EFFECTS OF PARTICIPATORY MONITORING AND EVALUATION ON THE SUSTAINABILITY OF ECONOMIC STIMULUS PROGRAM IN THE KENYAN EDUCATION SECTOR: A CASE OF NAIROBI COUNTY, KENYA

by

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A thesis proposal presented to the School of Applied Human Science of

Daystar University Nairobi, Kenya

In partial fulfilment of the requirements for the degree of

MASTER OF ARTS

in Monitoring and Evaluation

January 2023

APPROVAL

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In Accordance with Daystar University Policies, this thesis proposal is accepted in partial fulfillment of the requirements for the Master of Arts degree.

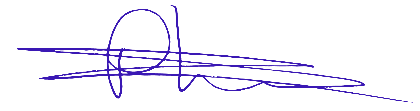
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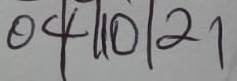
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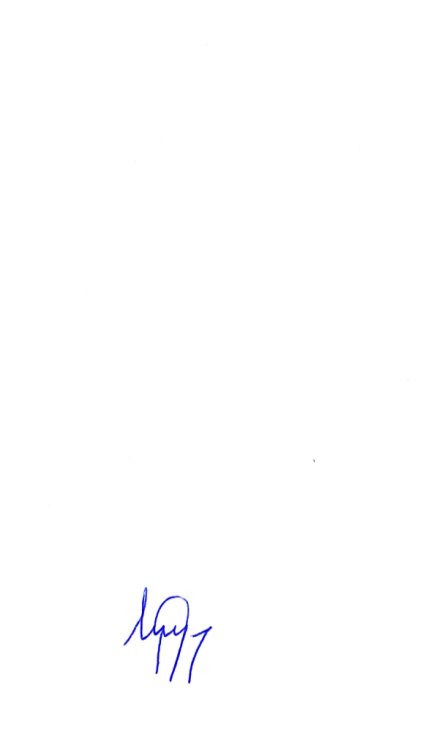
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DECLARATION

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I declare that this thesis proposal is my original work and has not been submitted to any other college or university for academic credit.



Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_06/05/2022\_\_\_\_\_\_

Lucy Mwango Gwaro

(14-2527)

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# LIST OF ACRONYMS AND ABBREVIATIONS

AI: Appreciative Inquiry

CRA: Commission for Revenue Allocation

ERS: Economic Recovery Strategy

ICT: Information Communication Technology

IDP: Internally Displaced Persons

IGP: Income Generating Programs

KNBS: Kenya National Bureau of Statistics

M&E: Monitoring and Evaluation

NIMES: National Integrated Monitoring and Evaluation System

PAR: Participatory Action research

PM&E: Participatory Monitoring and Evaluation

PMBOK: Project Management Body of Knowledge

PRA: Participatory Rural Appraisal

SPSS: Statistical Package for the Social Sciences

# ABSTRACT

PM&E offers new way for involving the stakeholders in planning and implementation of projects in public schools’ environment. This study recognizes the importance of Economic Recovery Program especially in schools thus the study seeks to understand whether PM&E involvement in the ESP program is important in ensuring its sustainability. The purpose of this study is to determine the influence of participatory monitoring and evaluation on the sustainability of economic stimulus programs in the education sector using the Nairobi County as a case. The study's objectives are: to examine whether stakeholders' involvement in PM&E contributes to the sustainability of Economic Stimulus Programs in the Education sector; to determine whether stakeholders' capacity building in PM&E improves the sustainability of Economic Stimulus Programs in the Education sector; and to determine the effect of stakeholders' ownership through their support of the projects, on the sustainability of Economic Stimulus Programs in the Education sector. The study will be guided by the Stakeholder Theory Model and Public Participation Model. It will employ a descriptive research design that will enable the researcher to describe the state of affairs at the time of the study and mixed methodology will be used whereby both qualitative and quantitative data will be collected. From a population of 11,681 Nairobi City County employees, the Education, Youth, and Social Services Department is the target population consisting of 2,700 persons. The researcher will perform the study using Cochran's formula with a sample size of 132 respondents. Purposive sampling will be used in the study. The investigation will make use of both qualitative and quantitative data. The researcher will collect data using self-administered questionnaire. SPSS (Version 26) will be used to analyze the data and present it in form of tables and graphs.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

Introduction

This section introduces the topic of the study. The study will look into the effects of Participatory Monitoring and evaluation practices and how they contribute to sustainability of programs like the Economic Stimulus Projects that are government initiatives usually done to boost economic growth. This section will also outline various aspects regarding the implementation of participatory monitoring and evaluation by providing a global, regional and local overview of the subject matter. The section presents a gap in the literature and how the study aims to fill in the gap in knowledge. Study objectives are extensively covered in this section and in addition, the study provides the rationale and significance of the study to the users of the study findings. The section substantially highlights what participatory Monitoring and Evaluation is, its adoption and its application in project management, particularly in schools that are under the Economic Stimulus Program. Additionally, the chapter will discuss the study's background, the problem statement, the purpose of the study, the study's assumptions, the scope, the limitations and delimitations, and also the summary.

Background to the Study

Participatory Monitoring and Evaluation (PM&E) has become common globally in the project cycle (Ababa, 2014). Participatory Monitoring and Evaluation is a tool for enhancing performance of projects and improving overall efficiency of project planning, management and implementation. Generally, a project is considered to be an invention which entails several planned activities aimed at attaining specific objectives within a stipulated time frame and budget (Brown, Jacobs & Leith, 2012). To execute projects effectively, government agencies and other stakeholders in the education sector should be engaged in the entire processes beginning with the planning stage, monitoring and evaluation.

PM&E is neither a control mechanism imposed by donors or a “nice to have” feature of any project or program (Bickman, 2011). It is best regarded as a dialogue between all stakeholders regarding growth and its trajectory (Cavill & Sohail, 2007). PM&E approach has more advantages than the old approach of M&E in the developing countries (Kusek & Rist, 2004). PM&E differs from conventional approaches because it involves the stakeholders and the beneficiaries in the process of planning and implementing of the projects which lastly are completed in time and within the planned budget (Kibera, 2013). Moreover, PM&E offers new ways of assessing and learning from new changes which affect perspectives and aspirations of stakeholders and beneficiaries (Kamau & Mohamed, 2015) which make the process of managing projects to be successful and give quality projects, completed within time and cost.

PM&E has been practiced in all the continents around the world. In Latin America, PM&E activities are regularly conducted in various organizations to ensure that the project participatory monitoring and evaluation activities in organizations are done regularly and outputs are the central focus in a project (UNDP, 2009). In a school setting, it helps in obtaining evidence via a systematic process and it’s possible to ensure there’s proper book keeping, staff training, equipment for schools and completion of construction projects (Davies, 2000). In Canada project development, performance of the sector and entire institutions is evaluated at every quarter of the year and this has provided guidance and also offers a platform for troubleshooting in case there is systemic failure in the execution of projects (Ondieki & Matonda, 2013). When PM&E is institutionalized, it provides a very important section of a program/project cycle and it promotes accountability especially in planning, budgeting and policy development.

