Africa has witnessed socio-economic development and it now ranks second behind Nigeria. South Africa is a hub for tourist and attracts significant forex through Foreign Direct Investment. First National Bank F.N.B National Economic Preview 2016).

Despite economic advances attained, these have not been enough to quell the growing inequality and the rate of unemployment. According to the Quarterly Labour Force Survey, Quarter 4 Stats SA (2015: xii) there has been a significant increase in the number of unemployed citizens amounting to a total of 25, 2%. The Quarterly Labour Force Survey, Quarter 4Stats SA (2015: xii) asserts that between the years 2008 to 2014 the rate of youth unemployment rose from 32.7 to 36.1%. Well, one has to note that the Stats SA working definition of unemployment is inclusive

of discouraged workers. The government in the year 2014 according to the Presidency (2014) came up with a blueprint the National Development Plan and among its objectives is to create 11 million jobs by 2030 with an estimated half having been created by the year 2020.

Cape Town like any other city in South Africa grapples with issues of youth unemployment let alone the abject poverty that some of its citizen's face and the growing rate of inequality. According to the Quarterly Labour Force Survey, Quarter 4 Stats SA (2015: xii) Cape Town has an estimated population of 3,740, 026 with an overall unemployment rate of 24.5% and the youth unemployment rate staged at 31.9%. 1.8% of the youth above 20 years are not schooling. In the wake of such challenges, the city of Cape Town introduced the Economic Growth Strategy (EGS) aimed at reducing unemployment by creating jobs hence curbing urban poverty. It is in this context that a number of civil societies come into play, creating a means to aid a sustainable livelihood to the citizens of South Africa.

1.2.1. NGOs and Youth Development in South Africa

Although NGOs existed and were operational in South Africa in the apartheid era, Habib (2003) asserts that before 1980 when the apartheid became more liberalized the existing institution served the white minority. Subsequently, the few organizations that intended to serve other population were restricted to do so and restrictive laws were instituted to control their operations. After 1980, following the apartheid government liberalized approach, Habib and Taylor (1999) posit that there was greater funding from, international organizations, foreign governments, and philanthropic foundations totaling to an estimated 5000 organizations by the turn of 1993. Citing Jaster and Jaster (1993) in Habib and Taylor (1999:2) they posit that NGOs were in two categories, the first group conceded themselves as a liberal-oriented organization and positioned themselves in the Afrikaner and African nationalism ideological extremes. These include the Urban Foundation (UF), Black Sash, South African Institute of Race Relations (SAIRR) and the Institute for Democratic Alternatives for South Africa (Idasa). The second group constituted NGOs who openly associated themselves with mass-based people organizations such as the African National Congress who in form were national liberation movements. The birth of an independent and democratic South Africa in 1994 brought with it many positive changes including the much-needed room for non-governmental organizations to freely operate among all societies to aid better livelihood and introduce sustainable development approaches. Marks (1998:2) cited in Habib and Taylor (1999)

notes that the resources and mandate of NGOs in the post-apartheid era were channeled in three main ways; (i) absorption of some organizations and key personnel in the government, (ii) some of the organisations who survived assimilation into government undertook partnership with the government departments, development of policies, providing welfare and offering development services. (iii) Other liberal organizations have served as watchdogs of the new state and continued policy advocacy for various policy implementation.

Although this did not happen in a day and to date South Africa still finds itself plunged in socio-economic challenges, one can attest to the great positive impact NGOs have made to the formerly disadvantaged population in the apartheid era. In assessing the role played by NGOs, one could begin by looking at the various challenges in which South African youth find themselves in. Graham (2015) posits that the challenges youth face includes but are not limited to socio-economic challenges, these if exemplified could translate to challenges in accessing relevant education qualification due to poverty and economic strains, some are unhealthy enough to qualify for some jobs to poor diet and poor sanitation. In the search for a livelihood Mlatsheni (2012) asserts that some youth resort to joining gangs leading to a series of criminal activities while other youths are caught up in teenage pregnancies as a result of the allure for money. Mlatsheni (2012) explains that even those with academic qualifications find it hard to find careers given the great contrast that comes with what companies need versus the qualifications held, what he terms to be "skills mismatch"

1.2.2. Vocational / Education Training in South Africa.

Stumpf and Nlebuhr (2012) define vocational education as hands-on knowledge that is disseminated to individuals to capacitate them to practically implement in a particular occupation. According to the vocational education in South Africa has at large been constituted by Further Education and Training colleges and in some instances Non-Governmental Organisations. South Africa alike many Southern African countries attained democracy from colonial and repressive governments which had a bottlenecked education system often stigmatizing the black populace. Tracing from 1994 significant developments in vocational education have been through a change of legislative and policy implementation. The Skills Development Act of 1998 and the introduction of the Sector Education Training Authority in 2000 are some of the noticeable changes implemented by South Africa's post-apartheid government.

The Skills Development Act of 1998 meant to achieve a number of objectives among other it is to develop skills in the South African workforce thus to promote self-employment and to improve the delivery of social services. It was also to provide opportunities for new entrance to the labour market, employ persons who find it difficult to be employed, encourage workers to participate in learnerships and other training programmes. The purpose of the Act is to be achieved by SETAs, Skills Development Planning Unit as well as encouraging cooperation and engagements between the public and the private sectors to provide quality education and training for the workplace and self-employment. (Skills Development: Department of Labour: 2007) Salesian Youth Institute happens to be one such civil organization.

Despite the legislative enactment dating from 1998 South Africa still faces many challenges in the education sector specifically in vocational training. In their research paper on vocational education Stumpf and Nlebuhr (2012) acknowledge the progressive developments that have been marked throughout the past years noting the increase in skills development initiatives in both the public and private sector. However, Stumpf and Nlebuhr (2012) also note that there are a number of challenges that require attention in South Africa's vocational education. These include, an insufficient subject choice among learners given there are no requirements in terms of curriculum development, lack of supporting policy to enact new curriculum development in vocational training.

1.2.3. OVC Care and Support

Although the research vests more interest in PM&E and its impact on the project outcomes, it is worth to give the context of OVC care and support given Salesian Youth Institute caters to the orphans and vulnerable children. Understanding this background information will help illuminate the necessity of PM&E and its impacts not only on projects but stress the need for PME in OVC and Skills development initiatives. The contestations arise much when definitions of the vulnerability of children are tabled yet at present the fact doesn't get dismissed, vulnerability maintains (Skinner 2004). Workshop on Responses to Orphans and Vulnerable Children held in South Africa 2013 noted that the rise of the OVC population has been as a result of poverty, unemployment, inequalities, and the HIV/AIDS pandemic. Children as such become destitute and some of the children resort to substance abuse, living on the streets, crime and joining prostitution at an earlier age. Often the OVCs struggle to complete or continue their education significantly at

primary and secondary levels exposing them to poverty and limited chances of employment. The government of South Africa and the private sector have taken aim in alleviating the OVC from these dire consequences, some of the interventions include providing social workers to the most vulnerable children, setting up of children homes and open up training programmes and skills development initiatives according to the Presidency (2016). According to STATS SA (2015:32), Western Cape Province has the second-lowest OVC population constituting 3.6%.

1.2.4. Description of the Project and the Study Area.

Salesian Institute Youth Projects

The birth of the Salesians Institute Youth Project can be traced as early1859 when it was founded by St John Don Bosco, the organization then moved to South Africa following a request by Bishop Leonard of Cape Town. In 1896 five pioneers from England arrived in South Africa to establish the Salesian Youth Projects. Since 1910 the Salesian began education and training of youth. By 1990, Salesian introduced a number of projects to empower the disadvantaged youth to become competitive in the job market. To date, there are five projects underway and these are the Learn to Live (L2L), Don Bosco Hostel (DBH); 16Plus Outreach (16+); Youth Employment Skills (YES) and Waves of Change (WOC). (Salesian Institute Youth Projects, 2015)

The Learn to Live project is an educational project that caters for children on the street, school dropouts from communities within the Western Cape province. The Learn to Live project was accredited as an independent educational school by the Western Cape Educational Department. The project curriculum constitutes of life skills, and basic education fundamentals and also includes swimming, music, dancing, drama, and art as extra-curricular programs. Through the Don Bosco Hostel (DBH) project SIYP provides basic needs to the youth of age (17-24) and a homely environment to them. The Don Bosco School of life project seeks to integrate young South Africans who do not have family structures into mainstream society. Relevant employment skills training; social skills training and development, recreation activities; socio-psychological and spiritual integration; and structures to support them after completion of the project; are some of the offers that the DBH will offer to the youths who would have joined the project. (Salesian Institute Youth Projects, 2015)

The 16+ project has three phases, one of recruiting youth on the street, in phase two youth that is unlikely to return to school are encouraged to enroll for a work skills program. Some of the basic

skills taught are welding, panel beating, woodwork, and leathercraft. In phase three the products manufactured by these youths are sold through the crafts market. (Salesian Institute Youth Projects, 2015). The Youth Employment Skills (YES) project that facilitates the skills acquisition of young unemployed school leavers so that they stand a chance to get a job in the job market. Learners who are recruited in the program are between 18-26 years of age and are socio-economically disadvantaged, these learners are recruited from Khayelitsha, Delft, Mitchell's Plain, Langa, Gugulethu, Philippi, Athlone, Ocean View, Brown's Farm, Manneberg and Wallacedene. The YES project offers courses in computer literacy and office management, computer maintenance and repair, bricklaying, tiling, mosaic and laminated flooring, life skills. Upon completion of the various courses/course they undertake, the SIYP assists the students with job placement. The Institute has successfully created a good relationship with other civil organizations, the business community, and the government –the Department of Labour. (Salesian Institute Youth Projects, 2015)

This research seeks to assess the process of PM&E in the Salesian Youth Project with the hope of unpacking the role and impact the process of PM&E has on the outcome. Although the Salesian Institute has been there for a century in South Africa, this study aims to examine whether there is a relationship between the process of PM&E and the intended outcomes of the projects. (Salesian Institute Youth Projects, 2015)

1.3 PROBLEM STATEMENT.

The need to include PM&E in project management and civil organizations has risen significantly. Estrella (2000), Njuki et al (2010), Vernooy et al (2006), Camplain (2000), Estrella (2000), Guijt and Gaventa (1998) have done related studies in PM&E. However, there is relatively less research that speaks to the process of PM&E. What has been researched extensively is the advantages that come with PM&E see the work of Vernooy et al (2003), Estrella (2000), United Nations Development Plan (2002), OECD (2002), Makuwira (2015). Most of this work stressed the importance of PM&E in NGOs agreeably conceding that the use of PM&E leads to transparency and accountability. PM&E is also thought to aid socio-economic development as it bridges the gap between beneficiaries and project facilitators. Although many scholars do concur with the increased cost that comes with fully implementing PM&E. Makuwira (2015) argued that the worthiness of running PM&E and have argued that PM&E is the foundation upon which any organization can smoothly function in.

Conceding the work of Njuki et al (2010) and Adeniyi (2016), there has been less literature in the Southern African block relating to the process of PM&E, although many academic institutions, development agencies have seemingly taught and administered PM&E in some way. Studying the process of PM&E becomes enlightening in many aspects. PM&E provides an opportunity of the organization to reflect itself, the organization can assess the usefulness or limitation of PM&E in achieving its intended goals and outcomes. Comparison between theoretical lines of PM&E versus what happens on the ground often open new horizons to improve the administration of PM&E in organizations.

Notably, the context on which the study is being conducted appears to be completely different from many other settings formerly studied see Njuki et al (2010) Adeniyi (2016).   The study seeks to assess the impact the project has had on communities, at the backdrop of this the organization has a tentative PM&E which is being administered in some of its projects. There has been less resource in both manpower and expertise channeled to the process of PM&E. While the organization continually undertakes project assessments, it is in the interest of this study to unpack the process of PM&E as well as providing the outcomes of the intervention.

1.3.1   Research Questions.

In the context of the aforementioned the research questions become:

- To what extent is the process of PM&E applied/ administered on the Salesian Youth Projects?
- How does the process impact upon the project and its outcomes?
- In what way does the involvement of beneficiaries in the process of PM&E impact on the project?
- Are there any practical contestations between theory and practice in the process of PM&E?

1.3.2   Hypothesis.

The hypothesis to be tested in this study is:

The process of PM&E has an impact on the outcomes of the Salesian Youth Institute Vocational Project.

1.4 AIM AND OBJECTIVES OF THE RESEARCH.

Research Aim

The research aims to examine the process of PM&E in the Salesian Youth Project; establish the impact of PM&E on the project and its outcomes and recommendations to the Salesian Youth Project. As such the research will illuminate whether Participatory Monitoring and Evaluation mechanisms are useful or relevant in the context of Salesian Youth Projects. Through the use of available literature, data collected from interviews and questionnaires, the research seeks to unpack the advantages and limitations that come with PM&E.

1.4.1   Research Objectives.

The objectives of the research are to

- o   Identify the objectives of the Salesian Youth Project and the intended outcomes of the project.
- o   Offer an evaluative assessment of stakeholder participation in the process of PM&E.
- o   Identify the organizational structure of the project team and the parties involved.
- o   Offer assessment of the intended goals versus the outcomes of the project.
- o   Identify the relationship between the process of PM&E and the outcomes of the project.
- o   To provide for recommendations on the process of PM&E and project outcomes.

1.5 SIGNIFICANCE OF THE STUDY.

Effective governance or running of any project or organization is determined by the effectiveness in administration among other factors. The involvement of primary stakeholders as active participants in any project offers better methods of assessment and learning from change inclusive of the stakeholders while projecting the voice of the beneficiaries. This project sought to unpack the impact of PM&E at the Salesian Youth Institute. The essentiality of this research is that it evaluates PM&E strategies in projects, interrogates the necessity to employ PM&E strategies in civil organizations and skills development. The work of Sangole et al (2014), Estrella and Gaventa (1998) and Njuki (2003) emphasize how PM&E has become useful in many civil societies and governments. However, there has been little work done in assessing the process of monitoring and evaluation Hilhorst and Guijt (2006). Since 1994, the South African government has taken aim in

reducing poverty through vocational training of youth and bolstering tertiary education for its citizens.

According to the Parliamentary Monitoring Group (2016), legislators questioned the Ministry of Youth on the outcomes of the youth vocational training that the government had injected funding on. Legislators expressed their displeasure on the unavailability of data of those that completed the vocational training. On surface one can observe that the ministry had not done enough in assessing the process let alone the process of PM&E, as a result, it could not explain where the trained youth were and whether the training had actually helped. The Salesian Institute Youth Project has been established dating for over a century, as such, it becomes imperative to questions the impact the Salesian has had on the youth through its vocational training.

The research becomes significant in that it becomes the first of its kind to assess the process of PM&E in the Youth Employment Skills (YES) project introduced four years ago. The following are some of the study contribution and significant. (1) To examine whether there is a relationship between the process of PM&E and the outcomes or goals of the project. (2) Contribute to the academic body of literature. (3) Other parties or stakeholders can best incline to the outcomes of the project for improving evaluation in SIYP. (4) It illuminates the process of PM&E from a skills development perspective.

1.6 RESEARCH AGENDA

Chapter two will unpack Participatory Monitoring and Evaluation from its known conception. Thus, international scholarly views of Participatory Monitoring and Evaluation will be conceded giving reference to research studies done in several countries and within the South African context. The chapter will illuminate the advantages and the challenges that come with administering participatory monitoring and evaluation of the project organization. Thus, the literature review serves three objectives, to unpack what's known of Participatory Monitoring and Evaluation. This will help illuminate the research purpose by showing the conceptual gap in the research area and hence validate the research objective and purpose. The latter is to help contribute to the analysis of the research findings, noting relevance and a comparative discourse between research conducted and the outcomes of the research. Through unpacking the conceptual framework, theories in Participatory Monitoring and Evaluation will be explored and critically discussed. As discussed by Bless (2000) the conceptual framework can be a determinant to the methodology chosen as this

will help qualify or discard the known theory. The chapter also set precedence for discussing the outcomes of the research findings.

Chapter three will provide the methodology, sample design, ethical conduct and limitations of the study. The chapter outlines some of the methodologies that were employed in the study which include literature review, semi-structured interviews, and observation. The sample of participants was drawn from project stakeholders and project beneficiaries. Chapter three concludes by providing issues of ethical conduct, limitations of the study and a chapter conclusion that summates key issues discussed in the chapter.

Chapter four will provide the findings of the research aided by tables, from SPSS. A comprehensive discussion informed by the theoretical and conceptual framework underpinning the research will follow. The discussion will tentatively address and identify the objectives of the Salesian Youth Project and the intended outcomes of the Youth Employment Skills (YES) project. An evaluative assessment of stakeholder participation in the process of PM&E, the organisational structure of the project team and the parties involved will be presented in the chapter. An assessment of the intended goals versus the outcomes of the project will be discussed. The last segment will assess the relationship between the process of PM&E and the outcomes of the project.

Chapter five will summarise the research findings blending the research problem, the empirical findings and available literature to draw a conclusion. Findings will be drawn from gather collected from the field. The chapter will also propose recommendations drawn from the research findings, literature review. It is also essential to note that the recommendations provided are part in the fulfillment of the research aims which are "To provide for recommendations on the process of PM&E and project outcomes." The chapter will offer a conclusion.

CHAPTER TWO: LITERATURE REVIEW.

2.1 CHAPTER OVERVIEW

Monitoring and Evaluation has become an integral part of governments, multilateral companies, institutions, and non-governmental organizations. Agreeably, the objectives and methodology to monitor and evaluate may differ as per the context of the policy or project what maintains is the need to assess the progress or outcomes of the project, policy or intervention. The turn of the new millennium witnessed the subsequent involvement of all stakeholder sectors in monitoring and evaluation in what is to date termed Participatory Monitoring and Evaluation (PM&E). This chapter will offer a literature review in monitoring and evaluation, PM&E, the process of PM&E and some empirical studies using PM&E. The chapter will conclude with a chapter summary.

2.2 PARTICIPATORY DEVELOPMENT

The idea to incorporate other stakeholders or members of the community has long existed yet the word participation has had no general consensus on the level of engagement in participatory development. According to Coetzee (1986), the end of the Second World War marked the turn in international relations yet with higher admiration western countries perceived the development of other societies and countries to come through following suit the manner these countries had developed. Although these Western countries had developed economically the margins of poverty and inequality still existed within their societies. Korten (1990) assert that there was a paradigm shift in understanding development, Mohan and Hickey (2007) in their book, exploring new approaches to development, purport that tyranny development formed much of the 20th century. Thus, although the idea to participate was held in mind it was meant to benefit the project initiators than to whom the project was being done for. The UNDP (2002) report observed that while the World Bank was leading in development project support it confined participation to needs

identification. In a sense, people were given a platform to speak out what they lack than how they wanted to develop.

According to Ondrik (1999) and the World Bank (2002) "participatory development is a process through which stakeholders can influence and share control over development initiatives, and over the decisions and resources that affect themselves. Nelson and Wright (1994) assert that participation was defined by the German Agency as "co-determination and power-sharing throughout the programme cycle." At the other end, Esteva and Prakash (1989) regard participatory development as mainly a transformative agenda. One can possibly suggest that there is no concise definition agreed upon when it comes to defining participatory development. Campbell and Vainio-Mattila (2003) assert that   1 the variations in definitions entail the desire to explore participatory development in all its facets, it could also relate to the contexts and disciplines in which scholars or researchers find need to emphasize.

Schenck and Louw (1995) argue that the art to South Africa's development would be involving communities in all levels of project planning and development. They assert that the people-centered theory would facilitate an empowering transformative development in the once disadvantaged communities of South Africa in as much participatory development is known to enhance positive outcomes of projects and bringing social cohesion. Cooke and Kothari (2001) maintain that participation carries within its equity and empowerment. In the context of the Salesian Institute, Youth Projects which runs projects of vocational training one might carry the question as to how participatory development or the people-centered theory has influenced the outcomes. In the same vein, one is alerted to Chambers' (2012) argument that stakeholders from the government and civil society, due to the changing pattern of technology and the modernized lifestyle have been trapped in the urban setting of meetings and appointments alienating them from the cause of participatory development. It is in this regard that one finds interest in exploring the process of PM&E in such contemporary settings.

2.2.1. Theoretical conceptions of participatory development

To unpack participation, monitoring and evaluation it is imperative to revert to the founding theoretical dimensions upon which these were founded. Ben-Meir (2009) purports that although the term participatory development can be traced as early as the Second World War it had little

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less impact on social policy or in academic circles. The argument held by Ben-Meir (2009) is that participatory development can be drawn from theories of development namely dependency and modernization theories. Adeniyi (2016) citing the work of Midgley et al. (1986) purports that the emergence of participatory development can be traced to western democracy theory which called for inclusivity of citizens in decision-making platforms. The logic held by Adeniyi (2016) is that western democracy theory aimed at liberalism and attended to issues of politics than it can be seen as enacting social development. Alamgir (1989) cited by Ben-Meir (2009) asserts that participatory development encroached the academic platform through applied and development anthropology. The conception held was that to understand challenges affecting other societies there was a need to include their opinion. Chambers (1994) asserts that there was a growing need in the 1980s to include farmers in agricultural research to achieve productivity in the agricultural industry. The supposition held then is that participatory development was coined into meaning from different paradigms and theoretical lanes with the idea of consulting all stakeholders to effect problem-solving. As Chambers (2005) purports participatory development became a buzzword in the 1990s hence the inclusion of participatory development in the World Bank policies and United Nations as early as 1990.

Withanachchi (2011) traces participatory development as part of social capital theory. Citing the need for the inclusion of communities by NGOs in the 1990s the social capital theory was more profound. Participatory democracy, which included political equity, equality and inclusivity and participatory development the inclusion of people in decision making, implementation of projects, benefit and the evaluation process. Uphoff (2000) asserts that participatory development can be traced as far as the philosophical underpinnings of social capital. To aid clarity, social capital as alluded by Withanachchi (2011) was hinged on social relationships, trust, and interdependency of societies, which in turn necessitated participatory development.