While monitoring and evaluation (PM&E) is a relatively new field in Africa, international support and accountability agreements have resulted in an increased acknowledgment of PM&E's importance in the development agenda (Naidoo, 2011). In Ghana, significant progress has been made following the establishment of PM&E policies and mechanisms in the majority of government and community-led initiatives (Alderman & Ivory, 2011). There has been a great achievement noticed after the implementation of PM&E in most of the government projects in Ghana (Gardiner, 2005). In other Sub-Saharan African nations such as Zambia, studies have indicated that workers often face conflict while executing their duties (Ababa, 2014). In Zambia and Zimbabwe, research reveal that workers frequently encounter conflict when carrying out their responsibilities due to a lack of participatory monitoring and assessment systems (Achua & Lussier, 2009). According to Briceno and Gaarder (2009), there are some non-governmental organizations that receives donation to execute projects and end up creating contentions between management regarding roles and responsibilities. This has substantially hampered PM&E's acceptance. This results in project delays and inefficient use of finances (Chaplowe, 2008). Successful projects are those that are completed on schedule and within the specified budget (Brock & Pettit, 2007).

The importance of results has increased government-led educational institutions functioning in Africa, as has the requirement placed on international development partners to regulate the performance of government-led educational institutions (Verma, 2015). Additionally, increased concern about performance has prompted donors to impose restrictions on their contributions, in the hope that government educational institutions will operate efficiently, effectively, and transparently (Meyer, 2012). As funding criteria become more stringent and the emphasis on management practices and results becomes more critical, government educational institutions are under increasing pressure to develop rigorous participatory monitoring and evaluation policies that demonstrate the impact of education-related projects in the communities they serve (Hunter, 2009). Donors have pressed African governments and community-based education institutions to demonstrate their influence and significance in terms of financial resource utilization and delivery of quality educational programs (Lehman, 2013).

PM&E has not been widely utilized in Kenya due to various aspects such as inadequacy of funds for the process, misunderstanding regarding the importance of PM&E, unproductive international perception of the process and inadequate PM&E training within the institutions (Guijt, 2008). According to Alderman and Ivory (2011) its strategies have not been extensively adopted in Kenya due to a variety of factors, including insufficient funding for the process, confusion about the process's importance, an unproductive international impression of the process, and insufficient PM&E training within institutions. There remain uncertainties regarding capacity for quality management, levels of trainings and the efficiency of the management in monitoring and evaluation. Inadequate training and incompetence give rise to inefficiencies which largely blocks PM&E adoption by the organizations’ management. In addition, political interference offers a space for incompetent personnel to take control of institutions without comprehending the parameters necessary for monitoring and evaluation (Kusek & Rist, 2004). Political meddling creates an environment in which inept employees might seize control of institutions without understanding the monitoring and evaluation requirements (Murtaza, 2011). With increased worldwide pressure to demonstrate accountability and demonstrable outcomes, many government-funded educational institutions in Kenya are likely to implement results-based monitoring and evaluation methods in the future, as international donors place a premium on development impact (Fitzpatrick, Goggin, & Heikkila, 2011). Government-funded education institutions in developing nations, particularly in Kenya, are underperforming due to a policy mismatch between PM&E and education (Lehman, 2013). They face obstacles that contribute to their inability to self-sufficient, necessitating assistance through enhanced stakeholder participation (Paton & Foot, 2012).

The significant turning point in the growth of M&E in Kenya occurred in 2008, when the Kenya Vision 2030 took over as the country's development blueprint from the Economic Recovery Strategy (ERS). Vision 2030 has become the primary driver of growth in Kenya, serving as the foundation for the 2004 establishment of the National Integrated Monitoring and Evaluation System (NIMES) (GoK, 2007). NIMES was established to monitor the implementation of policies, programs, and projects during the duration of the Economic Recovery Strategy, which concluded in 2007 (Mugo, 2014). NIMES was intended to address a number of issues, including an insufficient supply of data for planning and policymaking, notably at the community level (villages, locations, divisions, and districts) (Abugah, 2011). Additionally, data gathered at these levels was typically transferred upward to respective headquarters and was rarely shared vertically with other line ministries and stakeholders, or used to provide feedback to lower levels (Republic of Kenya, 2013).

PM&E aims at enhancing capacity, improving effectiveness and efficiency, enhancing accountability and transparency, promoting data collection and effective supervision, forging for new partnership, and enhancing sustainability of the projects/programs. The process enables the beneficiaries to be engaged in evaluation and this promotes reliability and allows effective feedback and this helps to improve the programs. In addition, it promotes ownership of the projects leading to successful outcomes of the activities. Moreover, it enhances stakeholders’ motivation to give valuable ideas and staffs get to learn important aspects of the project (Waweru, 2015).

PM&E offers the institutions and organizations chances of improving the performance of the projects undertaken by both the Government and stakeholders of respective institutions.

Enhancing the performance, efficacy, and transparency of public education is being more acknowledged as a critical instrument for defining government-led education governance at all levels: national, regional, and worldwide (Brock & Pettit, 2007). This encompasses both civil society and the corporate sector (Bardhan & Mookherjee, 2006). Individuals can participate directly in public education governance through local community-led initiatives in collaboration with the government and other interested stakeholders, thereby establishing a system that reflects communities' values in decision-making structures that improve public education policy and development (Benington & Moore, 2011).

The Kenya Economic Stimulus Program was initiated by the Government of Kenya to boost economic growth and lead the Kenyan economy out of a recession situation brought about by economic slowdown (Waweru, 2015). Its aim was to jumpstart the Kenyan economy towards long term growth and development, after the 2007/2008 post-election violence that affected the Kenyan economy, prolonged drought, a rally in oil and food prices and the effects of the 2008/09 global economic crisis. The stimulus was a response to the decline in the economic growth rate from 7.1% in 2007 to 1.7% in 2009. The total budget allocated amounted to 22 Billion Kenya Shillings (260 million US$), with the money going towards the construction of schools, horticultural markets, fish farming through construction of fish ponds, jua kali sheds and public health centers in all the 210 constituencies (Kamau & Mohamed, 2015).

In the education sector, this project had various components such as upgrading of two primary schools per constituency and equipping with water harvesting and underground water storage facilities; Construction of a secondary school as a center of excellence per constituency; additional 10,500 primary school teachers recruitment on contract; additional 2,100 secondary school teachers recruitment on contract terms; tree planting project in 20 schools per constituency; purchase of a mobile digital laboratory per constituency (Katamei, Omwono & Wanza, 2015). The implementing agency was the Ministry of Education, Kenya. School management committees were to oversee implementation in primary schools and Board of Governors in secondary schools (Kamau & Mohamed, 2015).

The success of the ESP projects in the various sectors was dependent on several factors. The availability of resources such as land was a prerequisite condition that the line ministries and beneficiary institutions had guaranteed at the onset. Project financing was guaranteed by the central government through the Ministry of Finance (Mulai, 2011). Each ESP project had its individual stakeholders on whose participation success depended. Stakeholders in the education sectors were drawn from an existing structure that had been relied on in the delivery of infrastructure projects under other funding initiatives and were mandated to run the processes necessary in the implementation of the ESP. For primary schools the school management committees (SMCs) were responsible for this while Board of Governors (BOGs), Parent Teacher Associations (PTAs) and school project development committees were the stakeholders responsible in secondary schools (Cheruiyot, 2012).

Relatively little information is currently available in the field of PM&E regarding projects implemented under the ESP program. The current study focuses on the extent to which this program operationalizes PM&E in the projects with a view to strengthen their management and encourage a shift towards a more participatory form of M&E including documentation of what practices the government is using and specifically on the use of PM&E in ESP projects.