2.2.1   Critique of Participatory Development

Critiques of participatory development trace the ideology of participation in development not to have been a cause for genuine development. Rather participation in development initiatives, was meant to further the western socialization models discarding the native traditional approaches. An example could be the one size fit all policies and project initiatives fostered by monetary

institutions like the International Monetary Fund and the World Bank in South America and other parts of the world. Giles (2001) noting Schuurman (1993) asserts that participatory development in the 1950s then was Eurocentric pursuing a top-down approach.

Donin and Leone (2011) assert that participatory development posited an incapability to challenge power relations at the macro and micro scale. They argue that although it is normatively sound to include locals in participatory development, their involvement does not directly influence a change of policy initiatives or power dynamics. Locals have no influence to make decisions that change their local governance. As such Williams (2004) purports that the involvement of some NGOs as a means to empower ultimately translate to donor-driven livelihood support systems than they can be empowering to participants. In other words, participatory development is thought of as a cut to the project implementation cost and customized to suit citizen's needs but does not empower or change power dynamics. Thus, one can suppose that participatory development is an act of depoliticizing development. Harris (2002) and Williams (2004) assert that by evading governments and interacting with grassroots defeats the main purpose for participatory development which is thought to alleviate the responsibility of global development agencies.

2.2.2   Reclaiming participation: a response to the critique of participatory development

2.2.2.1 Participation.

Thought to be a means to and an end in itself (UNDP: 1993; Fonkem: 2012). Participation is thought to be a means in that it helps in the maximization of human potential while being an end in itself in that it creates a sense of self-actualization as humanity is able to realize that capabilities hence making a contribution to societal development. However, for one to make sense of the above it calls for the definition of participation before unpacking it as a phenomenon. The World Bank (1994) defines 'participation as a process by which stakeholders' influence and share control over development initiatives, decisions, and resources which affect them. Borrowing Sirpal (2010) assertion on the theory of participation, people are likely to participate in discussion forums or action that affect one's interests. Hence, as a result, one can also participate in collective projects or initiatives with the aim of attaining benefits. As Burkey (1993) posits participation develops a sense of self-confidence, creativity, initiative, cooperation, and responsibility. One has to be awakened to the typologies in participation. Thus nature and power dynamics involved thereof

between the beneficiary and stakeholders or other institution can determine the nature of participation. Pretty et al (1995) asserts that participation is composed of seven classes:

(i)   Self-mobilization- an independent voluntary collective initiative to change system or status-quo.

(ii)   Interactive participation- joint analyses and might include joint interdisciplinary methodologies aimed at accommodating multiple perspectives while the group takes charge of decision making roles.

(iii)   Functional participation- participation aimed at meeting a predetermined objective such participation can involve societal upward mobility or development and is often initiated by the facilitator.

(iv)   Participation by material incentives-people provide resources to attain resources for example food for work, no resource incentive no participation, participant are not interested in project progression by the resource they get out of their labor contribution.

(v)   Participation by consultation, individuals are consulted to give views but do not control wither the problem or the final resolution, thus their input is hoped to enlighten decision-makers.

(vi)   Participation by information giving- answering questions from researchers of project managers but dot has the opportunity to influence proceedings.

(vii)   Passive participation- participation based on what one is told has happened and will happen it unilaterally in nature.

Hence the mention of participation should not be construed to mean that in all instances people are being empowered, attain self- confidence or are equipped to develop. However, Participation in many NGOs inclusive of Salesian Youth Institute has been to equip people with skills as a resource to attain a sustainable livelihood hence eradicating poverty. Before the introduction of Participation, Monitoring and Evaluation was done in conventional means, the input and opinions of beneficiaries mattered less than the ideal development picture the donor or organization had as such monitoring and evaluation was not shared across with beneficiaries.

Participation was bridged as a concept bridged the gap between beneficiaries and donors and funders inclusive of field officers. As such participation was transitional and transformative, development of a community was mutual community and power dynamics leveraged. As a result, both the donor and beneficiary attained the stakeholder status.

2.2.1.2. Participation as Empowerment

The sustainability of any community developmental project is based on a number of factors, one such is the involvement of the beneficiaries in the project. The interaction of stakeholders and beneficiaries even before the onset of the project can determine the positive outcome. The essentiality of participation comes in two-fold, in that in as much as it enhances mutual trust, coordination between beneficiaries and stakeholders it is empowering to both parties. Participation is empowering in that beneficiaries realize their potential in changing their socio-economic development and their prowess in determining the project outcomes. As such participation speaks to power dynamics and power relations. Peet (2003) asserts that participation may potentially seize to empower if power relations are not leveled correctly. According to Peet (2003) the "unholy trinity" World Bank, (WB), International Monetary Fund (IMF) and the (WTO) are known for their ideological imposition in development projects. According to Peet (2003), South Africa's GEAR in 1995 and Zimbabwe's ESAP in 1992 are some of the examples where one size fit all economic recovery plans were imposed. Defiant to such, Zambia in 2007 subsidized its farmers as opposed to the IMF and WB, through involving the local farmers in the national agenda and offering subsidy Zambian farmers' yielded great harvest and averted drought. The farming outputs transformed the socio-economic lives of the farmers and their communities. Indeed, participation is empowering yet empowerment is determined by conducive even power relations (Chambers 1997).

2.2.1.3. Knowledge Production in Participation

Jackson and Kassim (1998) assert that PME does not empower but surpasses other social indices in knowledge production and sharing making it easy for all genders and social classes to attain knowledge through participation in a given project. Adeniyi and Dinbabo (2016) analysis of Nigeria Tada Shonga irrigation, noted that the participation of stakeholders, acted as a means of creating new knowledge, allowing for interventions and improved assistance in the irrigation scheme. Notably, the analysis of participatory monitoring and evaluation initiatives creates new knowledge. However, the creation of knowledge in participation is based on power dynamics and trust between the stakeholders and beneficiaries. In assessing Ille and Dinbabo's (2014) work on

evaluating the impact of selected social welfare policies in South Africa, the involvement of various stakeholders and seemingly participatory monitoring and evaluation mechanisms resulted in positive outcomes. It brought forth the generation of new knowledge on the implementation and distribution of resources. As such the development or improvement of social welfare policies has been necessitated by further insight or knowledge that has been created onwards.

2.3. PARTICIPATORY MONITORING AND EVALUATION.

Agreeably among scholars, Guijt, Arevalo, Saladores (1998); Rossman (2000); Gaventa (1998) Estrella (2000); Vernooy (1999) and Gowda (2012) is that PM&E is a development from the conventional methods that were used in project assessments, but the debate still rages when it comes to defining the parameters of participation, monitoring and evaluation and how this often impact in research or project outcomes.

Vernooy et al (2003) postulate that "Participatory" meaning to take part in, would translate to the various types and degrees of involvement, decision making and the control over a project/research process. According to Estrella and Gaventa (1998), participation is often seen as aiding relevance to the research stakeholders, empowering the society to which the project or research is being conducted and a voice to the marginalized. The community is offered a platform for development through decisions informed by all stakeholders, hence the outcomes of the project are owned and experiences shared by the community. Monitoring, "is an ongoing systematic, regular collection of data and occasional analysis of information, to identify and possibly measure changes over a period of time." Vernooy et al (2003), Mclaughlin and Walton (2012). The outcomes of monitoring a project either them being positive or negative will help in the adjustment or reinforcement of a project.

Mclaughlin and Walton (2002) cited the OECD-DAC (2002:24) which defines Evaluation as "The systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation, and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact, and sustainability." Eschborn (2002) offers a rather simple definition in development parlance, thus the extent to which project activities have achieved their intended objectives, including the overarching objective to which the project is meant to contribute. PM&E includes an assessment of the impacts, whether intended or unintended, of the project activities. According to Vernooy et al (2003) ;Estrella and Gaventa

(1998); Mclaughlin and Walton (2002); Eschborn (2002) define PM&E as referring to "the involvement of stakeholders in the design and implementation of observing, systematising, deciding and interpreting how project progress can be measured and acted on." The diagram below shows the process levels, principles, key process determinants of a transformative PM&E.

Figure 1: PM&E Process
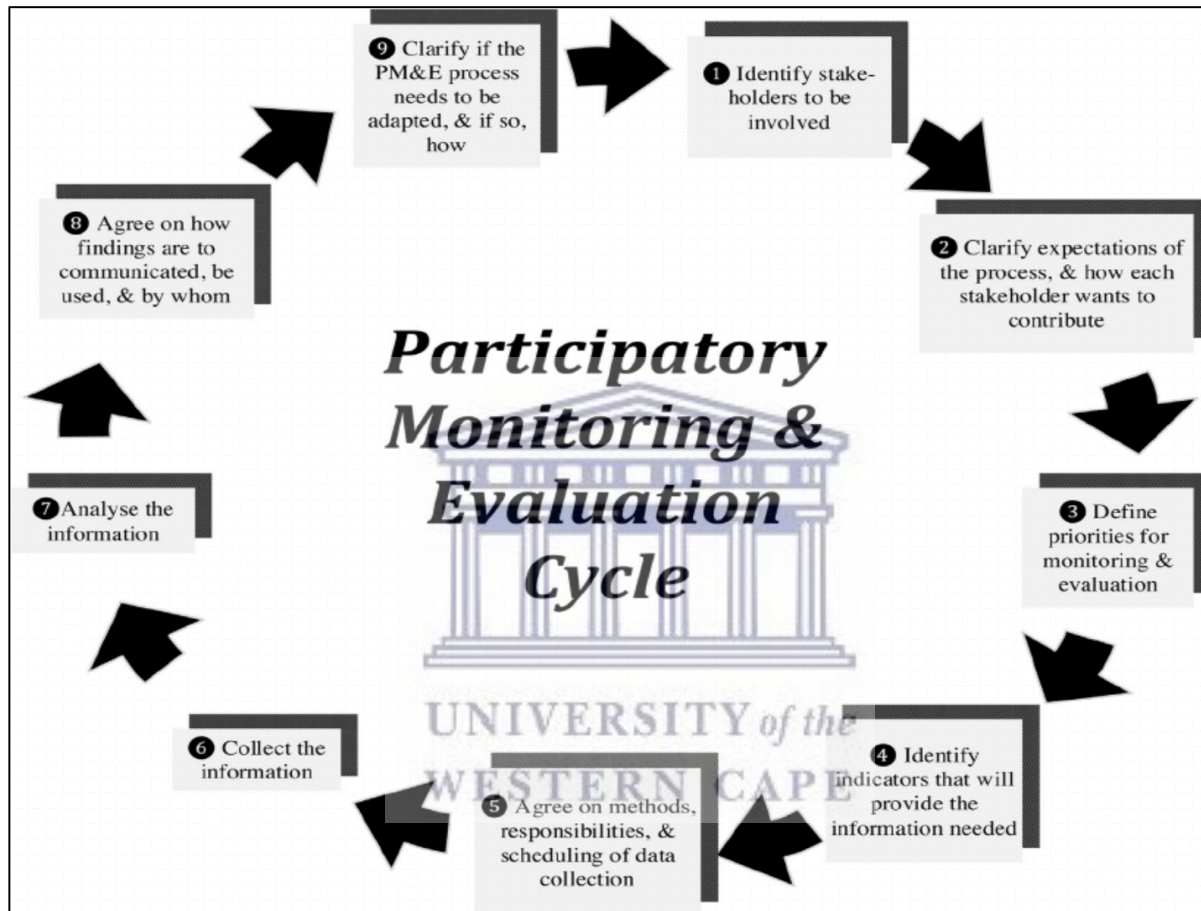
Source: Njeru (2017)

Makuwira (2014) in his rather professional lamentation of the NGOs servitude in Africa recommends PM&E as an advantaging means to operating in African countries in the highest form of accountability and transparency known to the government and society. Makuwira (2014) argues that PM&E should not be disjointedly defined or seen in categories but rather as an ongoing process, thus when monitoring comes to an end, evaluation continues, the two are overlapping. Abbot and Guijt (1998) Guijt and Gaventa (1998) Estrella and Gaventa (1998) attempt to enlist some of the benefits that come with employing PM&E in organisations. Some of the benefits are that PM&E becomes a learning process for the stakeholders included in the project, empowers the

beneficiaries of the project, stakeholders are enlightened to problem-solving methods, necessitates accountability and transparency.