Statement of the Problem

Due to economic hardship that faced the country after the 2007/2008 post-election violence, the Kenyan government came up with an Economic Stimulus Program to stimulate economic growth (Gakure, Mukuria & Kithae, 2013). The Education sector had various projects to assist in spearheading expansion in the education sector. However, the process of implementation necessitates the inclusion of appropriate instruments for monitoring and evaluating success at each level. Currently, there has been another stimulation intervention by the government, following the Covid -19 pandemic which has punctured the economy. With these interventions, the projects that have been initiated require proper management to ensure their sustainability.

Mulwa (2010) noted that project sustainability concerns itself with the continuity of a project until it attains its set objectives. Project sustainability is one of the most critical challenges for all grassroots, national and international development projects (Ahmed, Azhar, Castillo & appagantulla, 2012). It is a major challenge not only in Kenya, but also in many developing countries. Most projects implemented at huge amounts often tend to experience difficulties with sustainability. Donors such as the World Bank, DFID, USAID, and other bilateral aid agencies have been expressing concerns on project sustainability, while the trend with implementation of projects is showing significant improvement, post-implementation sustainability is rather disappointing with very few projects being sustained (Oino et al., 2015).

According to Gakure, Mukuria, and Kithae (2013), Kenya has been hesitant to embrace PM&E, particularly on government-funded projects. Given that the literature indicates that stakeholder participation is critical for project sustainability, this study seeks to establish whether PM&E approach is used to evaluate the Economic Stimulus Project and whether stakeholder involvement is instrumental in enhancing program sustainability, particularly in the education sector components. The study aims at closing this gap by informing policy makers to create a participatory environment in monitoring and evaluation of the government funded projects hence increasing ownership and sustainability of the ESP projects.

Purpose of the Study

The purpose of this study is to analyze the effects of participatory monitoring and evaluation on economic stimulus program’s sustainability in the education sector in Nairobi County, Kenya.

Objectives of the Study

The following are the specific research objectives that will guide the study:

1. To examine stakeholders’ involvement in PM&E to enhance sustainability of Economic Stimulus Program in the Education sector in Nairobi County.
2. To establish whether stakeholders’ capacity building on PM&E enhances the sustainability of Economic Stimulus Program in the Education sector in Nairobi County.
3. To gauge the effects of stakeholders’ support of projects on the sustainability of Economic Stimulus Program in the Education sector in Nairobi County.
4. To draw policy recommendations on the use of PM&E to enhance Economic Stimulus Program’s sustainability in the Education sector in Nairobi County.

## Research Questions

The following are the research questions that will guide this study:

1. How are stakeholders involved in PM&E to enhance Economic Stimulus Program sustainability in the Education sector in Nairobi County?
2. Does stakeholders’ capacity building on PM&E enhance sustainability of Economic Stimulus Program in the Education sector in Nairobi County?
3. Does stakeholders’ support of project have any effects on the sustainability of Economic Stimulus Program in the Education Sector in Nairobi County?
4. What policy recommendations can be made on the use of PM&E to enhance Economic Stimulus Program’s sustainability in the education sector in Nairobi County?

## Justification of the Study

Monitoring and Evaluation have been utilized extensively in the field of public education to improve performance through planning, decision-making, and economic policy management. The majority of governments worldwide are integrating participatory monitoring and evaluation (PM&E) into their economic stimulus initiatives with the goal of strengthening public education governance systems. Government’s programs and projects like the ESP projects, are important especially because they are pro-poor programs that seek to redistribute national income to all the citizens. This study will highlight the importance of PM&E adoption in Kenya in ensuring program sustainability. In addition, it will serve as policy reference point to the policy makers in order to improve monitoring and evaluation process of the government programs.

Significance of the Study

The study's conclusions would be beneficial to the following main stakeholders:

1. The study's findings may be used by the government, organization's management, sponsors, policymakers, and community people. The government and policymakers will recognize the critical role of stakeholders in ensuring the sustainability of initiatives. Additionally, the findings may provide critical input on the program, which the government can use to improve its activities.
2. The government will also be able to make policy decisions based on the study's findings.
3. This study will have a substantial impact on community members. It will educate and inform them about the critical role they play in ensuring the successful implementation of projects in schools.
4. The study's findings may be critical for donors/implementing partners, particularly in assessing the progress and success of school programs. Additionally, it will provide additional insight to the affected communities and serve as a motivator for them to feel the need for engagement in the monitoring and evaluation of initiatives.
5. The study will benefit scholars and researchers. First, the study will provide literature which might be used for scholarly work. In addition, the researchers might identify gaps which need further analysis. In addition, the study will recommend areas for further research which can be used by the researchers to add knowledge about the topic.

## Assumptions of the Study

Assumptions are statements made by the author of a dissertation or thesis that are believed to be true, or at the very least likely (Berg & Lune, 2012). With reference to this study, the researcher made assumptions that the sample represents the population, the data collection instruments are valid and will measure the desired constructs. Secondly that the data analysis methods give a reliable output. The researcher also assumes the respondents will not only answer correctly and as truthfully as possible but also fill up the questionnaires and return within agreed time.

Scope of Study

The study will be carried out in Nairobi, Kenya. With regards to the research study the focus will be on the effects of participatory monitoring and evaluation on economic stimulus program’s sustainability in the education sector in Nairobi County, using the Education, Youth and Social Services department in Nairobi County as a reference point.

Limitations and Delimitations of the Study

The study may encounter a number of constraints, including data shortage on ESP programs. There is a chance that acquiring secondary data will prove difficult, particularly if the program's progress is not adequately documented. As a result, the study will rely heavily on primary data in order to conduct a descriptive analysis of the program's use of PM&E. Another constraint could be inaccessibility of some responders, due to changes in normal working routines due to Covid -19 situation, to avoid this, appointments with respondents will be made in advance by confirming the time that is most convenient for them. Suspicion on the part of respondents is another anticipated constraint. Respondents may be wary of the information being collected and whether it will threaten their safety. The researcher, on the other hand, will properly explain the study's goal and guarantee respondents of the anonymity of their responses.

Definition of Terms

Economic Stimulus Program (ESP): is a comprehensive, high-impact program that stimulates economic activity, creates jobs, promotes wealth creation, fosters entrepreneurship, and strengthens the foundations for a healthy, educated, and innovative people (Alderman & Ivory, 2011; Brock & Pettit, 2007). The study's phrasing refers to the program implemented by the Kenyan government to enhance the country's education sector.

Evaluation: An evaluation determines if a project accomplishes its objectives and makes a difference (Beringer, Jonas, & Kock, 2013). According to the research study, evaluation of public education services is critical in public education since it is used to determine the effectiveness of public education institutions. It can assist in making decisions on the effectiveness of public education services and the kind of adjustments that might be made to improve service delivery.

Monitoring: is the systematic collecting of data on all project activities. It indicates whether or not things are proceeding according to plan and assists project managers in promptly identifying and resolving issues (Kerzner, 2009). In reference to the study, monitoring enables public education leaders who are confronted with a plethora of questions to prepare for and respond to issues of public education governance. Critical decisions and actions must be guided by accurate and timely data on the delivery and utilization of public education services across all phases of the public education service ecosystem.

Participatory Monitoring and Evaluation (PM&E): is a mechanism for boosting program execution and sustainability through collaboration among stakeholders (Devarajan & Widlund, 2015). Countries throughout the world have recognized the critical nature of PM&E, despite several obstacles such as management interruptions and insufficient capacity (Cleland & Ireland, 2013). With regards to the study, PM&E is not simply a means of obtaining information from stakeholders in the education sector; it is an integral part of the project. Through PM&E, stakeholders will share their perspectives and strategize on how to advance their project responsibly by utilizing economic resources.

Project Implementation: This is the process of successfully completing and implementing a planned project or program (Bickman, 2011). This procedure guarantees the success of all government programs. These implementation procedures are cyclical in nature (Benington & Moore, 2011). According to the research, it examines the stimulus program's implementation and the projects it funds.

Project Sustainability: refers to an institution's or organization's ability to maintain its objective or program well into the future (Chikati, 2010). For purposes of this study, project sustainability will be an ability for a project to run smoothly and for its activities and impact to occur within the specified timeframe.

Chapter Summary

This chapter outlines the introduction of the study, the problem statement, purpose of the study, justification of the study, objectives of the study, assumptions of the study, the limitations of the study and key definition of terms used in this study. This chapter provides a description of the problem at hand and explains why the study to be conducted is necessary.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter will discuss the literature related to the effects of participatory monitoring and evaluation on the sustainability of economic stimulus program in the Kenyan education sector. It will particularly focus on stakeholders' involvement, capacity building, and ownership in PM&E as the main issues in this study. The chapter will outline theories pertinent to the study and look at various general literature and empirical literature from different related studies. Lastly it gives a summary of the literature and points out a study gap.

Theoretical Framework

A theoretical framework is composed of concepts along with their definitions and references to pertinent scholarly literature, established theory that is applied to your specific study (Sekaran, 2003). The theoretical framework must demonstrate an understanding of relevant theories and concepts to the subject of your research and to the broader areas of knowledge under consideration (Swanson, 2014). The study will be anchored on the Stakeholder Theory and Public Participation Theory. Employing more than one theory confers additional value as compared to using one preferred theory, different theories may have comparative advantages in different settings.

### Stakeholders Theory

The theory deals with institutional management and business ethics which deals with moral and values which affect planning and management of institutions. It identifies stakeholders of a project and recommends the strategies which management gave due regard to the perspectives, demands and interests of those stakeholders. This tries to address the "Principle of Whom or What Really Counts” (Davies, 2000). Shareholder is any group or individual or organization who, directly or indirectly, stand to gain or loss from a given development activity or project.

According to Friedman (2006) perspective, all stakeholders have decisions to make in implementation of projects and manage the interest’s needs and viewpoints of the stakeholders. Most projects consist of stakeholders and beneficiaries with different interests and demands, hence this makes public secondary school projects difficult to manage because of the need for negotiations perspectives that are involved (Gardiner, 2005). Bourne and Walker (2005), in their research show that project success concerns the satisfaction of stakeholders and beneficiaries, early project planning and effective management of the projects, in addition of completion of projects within the budgeted cost, time and quality. The theory also described and recommended considerations of interest, expectations and demands of stakeholders by the management (Guijt, 2008). The main idea is that the project’s success depends on how well the schools manages the relationship with the key groups: parents, students, teachers, board of management, communities, financiers and policy makers of education who can affect the realization of the project objectives (Freeman et al, 2007). Stakeholders disagreed on the measured results but understanding negotiation of stakeholder’s perspectives may create opportunities to bring agreement on appropriate actions to be taken which will enhance performance of projects.

This theory is paramount to the study since it brings the important aspect of stakeholder participation in monitoring and evaluation process. Participation of various stakeholders in the process enriches the program by bringing on board various components and feedbacks that informs review of program activities. This has an overall effect of improving the program outcome, enhancing sustainability and growth.

### PublicParticipation Theory

The word public participation is a commonly used term in planning and management of projects and is well understood and defined differently by different researchers (Ababa, 2014). Waweru (2015) defines public participation as a process of equitable and active involvement of all stakeholders in the designing or formulation of developmental policies and strategies in the analysis, planning, implementation and monitoring and evaluation of developmental school activities.

According to Gakure, Mukuria and Kithae, (2013), public participation is a continuous process of negotiation and decisions making that occur at various stages with all stakeholders and influence the sharing and control of prioritization, resource allocation and access, and policy formulation and implementation of secondary school projects. Projects are expected to be more transparent when more people are involved and this can enhance better performance of the projects in institutions.

Davies (2000) found that providing for public participation on development initiatives especially by the lowly disadvantaged minorities created a sense of belonging that resulted in embracing and owning of the initiatives and in public secondary schools can enhance the performance of projects. Brett, (2003) observes that many individuals and communities support public participation because it controls project activities and still he points out that public participation and involvement in decision making can succeed for certain projects depending on the circumstances. Public participation should be carried out in secondary school projects because it provides a level playing ground for individual interest, personal and social development. According to Kamau and Mohamed (2015), public participation in secondary schools is a means of improving empowerment, a way of responding to society needs, ownership projects by the local people, and making projects cheaper by allowing mobilization of local resources. Public participation theory is believed to promote more equitable distribution of benefits that accrue from project activities and in connection with influence of PM&E.

Davies (2000) argues that public participation empowers stakeholders (board of management, teachers, parents) so that they can continue to direct and support future changes and still empower them to demand services, develop a sense of owning the project and the sense of belonging to the projects and so it provides a good theoretical frame work and foundation on which this study can be based because it supports and argues for institutional strengthening and capacity building of stakeholders, Public accountability and transparency, understanding and negotiating stakeholders perspectives and lastly, early planning and management of projects which allows participants to gain a better understanding of any out coming problems and get immediate action.

General Literature Review

The following section reviews literature that relates to the effects of participatory monitoring and evaluation on the sustainability of economic stimulus program in the Kenyan education sector. It will particularly focus on stakeholders' involvement, capacity building, and ownership in PM&E as the main issues in this study.

Stakeholders’ involvement in PM&E to enhance sustainability

Participatory monitoring and evaluation (PM&E) of development projects and programs promotes the transparency and accountability of development governance (Acevedo, Rivera, Lima, & Hwang, 2010). The value and necessity of developing with and for 'the indigenous population,' which have become widely recognized in recent decades, has facilitated a practice of working with and through communities (Alderman & Ivory, 2011). Participatory approaches and methodologies with stakeholders have gained prominence in recent years, having been pioneered by action research-oriented programs and organizations (Annecke, 2008). Social mapping, Venn diagrams, wealth classification, and transects have all been popular in a variety of development programs (Bahl, 2010). As a result, development groups began promoting participatory methodologies for the preparation of participatory development plans to local governments. PM&E has exceeded more conventional methods of monitoring and evaluation in popularity (Bamberger, 2012).

Unlike M&E, which has historically been judgmental, PM&E strives to engage all relevant stakeholders in building a framework for monitoring results, commenting on project performance, and recommending appropriate corrective actions based on local circumstances (Biegelbauer & Hansen, 2011). Notably, active participation is necessary for increased development effectiveness, as well as long-term sustainability and leverage (Boerma, et al., 2009). The term "participation" refers to the process through which stakeholders are involved in the development of initiatives and programs in order to guarantee that they benefit the communities in question (Boonstra, 2013). Participatory Monitoring and Evaluation enables stakeholders at all levels to contribute to the monitoring and evaluation of a project, program, or policy, to share control over the monitoring and evaluation activity's content, process, and results, and to initiate or identify corrective actions (Bickman, 2011).