Scholars (Estrella and Gevanta, 1998: World Bank, 2013, Coupal, 2001) argue that PM&E as the modest means of engaging beneficiaries and stakeholders in reflecting and assessing project outcomes. They assert that PM&E in comparison with other conventional methods of M&E becomes advantageous as it necessitates the process of impact assessment, project management, and planning, organizational strengthening or institutional learning, understanding and negotiating stakeholder perspectives and public accountability. Essential in all is the involvement of various stakeholders in the birth and the aftermath of the project and its outcomes. Although crediting PM&E as being widely used in many institutions today, (Coupal 2001, Aubel 2004), Njuki et al (2003) acknowledges the challenges that come with running the PM&E efficiently given its need for input from various stakeholder levels, a process that can be tedious and requires a significant amount of resources.

In a number of ways, PM&E and the Sustainable Livelihoods Approach have often been used jointly in analysis and interventions by organizations. The work of Ashley and Hussein (2000), Spasova et al (2015) serve as examples of research conducted primarily in different fields yet employing almost the same conceptual framework, the Sustainable Livelihoods Approach. Conceding Njuki et al (2008) model on evaluating community projects in Malawi, the Enabling Rural Innovation (ERI), the team came up with indicators that would help them evaluate projects from their commencement up to the latter end; these indicators merited them to evaluate the change in the participants' socio-economic.

2.3 CHALLENGES IN PM&E

The challenges of PM&E manifest in many areas, in both implementing the system and administering it throughout the course of the project. To begin with, Makuwira (2014) posits that the misinterpretation of the function of a PM&E can be a challenge in itself often blundering the intended goal. Although proponents of PM&E have argued that the PM&E is cost-effective, it appears to be vice-versa in megaprojects.The need to include participants or stakeholders often needs intensive resources, which brings back the challenge of money spent in bureaucratic process than the project implementations in itself in what Woodhill (2000) terms as coping with the political imperative. Aubel (2004), Bayer and Bayer (2002) state that PM&E requires enough

incentives at times so that the stakeholders time and effort is appreciated and accorded its worthiness, however, due to the variegated funds, the funding often determines what ought to be done and otherwise. The use of too much quantitative data can rob the qualitative process that could be rather detailed and often straightforward. The absence of trust between stakeholders and familiarity with PM&E can stall the process. Makuwira (2004) laments the NGO Act introduced by Zimbabwe in 2004 acknowledging the difficulty of an organisation to work with government, given the heightened mistrust between the NGOs that are Western-sponsored and the government. The table below was adapted from CARE International 2005 and shows a summation of the challenges likely to be experienced in the plan and implementation of PM&E in a project.

Table 1: Problems with PM&E

Level	Problems with PM&E		
	Design	Monitoring and implementation	Evaluation
Financial partners	▪ Short submission deadlines of calls for tender ▪ Predefined objectives and target/fields of calls for tender ▪ Limited amount of money ▪ Monitoring/evaluation systems predefined and non-participatory ▪ Targets and areas already defined ▪ Short project duration imposed	▪ Limited financial envelope for monitoring and evaluation	▪ Limited time: instant results wanted ▪ Sophisticated methods required for reliable results ▪ Participation involves high costs
Communities	▪ Difficulty of representing all target groups ▪ Illiteracy ▪ Self-exclusion ▪ Lack of project design skills ▪ Not enough money to contribute to project budget	▪ Not available during project schedule ▪ Time taken up with involvement ▪ Not much involvement in development of tools ▪ Inability to use monitoring tools	▪ Illiteracy ▪ Unavailability ▪ No self-critical ability
Project staff	▪ Skills of 'beneficiaries' underestimated ▪ Feeling of knowing more about 'beneficiaries'' problems than they do themselves ▪ Limited time to reply to calls for tender ▪ Always seeking to keep the financial partner happy, to the detriment of the 'beneficiaries'	▪ Staff focus on achieving project results in a short time (project duration) ▪ Perception of PM&E (not supported by actors involved) ▪ Unilateral financial management	▪ Overwork leading to stress ▪ Not enough capacity to direct the approach ▪ Resistance to change of approach ▪ Prejudices about communities
Other types of constraints	▪ Baseline: national policies and strategies not always designed to be participatory ▪ Councillors' political allegiances lead to differences of opinion that are not always constructive	▪ External actors do not support validity of PM&E ▪ Other actors involved do not apply PM&E	

Source: CARE International (2005) cited in Coulibaly et al (2008)

2.4. EMPIRICAL STUDIES ON PARTICIPATORY MONITORING AND EVALUATION.

2.4.1 Global

There is a wide range of literature, both in developed and developing countries, on Participatory Monitoring and Evaluation, (Abubel, 2004; Estrella and Gaventa, 1998; Matsiliza, 2012; Njuki et al, 2003; Rossman, 2001; Sangole et al 2014). The UNDESD (2009) convened a conference in which a framework for monitoring and evaluation would be set and would be used to assess the progress of its projects in all parts of the world. Such a conference does attest to the serious domain in which M&E let alone PM&E has changed the course of progress tracking and impact assessment in the project. In the conference, the outcomes suggested the use of triangulation methods as part and parcel of aiding PM&E. The same effort was done in Central Asia by the International NGOs Training and Research Centre (INTRAC), which is a global institute with more than 16 member countries across the globe. According to Adams and Garbutt (2008), the INTRAC sets to assess the process of PM&E in practice. While acknowledging the pitfalls the researchers, managers, and stakeholders of this PM&E practice found themselves in, (Adams and Garbutt, 2008) conclusion summed up the worthiness of PM&E and its use in Civil Society Organisations and Non-Governmental Organisations in Central Asia.

In Kyrgyzstan, a conference was held, by four governments namely Kyrgyzstan, Turkmenistan, Uzbekistan and Tajikistan with the inclusion of International NGOs who were from the United States, United Kingdom, and France (Buxton, 2004). The conference themed, Who benefits? The monitoring and evaluation programmes in Central Asia. As part of the conference, monitoring and evaluation was also conducted on the effective implementation of monitoring and evaluation in development projects in these four countries. According to Buxton (2004), INTRAC pointed out that the ineffective use and application of research techniques and tools could endanger the outcome hence leading to porous decisions. The researchers highlighted the limitations of funding as a major barrier to the extensive implementation of PM&E. Interesting in this conference is the ability of the members to conduct a PM&E and turn their conference to a study in itself while reflecting on the Monitoring and Evaluation projects in the four countries (Buxton 2004).

In Mexico City, in the Xochimilco, a project for participatory monitoring and evaluation of wetland restoration was conducted. According to Von Bertrab and Zambrano (2010), PM&E

served as a tool to harness social responsibility, as well as create greater linkages bridging the communication between various stakeholders and the communities involved. However, Von Bertrab and Zambrano (2010) point out that PM&E implementation was met with socio-political dynamics and as a result, it was a challenge to the process and the timely implementation of the projects. One can note that although PM&E is advantageous, there a variety of challenges that can be anticipated in the implementation process.

In the year 2000, in Colombia Northern Cauca, a study was conducted by Alzate (2000) cited in Fonkem (2012) on monitoring and evaluation of local development through community participation. According to Alzate (2000) the processes of PM&E are beneficial to all the stakeholders, the first one being that it reaffirms the community's ability to redirect its development and the understanding of PM&E. Fonkem (2012) noted four significant impacts the PM&E process brought forth and these are that PM&E reinforced community participation and involvement, ushered greater public accountability, empowered participants in decision making thereby creating linkages within the communities and stakeholders.

2.4.2 Africa

Njuki, Kaaria, Chitsike, and Sanginga (2003) wrote work on PM&E for stakeholders, assessment of projects impacts for institutional and community learning change. The study involved the Kenya Agriculture Research Institute, farmers and various stakeholders. Their work acknowledges the difficulty in carrying out impact assessment activities successfully if the basic task of M&E is executed properly. Thus an assessment of the PM&E process can only be successful if at first all stakeholders are well versed with the process of PM&E. According to Njuki et al (2003), impact assessment of the process of PM&E help establish the linkages between project intervention and outcomes and this can be achieved through continual follow up of activities and changes that occur in the process. In their work to ascertain the influence of participatory monitoring and evaluation approaches on the practice of quality assurance in Kenya, (Odienki, Morara, Matonda, Nyabiage, 2013), the study sought to establish the extent to which PM&E aligned to the secondary school practice of quality assurance as well as ascertaining the steps to the implementation of a participatory quality assurance process. The study was conducted using a mixed-method approach to data analysis. The findings of the research asserted that the process of quality assurance in secondary schools was a form of participatory monitoring and evaluation. The qualifiers held in

the outcome were that although PM&E principles were participation, learning, negotiation, flexibility and quality assurance had collegial approach, corporation, teamwork and involvement the similarity came through the process under how these phases were implemented and drew on the participation of all stakeholders involved in the process.

Plan International in Zambia sought to improve participation in managing community development, in its Child Centred Community Development (CCCD). Mkandwire (2008) notes that empowering the community and capacitating them for the project called for the involvement of the project primary beneficiaries in the project design implementation, monitoring, and evaluation process. Through community representative and 15-20 project PM&E volunteers collecting information on a quarterly basis, the project progress was shared among community members through Most Significant Change Stories (MSC), this served as a progress marker and enhanced participation and sharing of knowledge in the project (Mkandwire, 2008).

In the Region of Mopti in Mali, Coulibaly et al (2008) who served under CARE International conducted a study on PM&E as means of empowering local government. PM&E was implemented on natural resource management and local government in Mali's Mpoti region. According to Coulibaly et al (2008) their early experiences and lessons learned in the implementation of PM&E entail; PM&E was an effective way of transferring skills, however participants needed more time and patience to grasp the information taught. Illiteracy of the beneficiaries or participants taking part in the process of PM&E was an obstacle often impeding on the project outcomes. The diversity in language curtailed by poor literacy levels entailed the need for more resources to usher for translation.

2.4.3   South Africa

Matsiliza (2012) sought to review an inclusive approach in the South African government's wide Monitoring and Evaluation. The study entirely used qualitative methods and drew the conclusions that PM&E can be costly for the government as it requires finances, skills, expertise leadership and management. Matsiliza (2012) lamented that the lack of skills in some stakeholders can be a hindrance to the outcome of PM&E. However, the study positively saw the need for PM&E in

government as it offers collaborative engagement between stakeholders. The study argues that the introduction of PM&E would attract contributions from civil society in development policies.