Stakeholders’ capacity building on PM&E enhances sustainability

With greater emphasis on participatory development methods, it is becoming evident that monitoring and evaluation (M&E) should also be participatory (Brock & Pettit, 2007). Historically, M&E has included bringing in external experts to evaluate performance against pre-defined metrics using standardized procedures and approaches (Cavill & Sohail, 2007). On the other hand, participatory monitoring and evaluation (PM&E) engages primary stakeholders as active participants and develops new methods for measuring and learning from change that are more inclusive and accurately reflect the perspectives and objectives of those most directly impacted (Fitzpatrick, Goggin, & Heikkila, 2011). When evaluation indicates that initiatives are not delivering the anticipated advantages, PM&E enables flexibility (Käyhkö, 2011).

Stakeholder capacity building fosters ownership of the successful outcomes of planned initiatives by cultivating an environment conducive to reviewing and, if required, altering the course of action that results in long-term project development (Paton & Foot, 2012). It increases stakeholders' incentive to recommend corrective actions while also fostering trust in project management policies and practices, provided that stakeholders' feedback is taken seriously, which is critical for maintaining the sustainability of development efforts (Mulwa & Nguluu, 2008). Stakeholder capacity building is crucial because it ensures that the action plan's many initiatives, as well as smaller individual projects, result in the long-term achievement of the desired goals (Verma, 2015). PM&E is distinct from more traditional approaches in that it encourages key project stakeholders to take a more active role in reflecting on and reviewing their project's progress, particularly the attainment of objectives (Guijt & Gaventa, 2011).

Stakeholders’ ownership on sustainability

Without a question, ownership is the most critical factor behind PM&E development policy. Long-term development cooperation can only succeed if developing nation stakeholders regard externally financed initiatives as "theirs" and participate actively in their planning, implementation, and evaluation (Acevedo, Rivera, Lima, & Hwang, 2010). As a result, for more than 50 years, ownership has been central to development policy debates (Alderman & Ivory, 2011). However, there have been numerous instances of international partners adopting a donorship mentality toward developing countries, i.e. deliberately or unconsciously picking for themselves what is 'good' for a country's development (Brock & Pettit, 2007). The current structure of PM&E development cooperation has an effect on ownership, a fact that persons involved frequently fail to realize fully (Chikati, 2010). The value of more adaptable bilateral projects is dwindling as donors' central budgets increasingly focus development cooperation finance for specific aims (climate change, job creation, etc) (Guijt & Gaventa, 2011).

Increased use of trust funds, Global Funds, and other ring-fenced resources has facilitated the centralization of decision-making processes (Briceno & Gaarder, 2009). As a result, poor countries usually participate in decisions in a more indirect, tardy, or indirect manner (Beringer, Jonas, & Kock, 2013). While a donor may have compelling motivations to focus on a particular issue in a region, they may conflict with national development ambitions (Chikati, 2009). If public policy on PM&E development is to have a long-term influence, ownership must remain a central tenet, even though competing goals occur far too frequently (Kerzner, 2009). More participation may reduce efficiency, and increased ownership by stakeholders in developing countries may block the donor's requirement for monitoring (Speer, 2012). The is no optimal answer. By and large, greater focus should be made on ownership that is pertinent to the current circumstance involving individuals (Yuan, Skibniewski, Li, & Zheng, 2010).

Policy recommendations on the use of PM&E

Participatory monitoring and evaluation enhances effectiveness by ensuring that cash and other resources are used as planned (Gaitano, 2011). However, planning cannot be delegated to government institutions alone; it must be decentralized to the people (Chikati, 2010). The importance of veering away from the natural path of planning and toward a more development-oriented, inclusive planning is underlined (Brock & Pettit, 2007). Kenya's constitution empowers citizens to participate in decision-making (Republic of Kenya, 2013). When the public is schooled on how the government operates and allocates resources prior to the start of a development project, they get the ability to monitor how the government operates and allocates resources (Chesos, 2010). According to Kamau and Mohammed (2015), the government employs three types of power to reach out to the populace: power over, power to, and power within. As a result, the priority of empowering residents to engage in development programs is overlooked. According to Gladys (2010), the administration has been criticized on numerous occasions of employing a top-down development model, effectively disenfranchising the beneficiaries.

Mulwa and Nguluu (2008), on the other hand, advocate for a bottom-up development model in which individuals prioritize development priorities. According to Singh (2009), planning's primary function is to create a conducive economic and political climate in which people can pursue their desired goals, set goals, and game rules. Thus, participation guarantees that stakeholders are involved in development projects from the start, thereby instilling in them a sense of ownership of the state project through capacity building. Participatory Monitoring and Evaluation strives to increase the efficiency and effectiveness of service delivery while also being more inclusive (Alderman & Ivory, 2011). PM&E offers value to the effectiveness of processes and regulatory frameworks, most notably in terms of results (Annecke, 2008). To attain a particular outcome, an organization must have a strategy outlining how to accomplish that goal (Briceno & Gaarder, 2009). The requirement for an organization to assess its environment enables it to understand its strengths in terms of capabilities, competences, available resources, and the environment in which it operates (Biegelbauer & Hansen, 2011). This will contribute to the reduction of redundancy in reporting, the avoidance of spinning the wheel, increased political support, and the promotion of dialogues about emerging lessons (Boonstra, 2013). South Africa established a front office service to assure the delivery of high-quality services (Brock & Pettit, 2007). To ensure efficient service delivery, a hotline was established to enable the public to provide feedback, and spontaneous visits to service locations by government officials and public members were also conducted (Cavill & Sohail, 2007).

Participatory monitoring and evaluation promote ongoing monitoring of initiatives by community members with the goal of gathering, evaluating, and distributing data in order to implement corrective actions when things do not go according to plan (Abugah, 2011; Chesos, 2010). Participatory Monitoring and Evaluation aims to elicit lessons for future projects (Gladys, 2010). As Chikati (2009) observed, a lesson can be learned from the Marsabit development project, which incorporated the local people in drafting and executing a sustainable resource plan. The main goal here is to get beneficiaries to join in development projects by recognizing their abilities and sharing knowledge, so enabling them to provide input on how they would like things to appear and to monitor resource utilization. Mugo (2014), on the other hand, suggests that organizations can use community involvement to enable the community to donate resources and also monitor how those resources are used, so increasing transparency and equity. Chikati (2010) contends that community involvement improves communities' comprehension of initiatives, resulting in increased project ownership and sustainability.

## Empirical Literature Review

Several studies have been conducted on project implementation and factors that influence success during implementation.

### Stakeholders’ Involvement in PM&E and Sustainable Development

In review of several studies conducted on monitoring and evaluation; according to studies conducted by Ondieki and Matonda (2013) who studied on the influence of monitoring and evaluation tools on project completion in Kenya, they suggest that project plans and stakeholder engagement significantly influence the success of project completion. Kamau and Mohamed (2015) in their paper on efficacy of monitoring and evaluation function in achieving Project Success in Kenya, the researchers point out that the strength of the M&E team, monitoring approach adopted, and project lifecycle phases and management support, are important mediating factors between M&E and the projects implementation success. A study on Making Monitoring and Evaluation tools work, conducted by Oteyo (2014) states that, monitoring and evaluating projects within a given institutional ICT projects is critical in ensuring that these projects are both making the intended impact and are sustainable in the long run but it is often overlooked by policy makers.

Tana, Onyango, Ochola and Omolo (2012) in their study notes that in South Africa, for example, the South African Schools Act (Act 84 of 1996), which became operative at the beginning of 1997 and mandated that all public schools in South Africa must have democratically elected School Governing Bodies (SGBs) comprised of principals, educators, non-teaching staff, parents and learners, the latter applicable only in secondary schools. As a result, the nature and extent of school decision-making have changed. Decision-making at schools is now characterized by greater participation of all stakeholders. Parents, teachers, learners and non-teaching staff and learners who are elected to serve on the school governing bodies become school governors. Decision-making at schools is now characterized by greater participation of all stakeholders.

Gakure, Mukuria and Kithae (2013), notes that out of the many research done, involving citizens in policy making debates is necessary because successful implementation of these polices requires consumers, worker and citizen consent. They therefore conclude that integrating participatory techniques in social sciences is promising for sustainability. Ababa (2014), notes that participation in decision-making processes can also motivate people to want to see those decisions implemented effectively. Participation has however been critized by some scholars.

Studies carried out on roles of BOGs have indicated that whereas their responsibilities include financial, physical and material resource management in schools this is not always the case. Mulai (2011) came to this conclusion. Gathoni (2010), came to the conclusion that participation of the BOG in decision making in schools did not achieve its mandate and that the BOG failed to include teachers and non-teaching staff in implementation and decision making leading to increase in conflicts. Similarly, Irwin (2011) recommended that members of boards of governors and school Committees should be appointed from among persons who have qualities of commitment, competence and experience which would enhance the management and development of educational institutions. Kahiga (2011), pointed out that management of educational institutions in Kenya was found to be weak because most of the boards of governors lacked quality management capabilities.

### Stakeholders’ Capacity Building on PM&E and Sustainable Development

Ondieki and Matonda (2013) examined the determinants of adoption of participatory monitoring and evaluation in management of public secondary schools in Kisumu East District, Kenya. The findings revealed that knowledge and skills of principals and board of governors’ influence adoption of participatory monitoring and evaluation in public secondary schools. The study also established that board of governors and principals have little knowledge on policies guiding monitoring and evaluation in management and this too was found to influence adoption of participatory monitoring and evaluation in management of public secondary schools.

Kimweli (2013) in a research on factors influencing implementation of African Development Bank funded projects in the Ministry of Higher Education, Science and Technology in Kenya, concluded that the foundation of a successful project implementation is strongly influenced by set quality standards, project design and project schedules. The success of a project as well as the factors that affect this success are considered in various ways by different project management scholars. There is no unified treatment and definitions of these concepts although there is a consensus about the importance of this aspect for the project management practice. In this respect, Naimoi (2008) generalizes that the only agreement is the disagreement on the issue “what is project implementation success”.

### Stakeholders’ Ownership and Sustainable Development

Naimoi, C. K. (2008), notes that transformational change requires group cultural change that spreads to others. In the end, participatory initiatives on the ground involve people working in groups and teams. Accordingly, an understanding of how to initiate and foster these social units is essential for delivering participation. However, to foster a more collective approach to environmental management that is capable of transformational change, we have to do more than just work together on specific projects. Transformational change requires individuals and groups to develop the capacity to move beyond the completion of task-bounded activities. They must catalyse change within their immediate membership first, and spread that culture to others in their communities over the longer term. Supporting groups in this way requires an understanding of group processes and stages of development, attention to factors such as group abilities and skills, and the use of appropriate participatory monitoring and evaluation processes.

A study conducted by Cassidy (2014) on Monitoring and Evaluation show that Auditing examine and review the conformity of a project implementation activities or management activity to predetermined standards or criteria, to report on the extent of conformity and makes recommendations on improving implementation methods to increase conformity, hence, the monitoring and evaluation audit is based on providing assurance and accountability to stakeholders which significantly enhances project ownership. A study carried out by Brown, Jacobs and Leith (2012) on eight years' experience of regional audit analyses that scope of internal audit certify that implementation Rules and Procedures for proper implementation through accurate monitoring and evaluation of implementation activities are applied, and that possible cost-savings and organizational improvements are identified through a M&E framework that outlines the objectives, inputs, outputs and outcomes of the intended project and the indicators that will be used to measure all these.

In conclusion, the section has reviewed empirical studies carried out in PM&E globally, regionally and locally. Although studies on participatory monitoring and evaluation have been done, showing how its various aspects assists in the systematic recording and periodic analysis of information, most of the studies were done in other countries whose strategic approach and financial footing is different from that of Kenya. So far, there are no studies focusing on the sustainability of the Economic Recovery strategies. Therefore, this has been the central area of focus by this study to try and unravel whether there has been adoption of PM&E in the education sector to help enhance sustainability of the ERS.

## Conceptual Framework

A conceptual framework is a representation model in which the researcher graphically or diagrammatically displays the relationship between the variables in the study (Kumar, 2008). Three variables comprise a conceptual framework: an independent variable, a dependent variable, and a moderator variable (Connaway & Powell, 2010). A variable is anything that changes in quantity or quality (Saunders, Lewis, & Thornhill, 2007). A dependent variable is the variable in which the researcher is interested and which will guide the investigation by acting as a barometer for the general direction of the study (Bryman, 2003). An independent variable is one that the researcher will manipulate to ascertain its effect on the dependent variable (Sekaran, 2003).

Fig 2.1 Conceptual Framework of the Study

Independent variables Dependent variable

Stakeholder Involvement in PME

* Citizen control/Inclusion
* Project identification
* Project implementation
* Project sustainability
* Delagation of duties
* Partnership
* Regular Debriefing

Project sustainability:

* Ability of the project to meet current and future needs.
* Timely completion
* Completion within budget
* Beneficiaries’ empowerment

Moderating variables

* Government policies
* Political will
* Literacy levels
* Poverty levels

Capacity building:

* Trainings on PME(staff, beneficiaries, management)
* Documenting findings /learning
* Sharing findings

Project ownership:

* Project support
* Empowerment
* Change attitude
* Change management

Source: Author (2023)

## Discussion

In this conceptualization, stakeholders’ engagement in PM&E is considered imperative. They need to be involved in identification of projects, in the implementation stage, planning for PM&E, determining indicators, gathering data, analyzing data, for them to contribute to project sustainability. This kind of partnership is pertinent to effective implementation of the project. In addition, there should be regular debriefing to the stakeholders about the project activities progress for them to give their inputs.

Capacity building of the project/program stakeholders should not be underestimated. All the stakeholders should be enlightened about PM&E through training. The management should be enlightened about the importance of stakeholders’ engagement. The findings from the projects/program should be documented to provide some learning lessons which could be used to improve project sustainability.

Engagement of the stakeholders in a program is an avenue to enhancing project ownership. This involves changing attitude of the stakeholders towards a collaborative approach. It also involves change management especially in embracing dynamism in the project/program world. When the stakeholders are aware about all aspect of the program, they are in a position of give their inputs.