Thus Matsiliza (2012) concedes that despite the cost incurred in establishing PM&E it is a worthy endeavor. Fonkem (2012) on the study titled analysis of the readiness assessment for establishing M&E system in Early Childhood Development Programmes in Khayaletsha at the Ikamva Labantu Centre, supposes that PM&E is an essential mechanism to affect community participation in the monitoring and evaluation, plan process and implementation. According to Rossman (2001) the fundamental processes of PM&E are that it identifies indicators that document transitions or change in specific conditions and indicate progress towards the intended objective, it offers baseline conditions towards the achievement of the project objective, it allows for the collective and collaborative analyses and interpretation of data upon which conclusions are drawn. Thus PM&E can be seen as self –reflective hence allowing for the process by which it occurs to be scrutinized in itself.

South Africa's Department of Monitoring and Evaluation has been tasked to effect PM&E mechanisms in order to realize project success and synergy between government policies. Naidoo (2010) supposes that the inclusion of DPME in South Africa has been useful in the government ability to answer the service delivery challenges faced by a majority of the populace. The DPME (2013) on ascertaining the role of monitoring and evaluation in South Africa's public sector outlined that the participatory monitoring and evaluation mechanisms sought to address among others, the culture of doing the same way rather than the attitude to enhance continuous improvement, the lack of evidence based-planning which was coupled by the lack of evaluation and measurement tools in project planning, implementation, and evaluation.

PM&E has not only been useful in the governance apparatus but has also been instrumental when used with NGOs within South Africa. Chibonore (2016) citing (Swilling and Russel, 2002; Miller and Campbell 2006) reveals that through participatory monitoring and evaluation mechanisms employed by NGOs in South Africa interventions were made in health and education sector respectively. As can be borrowed from Gaventa (1997) the use of PM&E mechanisms in NGOs enabled project management and planning, the understanding and negotiating stakeholder perspectives.

2.5. PM&E IN CONTEXT OF THE SALESIAN INSTITUTE

Indeed, PM&E is not a new phenomenon, as discussed in the literature above, (Matsiliza, 2012; Mkandiwire 2012, Fantom, 2012; Abbot and Guijt (1998) Guijt and Gaventa (1998) Estrella and Gaventa (1998; egAbubel, (2004); Estrella and Gaventa, (1998); Matsiliza, (2012); Njuki et al, (2003); Rossman, (2001); Sangole et al (2014); Adams and Garbutt (2008) ." Vernooy et al (2003), Mclaughlin and Walton (2012); Njuki, Kaaria, Chitsike, and Sanginga (2003). The research context seeks to examine the process of PM&E at the SIYP Youth Employment Skills, thus the study will illuminate not only the impacts of implementing the PM&E but the process. Thus the study seeks to weigh whether the involvement of project beneficiaries actually has an impact on the outcomes, the realization of such can only be in assessing the process of PM&E itself. While there has been literature pointing out to PM&E planning and implementation, there has not been work within South Africa yet known to the researcher at the time of writing that seeks to assess the process of PM&E in NGO that conducts skills development initiatives for school dropouts in Cape-Town South Africa.

2.6. CONCEPTUAL FRAMEWORK

The theoretical framework is the platform upon which the ontological and epistemological research ideals are exonerated to further the ideological standpoint of any research. It is to the knowledge of the researcher that given the relatively different socio-economic trends, human beings experience the world differently regardless of their demographic location, class, gender or race, (Grant and Osanloo, 2015; Abend, 2008; Swanson and Thomas, 2013). As such, through the theoretical framework key variables in the research are exemplified often marking the distinction between empricism and generalizations. Theories become the conceptual basis "for understanding, analyzing, and designing ways to investigate relationships within social systems" (Torraco, 1997:114-137). This research ferries the ideology that communities have to be empowered to determine their own development. Asserting that stakeholders willing to assist should involve beneficiaries that is community members in the process of the project launch and implementation.

Monitoring and Evaluation happen to be one essential component that stakeholders inclusive of beneficiaries have to willingly undertake to enhance development, develop mutual trust, public accountability and acquire monitoring and evaluation techniques as a skill. As such participatory

development becomes the overarching theoretical conception upon which this research rests on. Hence this section of chapter three will dissect and dichotomize participation, development.

2.7. OPERATIONALIZATION/MEASUREMENT OF KEY VARIABLES

Borrowing from Tariff (2017), participation leads one into asserting that participatory development in theoretical lanes, though relevant, might not be easily applied given varied environmental, external and internal stakeholder behaviors. While this study seeks to assess the process PM&E and its effect on project outcomes, one has to be cognisant of the key variables that can be measured to motivate the assessment and outcomes of the researched theme. Defining operationalization, or even the process of doing it has always been a bone of contention in the scholarly field, although not intending to raise one such scholarly argument, the study defines operationalization as a process in which the philosophical ideas of the research's aim and process is articulated from the point of its inception up to the intended outcome. Hence the study adopts Ringson (2018) who defines operationalization as a process involving the moving of abstract ideas to the empirical level.

Thus this study interrogates the notion that effective participation in the process of participatory monitoring and evaluation yields positive outcomes, as through participatory development, all stakeholders involved partly have a sense of ownership and to determine to effect development.

2.7.1. PM&E Process

Project Initiation: Estrella and Gevanta (1998), World Bank (2013), Coupal (2001) regard PM&E as the modest means of engaging beneficiaries and stakeholders in reflecting and assessing project outcomes. They assert that PM&E in comparison with other conventional methods of M&E becomes advantageous as it necessitates the process of impact assessment, project management, and planning, organizational strengthening or institutional learning, understanding and negotiating stakeholder perspectives, public accountability. Essential in all is the involvement of various stakeholders in the birth and the aftermath of the project and its outcomes. Although crediting PM&E as being widely used in many institutions today. Coupal (2001), Aubel (2004), and Njuki et al (2003) acknowledge the challenges that come with running PM&E efficiently given its need

for input from various stakeholder levels. PM&E as a process can be tedious and often requiring significant amount of resources. This part entails, assessing the feasibility of the study, project and needs identification assessment.

Planning and Management: In this section, a stakeholder is engaged to elaborate on the major aim of the project, as much as their participation in establishing and defining the goals, purpose, and outcomes of the project. As can be drawn from the sustenance participation theory, which asserts that the involvement of beneficiaries in the project framing course, and them being allocated tasks, creates a sense of responsibility (Neuman, 2003:460).

2.8. CHAPTER SUMMARY

The chapter has discussed the transition of conventional monitoring and evaluation mechanisms into participatory methods. Conventional monitoring and evaluation were closed systems in which the beneficiaries had little less influence either on the project process, its effects and outcomes. Summatively, as put across by Sirker and Ezemenari (2002) and as discussed in this chapter, PM&E enhances the sharing of knowledge, collaboration, and consultation thus empowering all stakeholders inclusive of project stakeholders. The chapter has illuminated that PM&E is conducted to yield different purposes such as improving capacity building, opening up for the creation of new partnerships and levels of engagement between stakeholders. PM&E promotes sustainability, increase effectiveness and efficiency of the project planning, public accountability and promotes social inclusion. The chapter has also shown that PM&E like any other evaluation approaches has its own challenges, in that time and patience is needed to coordinate the process as project conception rates could be different due to different levels of literacy. PM&E comes with a cost and might require more resources to keep up with update initiatives. Poor articulation of the interests of the poor and vulnerable can create a rift than enhance sustainable livelihoods. Thus as discussed the planning and implementation of PM&E, though coming with handy advantages, the constraints too, deserve to be understood and put in context. As discussed in this chapter, there has been little less research conducted on the process of PM&E with NGOs within Cape-Town with regards to skills development project initiatives.

Also addressed in the chapter has been the theoretical and conceptual framework of this study positing that PM&E is essential in projects involving communities as it enhances the participation of beneficiaries in the projects. The chapter has shown that PM&E provides for the empowerment

of the project beneficiaries and stakeholders, through PM&E new knowledge is created as beneficiaries and stakeholders share ideas which allows for successful project implementation. Although PM&E often brings with extra expenses, and the process taking longer to complete, the outcomes of PM&E exceeds the incurred costs. The chapter has discussed how the conceptual framework will be applied in the research study to achieve the research aims.

CHAPTER THREE: RESEARCH DESIGN

3.1 CHAPTER OVERVIEW

This chapter provides a research methodology that was employed in this research, as such this chapter will illuminate the research's research design, research methodology, and research sampling procedure, methods of data collection, data analysis and presentation, ethics statement and the chapter summary. It is essential to note that the outcomes of this research and analysis are hinged on the research methodology. Thus conclusion drawn from the following chapters should be better interpreted through the methods of data collection employed, the research design and suggested techniques in data interpretation and presentation.

3.2. RESEARCH DESIGN

While acknowledging the advantages that come with using either qualitative or quantitative the study concedes that the two have limitations if used individually. This study hence chooses to employ mixed methods. According to Lisle (2011), mixed methods entail the use of qualitative and quantitative methods. Lisle (2011) assets that the introduction of mixed methods in the field

of research was influenced by the need to acquire empirical if not objective finding hence diversification became a useful tool in accomplishing such.
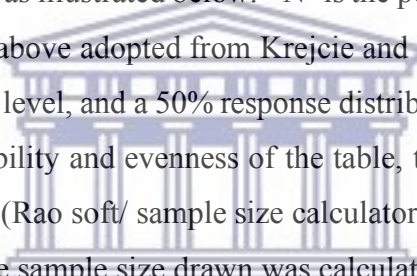
Collection of all data will focused around, (1) identifying the objectives of the Salesian Youth Project and the intended outcomes of the Youth Employment Skills (YES) project (2) an evaluative assessment of stakeholder participation in the process of PM&E (3) Realising the organisational structure of the project team and the parties involved (4) an assessment of the intended goals versus the outcomes of the project (5) the last segment will assess the relationship between the process of PM&E and the outcomes of the project.