There are various moderating variables that ensure that PM&Es are effectively adapted. These include literacy level, poverty level, political will, and government policies. When the literacy levels are high, there is a possibility of the beneficiaries becoming more aware about various aspects of the programs and they begin to get interested in the project activities. Government policies also may change various aspects of the projects. For instance, the Kenyan constitution of 2010 provides for public participation. This is important in ensuring PM&E’s adoption.

## Chapter Summary

This chapter provides the theoretical framework, the general literature review, the empirical review and the conceptual framework. The research methodology that will be used in bringing out the objectives of the study will be outlined in the next chapter

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

Research methodology can be described as the procedure or technique to conduct the research. According to Kumar (2008), research technique is a systematic approach to solving research problems and may also be thought of as the science of observing how scientific research is conducted. Research technique encompasses the research design, population and sample, data collecting and analysis procedures, and variable measurement. (Mugenda & Mugenda, 2003). This chapter details the researcher's data collection process. The chapter will discuss the methodology under the following headings: Research design; Population, Target population; Sample size, sampling techniques; data collection instruments; types of data; pretesting; reliability and validity of the instruments; data analysis plan and ethical considerations.

## Research Design and Method

The study design serves as the framework for the research; it acts as a road map for data collection, measurement, and analysis (Berg & Lune, 2012). As such, the design describes the researcher's activities, beginning with the formulation of the hypothesis and consideration of its operational implications, and ending with the completion of the final data analysis.

This study will employ a descriptive research design. According to Saunders, Lewis, and Thornhill (2007), descriptive research design is a scientific technique that comprises monitoring and summarizing a research subject's actions without intervening. Both qualitative and quantitative methods of research will be used so as to get a clear picture of the variable sunder study which could not been identified with purely qualitative or quantitative study. Mixed method gives more in-depth information and provides a rich source for cultivating ideas for the future (Mckim, 2017).

The researcher will use this approach to gain a complete understanding of the effects of participatory monitoring and evaluation on the sustainability of economic stimulus initiatives in the education sector, with a focus on Nairobi County, Kenya. The descriptive design approach permits the triangulation of data collection instruments that mix qualitative and quantitative methodologies to provide high-quality research.

## Population

A population is a collection of humans, events, or things that share some observable trait (Bryman, 2003). In other terms, a population is all that satisfies a certain specification. A researcher begins by defining the demographic to which the findings will be generalized (Hair, Black, Babin, & Anderson, 2010). The research population consists of 11,681 Nairobi County employees (Nairobi City County, 2021).

Table 3.1: Population of the Study

|  |  |
| --- | --- |
| Description | Number of people |
| Board of Directors  Management  County Sector Heads  Roads and Transport Department  Environment, Energy Water and Natural Resources Department  Housing, Lands & Urban Planning Department  Education, Youth & Social Services Department  Devolved, Public Service Management (PSM) Department  Trade, Tourism, Industry, Cooperative Development Department  Health Services Department  Information Communication Technology and e- Government Department  Agriculture, Fisheries and Livestock Development Department  Enforcement and County Askaris Department | 8  10  18  800  650  1,200  2,700  1,550 145  2,900  135  215  1,350 |
| Total Population | 11,681 |

Source: (Nairobi City County, 2021)

Target Population

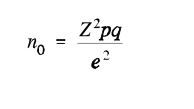
A target population is essentially the sum of cases within a population that meet defined criteria (Saunders, Lewis, & Thornhill, 2007). Thus, the target population for this study will be the Education, Youth, and Social Services Department, which will participate in order to determine the effect of participatory monitoring and evaluation on the sustainability of economic stimulus programs in the education sector, specifically in the Nairobi County, Kenya. The major target population will be 2,700 from the Education, Youth, and Social Services Department.

## Sample Size

A sample is a subgroup of a population representing the features of a known number of population units (Singh, 2007). Economic skills, access to subjects, the wishes of the researchers, time and money are all things that might influence the sample size and no predetermined proportion of the individual percentages can establish the appropriate sample size (McNabb, 2008). A sample size is the number of elements to be selected to make an optimum sample and that meet the dependability, versatility and representativeness requirements (Kumar, 2008). The objective of the population sampling is to select a sample which clearly reflects the features of the whole population (Hair, Black, Babin, & Anderson, 2010). The Cochran's formula should be used to determine the sample size for a study with a high population size. The Cochran formula, according to Brians and Leonard (2011), allows you to compute an appropriate sample size given a desired level of precision, desired level of confidence, and the expected fraction of the attribute present in the population. Cochran's formula is particularly useful in circumstances with huge populations, according to Suen and Ary (2014). Because a sample of any size provides more information about a smaller population than a larger one, there is a ‘correction' that can be used to reduce the number calculated by Cochran's formula if the entire population is small.

The Cochran formula is:

Fig 3.1 Cochran formula



Where:

* e is the desired level of precision (i.e. the margin of error),
* p is the (estimated) proportion of the population which has the attribute in question,
* q is 1 – p.
* The z-value is found in a Z table. The Z-table is adapted from (Beyer, 2017)

Further the sample size will be calculated using Qualtrics an online sample size calculator to check out the validity of the figures or recalculate the sample size to see if it meets the required sample size threshold (Qualtrics, 2020). The online sample calculator found at <https://www.qualtrics.com/experience-management/research/determine-sample-size/> contains of the following fields: confidence level, population size, margin of error and ideal sample size.

Table 3.3 Sample Size

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample Size | | | | |
| Description | Confidence Level | Population Size | Margin of Error | Ideal Sample Size |
| Education, Youth & Social Services Department | 90% | 2,700 | 7% | 132 |
| Total Sample Size | | | | 132 |

Source: Author (2021)

The researcher will conduct the study with a sample size of 132 respondents from the Education, Youth & Social Services Department.

## Sampling Technique

A sampling technique is the description of the exact procedure used to choose the entities that comprise the sample in a research study (Babbie, 2010). Purposive sampling will be used since the study's primary purpose is to focus on specific features of a population that are of interest in order to more objectively address the research issues. The sample size will be determined purposively to include the Nairobi County employees who are within the Education, Youth & Social Services Department, who are involved with ESP projects in the education sector within the county. The sample will be 132 respondents drawn from 2700 employees in the Education, Youth & Social sciences department.

Data Collection Instruments

Data collection is the systematic gathering and analysis of specific information in order to provide answers to pertinent questions and to evaluate the outcomes. It is concerned with discovering everything there is to know about a given subject (Babbie, 2010). The data is gathered in order to address the research questions, which seek to explain the observed event (Brians & Leonard, 2011). The study will collect data through the use of self-administered questionnaires for 132 primary respondents. The questionnaires will have a sequence of open and closed-ended questions designed to elicit quantitative and qualitative data. It is critical to collect qualitative and quantitative data for triangulation purposes in order to improve the quality of the study report.

The questionnaire will be an appropriate research tool as it allows the researcher to collect information from a large sample with diverse background and the findings will remain confidential, it will also save time and since they are presented in paper format there is no opportunity for bias. The questionnaire will include questions geared to answer the research questions. The questionnaires will be given to the staff and given humble time to answer.

Types of Data

In research, there are two different types of data, primary and secondary data. Primary data is information that researchers obtain directly from primary sources through methods such as interviews, surveys, and experiments (Babbie, 2010). Primary data is typically collected directly from the source, the location of the data and is regarded as the most valuable sort of data in research (Berg & Lune, 2012). Secondary data is material that has been extracted from primary sources and made available to researchers for use in their own study (Creswell, 2013).