3.3. SAMPLING PROCEDURE

The sample design and sizes were guided by the generally accepted sample size rules of thumb from Krejcie and Morgan (1970) as illustrated below. 'N' is the population while 'S' is the sample size. The Sample Size provided above adopted from Krejcie and Morgan 1970 arrived with a 5% margin of error, 95% confidence level, and a 50% response distribution over an overall population size of 134. To ascertain verifiability and evenness of the table, the Rao soft calculator was then used and the sample size tallied. (Rao soft/ sample size calculator Html: 2015)

Selection of participants from the sample size drawn was calculated as follows;

Equation.

$$n_i = \frac{N_i}{N} \times n$$

where,

N= Overall population size; Ni=Population size of ith stratum; n= Overall sample size

i= ith stratum

3.4. METHODS OF DATA COLLECTION

3.4.1. Questionnaire Survey

Popper (1959), Ackroyd and Hughes (1981) purport that the use of a questionnaire is arguably advantaging in that there are little fewer challenges on the reliability and validity of data, and that it can be used scientifically and with objectivity, aiding to the use of statistical software packages to analyze data. As this research will employ a software package as a means to analyze data, the

use of the questionnaire becomes a necessity. Participants from this research were drawn from the beneficiaries of the vocational training, who have over the years graduated from the vocational training center and those still in the programme. A total of 150 questionnaires were distributed. The questionnaires were distributed to half of the members who have completed the programme and half who are yet to complete the programme but have already gone halfway through the training. Identification of the participant's stream was done through the assistance of the project officers. Prior contact made with the Salesian Project Officers on an informal dialogue indicated their willingness to help in the process of distributing as well as contacting participants to make the process a success

3.4.2 Semi-Structured Interviews

According to Bernard (1988), semi-structured interviews are beneficial in that they enhance the reliability of data. The research will select stakeholders from each institution which is part of the process of monitoring and evaluation hence to effect reliability and to streamline the respondents to the crucial elements of research being asked, semi-structured interviews become very ideal. The 10 interviewees were selected through purposeful sampling. Though conceding the shortcomings of purposeful sampling in that the researcher imposes his subjective criteria in the vetting process, this study finds this method valid as it awards the researcher room to pin-point participants on the basis of specific characteristics in this instance participants actively involved in the process of PM&E. Black (1999) asserts that purposeful sampling is advantageous as it ensures the balance of participants in the multiple groups to be selected.

3.4.3 Observation

Fox (1998) posits that observations are a useful tool in research as they help speak to the conditions, behaviors that cannot be verbalized by the participants nor other research tools. While this is so, Fox (1998) awakens us to the danger of the researcher's subjective thoughts recreating a world understandable to them. Often presenting the challenge of where to draw the line between what is objective and what is subjective when using observation as a research tool. While crediting the above, the study finds it worthy to incorporate observations as this will help unpack the physical characteristics of the project areas and the setting in which the process of PM&E takes place.

3.4.4 Literature Review

Robinson and Reed (1998) assert that literature review is the first and important step in the working of any research, determining the making of research from both the theoretical underpinnings to the research design as much as the conceptual framework. Bless (2000:20) presents some of the reasons why literature is important as a research technique and in the drafting of research. Literature review sharpens and deepens the theoretical and conceptual framework of research, the researcher is awakened to the latest research findings in the research area. This study undertakes literature review as a research tool and a major component aiding to understanding the process of PM&E and models used in data analysis before. Literature was drawn from credible internet websites, organizations, articles, books and government publications, research institutes, data analysis, and presentation.

3.4.5 Quantitative Data Analysis

Data entry screens that are identical to the questionnaires were designed using CSPro. CSPro is a particular data capturing software package that cartels the features of the Integrated Microcomputer Processing System (IMPS) and the Integrated System for Survey Analysis (ISSA) in a single windows environment. (CSPro Getting Started Guide 7.0.0: 2014)

Data cleaning involved running frequencies on each variable and making sure there are no "out-of-range" values in the data and running internal consistency checks on the data (e.g. on SKIP questions, etc.). Prior to the analysis, it was seen as necessary to also reverse-code some of the responses from the questionnaire in order to ensure directionality consistency. The preliminary data analysis will involve producing frequency distribution tables and computing reliability coefficients. Reliability coefficients were computed to evaluate the internal consistency of the responses. Differences and relationships between variables were checked for statistical significance using both parametric and non-parametric statistical procedures, depending on the nature of distributions, and other requirements for different kind of statistical analysis.

The research data will be coded, entered into and analyzed using the Statistical Package for Social Sciences (SPSS). Data will be analyzed using SPSS. This will be done using descriptive statistics and inferential analysis. As asserted by Babbie (2008) the use of statistical data packages assist in the capturing and analysis of data description of the characteristics of participants and variables

will be undertaken so as to compare demographic variables. The level of statistical significance will be limited to a probability level of less than or equal to 0.05 ($p \leq 0.05$). (UCS analytical frame 2014)

3.4.6   Qualitative Data Analysis

Qualitative data (both transcripts and field notes) obtained from semi-structured interviews were analyzed using a technique known as Thematic Content Analysis (TCA). The content analysis will be done using an analytical structure that is linked to the overall assessment framework. The qualitative analysis framework will be guided by the overall assessment objective. Meaning units that will emerge from the data will be integrated into themes, using a grouping procedure based on both similarities and differences; using the principles of internal consistency and external heterogeneity. Use of content analysis will permit the researcher to categorize theme cores and nodes that emerge from the data, allowing the researcher to proceed from the particular to the general. (Kultar, 2007; Kumar; 2010) Software packages such as ATLAS will be used to facilitate the analysis of the interview protocols, if necessary. The quantitative analysis will be statistical graphs, figures and descriptive statistics (mean, mode, median, and frequency- whichever will be applicable). (UCS analytical frame 2014)

3.5   ETHICS STATEMENT

Although the researcher has done much in gathering information from the NGO and project officials there, the research stands to adhere by the University of the Western Cape regulations pertaining to the conducting of research. Thus the research will only go ahead if granted permission by the University of the Western Cape research council, inclusive of the Senate, the Economic Management Science faculty and the Institute for Social Development. The Salesian Institute Youth Project to which the research has to be conducted have initially approved of the research to be conducted pending the University of the Western Cape approval within academic grounds.

3.6   CHAPTER SUMMARY

Chapter three has discussed the research methodological approach, research design, issues of ethical consideration. The research will employ quantitative and qualitative methods and these will

be analyzed accordingly. The use of mixed methods will allow the researcher to attain verifiable, reliable and credible outcomes. Literature was drawn from various bodies of knowledge, and Salesian Youth will be used to enhance understanding of the problem as much as allowing for the analysis of findings. Chapter three has also shown that observation as a method will be helpful as the researcher is able to understand and unpack the unsaid non-verbal experiences through the course of the data collection period. SPSS will be used as a statistical data package in the capturing of data collected using questionnaires while qualitative data obtained through interviews will be analyzed. The research will observe all ethical considerations, inclining to the University of the Western Cape research regulatory frameworks.

CHAPTER FOUR: EMPIRICAL FINDINGS

4.1 CHAPTER OVERVIEW

Chapter four presents the research empirical findings. As mentioned in Chapter three, the study employed mixed methods which included interviews with participants and questionnaire, observations. This chapter presents data obtained from the questionnaires that were coded and analyzed using SPSS and semi-structured interviews respondents. This chapter will present quantitative analysis, the project socio-economic demographic characteristics of the respondents and the project characteristics. A detailed assessment of the process of Participatory Monitoring and Evaluation, examining differences in beneficiaries' view of the PME process will also be discussed accordingly. The second part of the chapter will offer qualitative results obtained from the research process.

4.2. QUANTITATIVE ANALYSIS

4.2.1. Socio-Economic and Demographic Characteristics of Respondents.

Notably, the process of understanding socio-economic and demographic characteristics allows for illuminating the context in which the research is being conducted as Babbie and Mouton (2001) asserts. To evade the risk of having limited responses the 150 questionnaires were distributed, and of those 150, 102 of these were completed inclusive of those that were partially completed as the research will unfold. Of the 95 participants who completed on the Socio-Economic section as the Table shows, 76 males completed the questionnaires, with 18 of these being aged between 18-21 years while 58 participants were between the years of 22-25 years of age. It should be noted that

initially, as shown in the proposal, the objective of the study was to ensure gender representation, notably the distribution neared a 50% representation for each gender.

Table 2: Gender & Age of Participants

Gender &Age of Participants				Total	Total in percentage
		Age			
		18-21 years	22-25 years		
Gender	Male	18	58	76	80%
	Female	11	8	19	20%
Total		29	66	95	100

Source: Own Illustration

The total number of females who took part in the study was 19 as shown in the table above, 11 participants were between the ages of 18 and 21 while 8 of these participants were between the ages of 22 and 25 respectively.

The study also sought to understand the education level of the participants. The education level was categorized into four parts, the first was those who had not attained any form of education (no formal education), the second category were those participants who attained primary education, the third one as shown in the table below is secondary (secondary). The last level of education was any other form of education, this could be any other vocational curricular or any type of known informal education, it also catered for those participants who found it difficult to disclose their level of education.
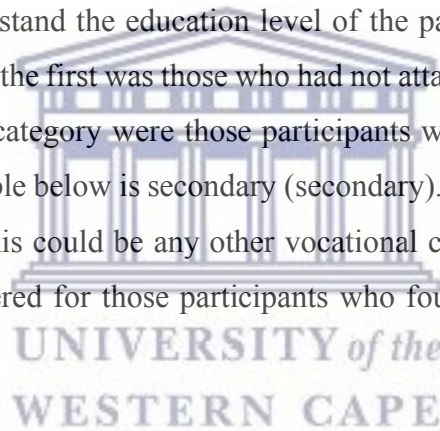
Table 3: Education Status

Education status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	1.0	1.0	1.0
	No formal Education	46	45.1	45.5	46.5
	Primary	36	35.3	35.6	82.2
	Secondary	17	16.7	16.8	99.0
	Any other qualification	1	1.0	1.0	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Source; Own Illustration

Table 3 above shows 45.5% of the participants had not attained any form of formal education, while 35, 6% had attained primary education, 16, 8% secondary education and 1% any other form of qualification. To allow for any informed analysis in the participation of participants in the process of participatory monitoring and evaluation exercise it was essential for the study to ascertain their level of education. These presents for two opportunities of analysis, whether these participants able to comprehend the participatory monitoring and evaluation exercise and did their level of education have any impact determining their interest to participate. The other part also answers whether the monitoring and evaluation were all-inclusive and accommodative of all participants.

In conceding the aforementioned, the study also sought to unpack the gender, age and education status of the participants. As shown on the cross-tabulation in Table below, and as discussed earlier on, there is a skew in the gender representation. The the majority of the males completed the questionnaires as compared to their female counterparts. Even it be the case, the table below shows that the majority of the participants between the ages of 22 and 25 had attained some form of education as compared to those of ages 18 to 21. However, 42 participants out of the 95 who completed the questionnaires across gender and age had not attained any form of education as shown in Table 4 below.

Table 4: Gender, Age & Education Status

Gender * Age * Education status					Total	Total in percentage
Education status			Age			
			18-21 years	22-25 years		
No formal Education	Gender	Male	6	28	34	44%
		Female	4	4	8	
	Total		10	32	42	
Primary	Gender	Male	9	19	28	37%
		Female	4	3	7	
	Total		13	22	35	
Secondary	Gender	Male	3	10	13	18%
		Female	3	1	4	
	Total		6	11	17	
Any other qualification	Gender	Male		1	1	1%
	Total			1	1	
Total	Gender	Male	18	58	76	100
		Female	11	8	19	
	Total		29	66	95	

The lowest category across gender, age, and education as shown in Table above are is participants who indicated to have attained any form of education. As shown above, only one participant indicated as such. The study concedes that the low response rate could be as a result of the participant's inability to comprehend what "any other qualification" meant, it could also be that there genuinely was no participants in that category.

4.2.2. Assessing the Process of PME

To establish and assess the process of PME, participants were asked of their involvement in the decision-making process and whether they were asked of their perception. The conception held here was that PME in its nature has to be all-inclusive and alluding to Njuki (2000) and Adeniyi (2016) the process of PME alike would call for the inclusion of participants. In this instance, the indicators for inclusion becomes whether the participants were consulted for decision making and whether they were asked of their perception at any point in the course of the project. The later part concludes by offering an assessment of the process using the cross-tabulation of three variables, whether the participants understood the project objectives, whether they were asked of their perception and do they concede to have been involved in the process of PME in itself.

As shown in the Table, below 47.1% percent of the participants indicated to have been consulted for decision making, while 45,1 % indicated to have not been consulted for decision making. Out of a total of 102 questionnaires of fully completed and partially completed questionnaires, 8 which is 7, 8% of these questionnaires were not completed in these fields.

Table 5: Participants Decision Making in PM&E Process

Consulted for decision making					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	48	47.1	51.1	51.1
	No	46	45.1	48.9	100.0
	Total	94	92.2	100.0	
Missing	System	8	7.8		
Total		102	100.0		

Source: Own Illustration

On whether the participants were asked of their perception during the course of the project, 53,9% of the participants indicated to have been asked. 38,2% of these participants indicated not to have been asked of their perception. While 7,8% did not complete in this section at all.

Table 6: Perception of Participants

Asked of your perception					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	55	53.9	58.5	58.5
	No	39	38.2	41.5	100.0
	Total	94	92.2	100.0	
Missing	System	8	7.8		
Total		102	100.0		

The tables above have shown that in one way of the other the process of PME indeed was inclusive of the participants. However, to give an assessment of the process, the study had to establish if in fact the beneficiaries understood the purpose of the project, and of those who understood the purpose of the project were they asked of their perception and do these participants voluntarily confirm their participation. Tariff (2017) work assets that the PM&E enhances the understanding of the project stakeholders on their roles and the anticipated outcome. As such the inclusion of Salesian Youth who were students in this study illuminates two things, that is, whether the beneficiaries were indeed aware and voluntarily partook in the process of PME, it also illuminates whether an understanding of the project objective has a direct correlation to one's involvement in the process of PME.

Ringson (2017) asserts that while PM&E is highly applauded for its inclusive approach, it does not necessarily entail that the participants in the project consent to what they do. The context of this study found that the correlation between the participant's involvement in the project process and their participation in the PM&E process might save to entail a strong will in the participants to want to participate. It should be understood that the study not only sought to unpack the PME but its process hence the use of those three elements. Out of the 91 participants who completed the three sections, 39 participants answered YES to have been asked of their perception and understood the project objectives while 14 participants indicated that they were neither asked of

their perception nor did they understand the purpose of the project as that of their socio-economic development.

Table 7: Cross tabulation

Understanding Project objectives_Socio-economic development * Asked of your perception * Involved in M&E process					
Involved in the M&E process			Asked of your perception		Total
			Yes	No	
Very Involved	Understanding Project objectives_ Socio-economic development	Yes	17	10	27
		No	7	4	11
Involved	Understanding Project objectives_ Socio-economic development	Yes	11	6	17
		No	5	6	11
Somewhat Involved	Understanding Project objectives _Socio-economic development	Yes	5	3	8
		No	2	2	4
Not Involved	Understanding Project objectives _Socio-economic development	Yes	6	4	10
		No	1	2	3
Total		Yes	39	23	62
		No	15	14	29
	Total		54	37	91

The level of involvement had four categories, that is participants who indicated to have been, very involved, involved, somewhat involved and those who were not involved. As shown above, few participants indicated to have not been involved in the process of PME. Thus there is a correlation between understanding of the project objectives, and the level of involvement, as those who

indicated they were asked of their perception and understood the project objectives were very involved in the PME as the statistics above have shown.

4.2.3. Examining the Difference in Beneficiaries' View of the PME and Project Outcomes

As Ringson (2017) purports, the lack of will to participate in development project may be a result of different perception drawn from how the project is implemented, power dynamics involved and other social indices as play in the project setting. To understand the different views of the beneficiaries, the study used two variables that are the level of involvement of the participants versus their degree of satisfaction with the project outcomes. As initially proposed, the study also intended to show whether the difference varied across gender. This would help illuminate whether the process of PME and the project objectives directly influenced behavior or perception of any gender. However given the skewness of gender as discussed, the study, therefore, chose to analyze each gender independent of the other.

Of the male participants involved in the process of participatory monitoring and evaluation, there seem to be a strong consensus held by the participants as compared to their point of differences. It is essential to note there is a significant degree of consensus held both in the process of PME and the degree of satisfaction with the project objectives and outcomes.

Table 8: Involved in the M&E process * Degree of Satisfaction * Gender

Involved in M&E process * Degree of Satisfaction * Gender Cross tabulation					
Count					
Gender			Degree of Satisfaction		Total
			Satisfied	Not Satisfied	
Male	Involved in the M&E process	Very Involved	24	6	30
		Involved	19	3	22
		Somewhat Involved	9	0	9
		Not Involved	10	2	12
	Total		62	11	73
Female	Involved in the M&E process	Very Involved	6	1	7
		Involved	4	2	6
		Somewhat Involved	3	1	4
		Not Involved	2	0	2
	Total		15	4	19

Total	Involved in the M&E process	Very Involved	30	7	37
		Involved	23	5	28
		Somewhat Involved	12	1	13
		Not Involved	12	2	14
	Total		77	15	92

Of the 19 females who completed the questionnaires, much like their male counterparts, they also indicated a significant degree of consensus as compare to their margin of dissatisfaction.

4.2.4. Examining the Relationship between PME Process and Project Outcomes

In the above section, the study established that there was a general consensus in the beneficiaries' perception of the process of PME and Project Outcomes. Usadolo (2013) and Ondrik (2011) concur in that the success of participatory monitoring and evaluation is the ability for all players to rate projects results together hence. While notions of participatory development from Chambers (1994) seem to suggest that participation in development empowers beneficiaries and improves their livelihood. The study presents below a summation of participants involved in the PME process and their degree of satisfaction with the project. This is to surely ascertain whether indeed there is a correlation in the degree of satisfaction versus the level of involvement. The table shows that of the 92 participants who completed the section in the questionnaires inclusive of gender, 53 participants were satisfied with project outcomes and were actively involved in the process of PME. 12 of these participants although satisfied with the project outcomes were not fully involved in the project. While the other 12 noted that they were not involved in the process of PME but were satisfied with the project outcomes. The results present with it two assumptions that are the level of involvement in the process of PME ultimately led to the satisfaction of the project outcomes.

Table 9: Involved in the M&E process * Degree of Satisfaction

Involved in M&E process * Degree of Satisfaction Crosstabulation				
Count				
		Degree of Satisfaction		Total
		Satisfied	Not Satisfied	
Involved in the M&E process	Very Involved	30	7	37

	Involved	23	5	28
	Somewhat Involved	12	1	13
	Not Involved	12	2	14
Total		77	15	92

If indeed as shown above that there is a significant correlation between the level of involvement in the process of PME and the project outcomes. The study had to surely ascertain if participants perceived the project as having made a positive difference. In Table 10 below participants were asked if they perceived if their input in the process of PME and the project made a difference to mark its outcomes, the second variable also asked participants generally though the training had made a positive difference in their socio-economic situation.

As shown in the table below 63 of the participants ascertained that the project/ training had made a difference in their socio-economic situation, they also assert that their input marked a difference in the project outcome.

Table 10: Relationship between PME Process and Project Outcomes

Training has made a positive difference in my socio-economic situation * Has input made difference Cross tabulation				
Count				
		Has input made a difference		Total
		Yes	No	
training has made a positive difference in my socio-economic situation	Agree	63	16	79
	Disagree	7	8	15
Total		70	24	94

The above result although having attained a skewness in gender representation shows that there is a positive relationship between the process of PME and the project outcomes. The results ascertain that the participant level of involvement in the process of PME warrants their positive effort and inclination to the project objectives. The result also has shown that regardless of the level of education, the involvement of participants and consulting them for decision directly influences on the project outcomes the same is purported by Adeniyi (2016) on his study on the Tada Shonga irrigation scheme.

4.3. QUALITATIVE ASSESSMENT RESULTS

Creswell (2007:5) notes that 'qualitative research is a form of social inquiry which developed particularly in the social and human sciences. According to Barbie and Mouton (2006), qualitative research provides with an interpretive and naturalistic understanding of the phenomena. Thus the phenomena being investigated is understood from the point of the view of those experiencing, thus reality is subjective and therefore can be interpreted in various forms. As such qualitative research becomes a primarily inductive process and outcomes can be used in theory formulation or hypotheses validation or nullification.

In this study observation and semi-structured interviews were used as research techniques to understand whether stakeholders understood the intended objectives of the Youth Employment Skills project, to unpack the PM&E process and its influence of the project outcomes as perceived by the stakeholders and an examination of other project outcomes. The study employed purposive sampling thus participants were picked from the project staff and project beneficiaries. Ten interviews were scheduled and of the ten 8 were successful, the two failed. Audio from the research findings was transcribed and analyzed using thematic content analysis.

4.3.1. Identification of Project Objectives

The first segment of the interview sought to find out if the participants of the research understood the objectives of the project. The realization of the project objectives is a necessary step in Participatory Monitoring and Evaluation. In answering the question, the responses were more-less similar to beneficiaries giving emphasis on how the project is aiding them from poverty and leveraging for better employment prospects. One of the research male participants (beneficiary) explained that the project aims to turn around the lives of disadvantaged youth in location and training them to be able to get jobs.

The other participant male (project staff; 3) also explained that the project aims to empower the socio-economically disadvantaged youth who perhaps dropped out of school or left school. This entails affording these disadvantaged youth a chance in life to become masters of their destiny through skills development initiatives.

Beneficiaries showed a sense of comprehension of the socio-economic environment that was uneven, they showed knowledge of the intended project outcomes and its intended impact on the youth livelihood. Comprehension of the project objectives according to Coulibaly et al (2008) is

the first successful step of any project, as the misconception of the project ideas is a threat to the cause of the intervention and community development. This also implies that the process of PM&E will easily be understood as the participants fully comprehend the project objectives.

4.3.2. The PM&E Process and its Effect on Project Outcomes

To ascertain the PM&E process and its effect on the project outcomes both beneficiaries and participants were asked of their involvement in monitoring and evaluation exercises, this entailed their participation and observations in meetings and if PM&E has been helpful in any way to help them in the accomplishment of the project intended aims and objectives. Thus it is necessary to exemplify the responses and ascertain their meaning with relevance to the subject of study. One of the female participants aged 23 (beneficiary) said that:

> When we come for our classes at schools that's when we are sometimes asked the question that has to do with our studies. We are also asked if we are happy with what we are learning or we are not comfortable. In every meeting, we are always asked what we think and at times we complete forms. (Informant, women/male, age)

Commenting on the part of how the conduct monitoring and evaluation, one of the male project staff a participant in the research had this to say: "They did not conduct monitoring and evaluation with students in a way that they grasp and we often avoid to make it a tedious process, fearing it will defeat the overall goal of the project. I think the most important aspect, is that it has not been us asking for answers, it has been us discussing as a team, we have realized so much hidden knowledge and talent in those interactions." As purported by Matsiliza (2012) the process PM&E is empowering and often gives a voice to the voiceless. Through being asked opinion and perception a sense of ownership, responsibility and recognition in the proceedings of the project are developed in the beneficiaries. Thus, apart from attaining a certificate the beneficiaries attain skill in monitoring and evaluation and they become self-expressive. It was also essential to understand the perception of beneficiaries and other project stakeholders on the project outcomes, the researcher asked the following two questions. (1)Do you think PM&E has an impact on the project outcomes and if yes in what way? (2) Is there any change in the outcomes and the running of the project before implementing PM&E and after?

  Answering to question (1) another female participant aged 24 had this to say (project staff)

> Like any other project that could be done anywhere, we understand that people have their own line of thinking which might be different from the management or staff running the program. ………we have got so much input from the students, and their involvement in this process has been awesome.

One of the participant (beneficiary) male of aged 21 supposed that: "The courses are good and we are excited that we shall graduate and the teachers helped us a lot and we were free to talk to them at any point in time."

The first response directly gives the impression that the outcomes of the project were a result of a close consultative approach the project staff had with the beneficiaries, while the second report suggests a positive attitude towards learning. These responses are in contrast with the responses in table 4 in 4.2.2 which suggest that involvement in PM&E initiatives was a contributing factor to the project outcomes. In the two responses above we get a positive response but it does not necessarily give pointers to the process of PM&E as directly influencing the project outcomes.

4.7 CHAPTER SUMMARY

Chapter four has presented the findings of the research using data obtained from questionnaires and interviews conducted. Socio-economic and demographic characteristics of participants, examining the project characteristics, examining the relationship between the process of PM&E and the project outcomes and the perception of beneficiaries on the project and the process of PM&E were themes presented as findings of the study. The findings showed a significant relationship between the process of PM&E and project outcomes. Despite the skewness in gender representation of participants, the essay also shows that age had less influence on the need to participate in the process of PM&E as well as the running of the project. As shown by the findings, PM&E has been shown as empowering, creating new knowledge and a means of enhancing sustainable livelihood for impoverished communities, orphans, and vulnerable children.

CHAPTER FIVE: SUMMARY OF FINDINGS, RECOMMENDATIONS, AND CONCLUSION

5.1 CHAPTER OVERVIEW

The recent chapters have illuminated the aim of the research, the conceptual framework from which the methodology was drawn from and the field outcomes. This chapter presents the summary of findings obtained from the research findings presented above in quantitative and qualitative analysis. The study provides recommendations and concludes the research study.

5.2. SUMMARY OF FINDINGS

The purpose of the study was to assess the process of Participatory Monitoring and Evaluation using a case study of the Salesian Institute Youth project, vocational training in Cape Town, South Africa. The objectives of the study were to conduct an evaluative assessment of stakeholder participation in the process of PM&E; identify the organisational structure of the project team and the parties involved; assess the project intended goals versus the outcomes of the project, and identify the relationship between the process of PM&E and the outcomes of the project.

Although a greater number of participants showed they were involved in the project activities and its outcomes as the study found out, the knowledge base of the participants remains a constraint in administering PM&E. The study realized that the interest of beneficiaries in the project and its lucrativeness in addressing their immediate needs influence the behavior of participants in the projects and the process of PM&E thereof. To this effect thereof, the study panels that although the involvement of the participants directly contributed to their satisfaction of the project outcomes as shown in the results, it is the ability of the project officers to handle power dynamics that played a pivotal role. The verbatim transcribed above attested to participants acknowledging their involvement and how their input significantly shaped the project outlook and outcomes.

The results of the study attest to the fact that PM&E is indeed empowering to the project managers and the beneficiaries. The quantitative data presented above indicate that participants perceived the training program as having made a significant difference in their socio-economic life. While stakeholders in their interview session acknowledged having been empowering. Adeniyi (2016), Ille& Dinbabo (2014) and Njuki et al (2003) allude to the fact that PM&E empowers the beneficiaries and stakeholders involved in the process. To this end, the study suggests that PM&E

is empowering participants through the production of new knowledge which can be used by stakeholders in other interventions, beneficiaries are able to implement monitoring and evaluation techniques in their future project. Through their involvement in the process of PM&E beneficiaries attain responsibility and own the project which ultimately leads to successful project outcomes.

There is a significant relationship between the beneficiary involvement in the process of PM&E and the outcomes of the project. Although, the results have shown a strong inclination of participants in the process of PM&E ultimately led to a significant degree of satisfaction and their desire to recommend other participants to be part of the process. However, this should be interpreted more to the interest of both stakeholders than the relationship itself. In Adeniyi (2016) study of the Tada Shonga irrigation scheme, although participants perceived the irrigation scheme as benefiting and effecting a sustainable livelihood, not all participants were involved in the process of PM&E. The outcomes suggest that the relationship between the PM&E and the project outcomes is dependent upon a number of factors. The first one being the knowledge base of the stakeholders of the socio-economic terrain of the beneficiaries, their immediate challenges, and anticipated desires. The resultant will mold the project intervention techniques, power dynamics, and beneficiary level of involvement.

The study found out that the organizational structure of the Institute did not bear an effect on the process of PM&E. However the study illuminated that although project officers implemented PM&E methodologies in the course of the project, the fact that it was not instituted as the project standard evaluation mechanism presented a number of risks, that is the possibility of project officers neglecting the process of PM&E, it also becomes a challenge for the project officers to measure the efficiency of the project, set timelines, and areas that need improvement.

5.3. RECOMMENDATIONS

Although the study has shown that there seems to be a correlation between the process of PM&E and the project outcomes, the study recommends a systematized PM&E process that has clear cut activities for both the stakeholders and beneficiaries. Thus the project managers need to acclimatize with the PM&E process and its forthcoming challenges. Citing the DPME (2013) a

systematized PM&E approach allows for continuous improvement than doing things the same way.

The absence of significant challenges raised should not be taken to conclude the absolute effectiveness of the process. It rather could be a marker of limited knowledge of the process; as such judging from what is known participants in could have been satisfied by the process of PM&E. Thus the study suggests a formal PM&E training and clear cut PM&E model be designed that can be improved over the course of the time.

The study recommends an independent unit that conducts PM&E which will then incorporate project officers and stakeholders. Noting the nature of the project, there is a possibility of the project officers becoming swamped with daily work activities rendering less effort in the process of PM&E as they strive to meet deadlines.

As Matsiliza (2013) purports that PM&E if incorporated in governments, private organization and academic institutions can yield fruitful outcomes. Although in Chenboore (2015) work South Africa seems to have had the inclusion of stakeholders, PM&E has remained polarized within the private and public sector. Thus the study recommends the use of PM&E in government policies as this enhances the success of such policies, it empowers both the government and its citizenry. Private organizations and Non-Governmental Organizations are likely to have a clear outlook of the exact needs of the areas they offer interventions. The citizenry in the process if PM&E become authors of their development and are empowered to pursue other development ideals as they are a better position to assess and manage them.

5.4. CONCLUSION

There is a significant relationship between the process of PM&E and the project outcomes the study has established. However, the significant relationship is determined by a number of factors which include the knowledge base of stakeholders running the PM&E process and the ability of project officers to handle power dynamics as to create for the participation of members in the process of PM&E. The study thus leaves it to contestation that a failed PM&E process may not hamper the project outcomes. Given, the study established that the interest of beneficiaries in benefiting from the project outcomes may enhance their involvement in the project processes and

still neglect the PM&E process. To this end, the study suggested the need for PM&E to be interwoven with the project plan.

The study concludes that a standardized PM&E process comes in handy for governments and organizations as it allows for comparison of project outcomes across a given time frame. The PM&E process creates new knowledge and lessons that could be implemented or used elsewhere in the writing of policies or in interventions. The study concludes that PM&E is empowering to both the beneficiaries of the project and stakeholders involved.

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Appendices

Beneficiary Questionnaire

Assessing the process of Participatory of Monitoring and Evaluation; A case study of the Salesian Institute Youth Project Vocational Training in Cape Town

Dear Respondent

This research seeks to answer to the question above; I Donald Chikukwa, Masters Student in Development Studies at the University of the Western Cape, hereby invite you to complete the following questions as truthful as you can be. The outcomes of this research will be used for academic purposes at most, if need be, to enhance improved PM&E implementation for reliable and valid outcomes and development in various institutions.

Section A
Please tick in the box offering the most appropriate answer to your choice
   1.

Gender	1. Male	2. Female

   2

Age	(1)15 - 18	(2) 19 -22	(3) 23 -26	(4) 27 - 30

   3.

Education Status (1)	No formal education (2)	Primary School (3)	Secondary School (4)	Tertiary School (5)

Section B: Identification of the Objectives of the Salesian Youth Institute Vocational Training project
   4. When did you begin vocational training? Please provide the year and month

   5. In your understanding, what does the Salesian Youth Institute seek to achieve?
      Please tick the most appropriate answers of your choice below.

(1) Employment	
(2) Youth empowerment	
(3) Income-generating projects for the youth	
(4) Poverty alleviation	

(5) Socio-economic development for the youth	

Section C: Stakeholder Participation in PM&E process

6. Have you been able to attend all the meetings you were invited to, by the institute?

Yes	No

7. If not, what were the challenges?

1. Could not get bus fare to get to the meeting	
2. Was busy had other business to do	
3. Meeting dates were not clear	
4. I would some forget I have a meeting	

8. Please rate your level of involvement in the following parts of the M&E process

Please rate your level of involvement in the following parts of the PM&E process

	Very Involved (1)	Involved (2)	Somewhat Involved (3)	Not Involved (4)	Not at all Involved (5)
Monitoring and Evaluation process					
Data collection for M&E					
Decision making in the process of M&E					
Decision making after the findings					

9. To what extent do you agree with these statements?

	Strongly Agree (1)	Agree (2)	Somewhat Agree (3)	Disagree (4)	Strongly disagree (5)
I am involved in the decisions taken during training					
As a beneficiary, my views are always considered					

Communication between the beneficiary has been excellent					

10. What is your overall degree of satisfaction in the M &E process?

Very Satisfied (1)	Satisfied (2)	Just Satisfied (3)	Not Satisfied (4)	Not at all satisfied (5)

Section D: Examining the project outcomes

    11. To what extent do you agree/ disagree with the following statements, please provide a tick on where you feel is an appropriate answer.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
I am empowered with enough skills to start my project					
I can use my certificate to get a job					
I am able to market some of the goods i manufacture					
I can as well share my skills with other youth					
The training has made a positive difference in my socio-economic situation					

    12. Would you recommend other youth to join the Salesian Youth Institute

Yes	No

    13. Do you think your involvement in the M&E has made a difference to the outcomes of the project?

Yes	No

Interview Questions

Background and Demography

1) How long have you been part of your organisations?
2) What is your understanding of PM&E ?

Identification of the Objectives of the Salesian Youth Institute Vocational Training project.

3) In your understanding what are the objectives of Salesian Youth Institute

Stakeholder Participation in PM&E process

4) Has the implementation of PM&E in your organization been helpful, if yes in what way…if No what do you think were the challenges?
5) How often do you conduct PM&E meetings and what were your observations during the course of those meetings?

Examining the project outcomes

6) Do you think PM&E has an impact on the project outcomes and if Yes in what way?
7) Is there any change in the outcomes and the running of the project before implementing PM&E and after?
8) What do you think could been done to influence the effectiveness of PM&E?