Qualitative data is a form of data that is gathered through observation, one-on-one interviews, and the facilitation of focus groups (Kothari, 2004). Quantitative data is defined as data that has a numerical value in the form of counts or numbers, with each data set having its own unique numerical value (Bryman, 2003). Quantitative data is typically gathered for statistical analysis via surveys, polls, or questionnaires distributed to a subset of the population (Brians & Leonard, 2011). This study will utilize primary data, qualitative and quantitative data.The research study will obtain primary data from questionnaires and they will be analyzed quantitatively.

Data Collection Procedures

Before beginning data collection for the research study, the researcher will obtain an introductory letter from Daystar University's Department of Development Studies, an approval from the Daystar University Ethics and Review Board and a permit from the National Commission for Science, Technology, and Innovation, and Nairobi County. The researcher will schedule a one-week time with the Education, Youth, and Social Services county executive head to conduct data collection across the department of Education, Youth, and Social Services.

To initiate the research process, the researcher will seek consent from key respondents at Nairobi County authorities. Data collection will be accomplished through the use of questionnaires. There will be both closed and open-ended questions. The researcher will personally administer the questionnaire, following up to ensure that respondents respond in a timely manner. The researcher will set aside a week and schedule responders on various days in the week during which the researcher will be able to administer the questionnaires. Data that is current will be crucial, as accurate information will assure the quality of research findings.

Pretesting

Pretesting is the only way to determine in advance whether the data collection instruments to be used will provide difficulties during actual data collection with respondents (Berg & Lune, 2012; Bryman, 2003). A sample size of 1-10% of the research sample size is optimal, particularly for small sample sizes, particularly during pretesting (Denscombe, 2010; Connaway & Powell, 2010). In terms of the research study, the researcher will use a sample size of 10/100 x 132 = about 13 respondents, therefore thirteen respondents will complete questionnaires. The pretest will be conducted at the Machakos County Education, Skills Training, and Social Welfare Department, which is a county institution that borders Nairobi County and has implemented Participatory Monitoring and Evaluation policies in dispensing public education initiatives within Machakos County. Pretesting is used to ensure that questionnaires are devoid of errors, ambiguities, wordiness, and repetition in order to increase expression precision, objectivity, relevancy, and tool completion while avoiding data contamination. If any flaws are discovered during pre-testing, the instruments used to collect data will be updated accordingly. Additionally, pre-testing will serve as a platform for training research assistants on data gathering techniques.

Reliability and Validity

According to Kothari (2007), reliability is the measure of degree to which research yields consistent results or data after repeated trials. It is the degree of consistency that the research instruments or procedures demonstrate. It is qualified by taking several measurements and reduces the ability to track change in measurement in study. The reliability of the instruments will be determined by computing a test-retest reliability coefficient. This will be done by administering the test twice but allowing an interval of two weeks between the tests. The responses in the two tests will be compared to establish consistency across the respondents. After administering the questionnaires, the instruments will be collected and a correlation co-efficient will be calculated to indicate the relationship between the two sets of scores.

Validity refers to the degree to which an instrument measures what it purports to measure (Mugenda N, 2003). This illustrates the degree to which results obtained from the analysis of data actually represent the phenomena under study. To ensure validity of the research instruments, the instruments will be presented to the supervisor who is a research expert in the study area. The supervisor will scrutinize the instruments to check for the use of simple language to formulate questions and the use of side note to guide the respondents while filling the questionnaires, and give suggestions which will help refine the questionnaires before preparing the final copy.

## Data Analysis Plan

The collected data will begin with pre-processing of data through editing to detect errors and omissions and making of corrections where possible. This will involve a careful analysis of the completed questionnaires in order to ensure that collected data are accurate and consistent with other information gathered. The collected data will be coded by the researcher for efficiency in order to reduce the replies given by the respondents to a small number of classes. After the coding is completed, the data will be classified on the basis of common characteristics and attributes.

The raw data will then be assembled and tabulated in form of statistical tables of frequency and percentages to allow for further analysis. This will facilitate the summation of items and detection of errors and omissions. Descriptive statistics will be used to analyze the data with the help of Statistical Package for Social Sciences (SPSS) version 26 to aid the statistical analysis of the data. Content analysis will be applied for the qualitative data in order to identify patterns, themes and biases. Finally, all data will be stored in soft and hard copies.

Ethical Considerations

Researchers must adhere to a variety of ethical standards. They must adhere to professional, institutional, and government norms for research involving human subjects (Denscombe, 2010). For the study, the researcher will guarantee that the study process is conducted in accordance with established standards of confidentiality, informed consent, respect, anonymity, and secure data storage and management. The participants will be informed their participation will contribute significantly to getting the accurate description of the phenomenon under study.

The researcher will seek approval from Daystar University's Department of Human and Social Science and the Daystar University Ethics and Review Board. It is also a legal requirement to get a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI) to carry out any research and the researcher will do so having acquired the relevant permit from Daystar University. Additionally, the researcher will need to get a permit from and Nairobi City County to enable the researcher to access the respondents who work there.

A consent form for the respondents will also be generated towards assuring the respondents permission recorded. Respondents' names will not be needed so as to safeguard their identities. The respondents' personal privacy will be protected, as will the confidentiality of the information they provide by not requiring them to give any unique identifiers such as name or national identity number. The study's academic objective will be communicated clearly and that their responses will not result in victimization. Respondents will be notified of their right to opt out of the study at any time and none of their personal information will be shared.

Chapter Summary

This chapter has outlined the research methodology that will be used in the study. It has described the research design, population of the study, target population of the study, sample size, sampling technique, data collection instruments, types of data, pretesting, data analysis plan and ethical considerations. So, the next chapter will detail how collected data will be analyzed and presented.

CHAPTER FOUR

# RESEARCH FINDINGS AND DISCUSSION

Introduction

This chapter dealt with illustrations of results and findings of this study. The first part dealt with the response rate/completion rate/return rate of the study instrument. The socio-demographic factors followed presented in tables and figures of frequencies and percentages for each social demographic factor. Illustrations of awareness, frequency of use and interaction experiences with participatory monitoring and evaluation systems in Nairobi County followed the socio-demographic factors. The final part of this section dealt with research objectives whereby stakeholder involvement, capacity building of stakeholders, project ownership and policy recommendations were illustrated in tables of frequencies and percentages and their implications discussed.

# Response Rate

Response rate refers to the percentage of eligible questionnaires returned to the researcher after issuance to individuals in the sample size divided by the sample size. A good response is vital any research because a large non-response bias is considered deadly. A good response rate is recommended due to its ability to enhance representativeness which in turn enhances the reliability and validity of the data and the accompanied research findings. The American Journal of Pharmaceutical Education recommends and only accepts manuscripts that achieve 60% response rate or higher. The non-response bias for such research is thus 40% which is within acceptable limits.

Table 1

Response Rate of Structured Research Questionnaires

|  |  |  |
| --- | --- | --- |
| Questionnaire | Numbers | Percent (%) |
| Questionnaire Sent Out | 132 | 100% |
| Questionnaires Returned | 110 | 83% |
| Complete and Useable Questionnaires | 110 | 83% |

The sample size was made of 132 individuals of which 110 individuals filled and returned the questionnaires for data analyses. The 110 questionnaires received made up 83% of the sample size which were complete and usable. Therefore, the response rate, completion rate or return rate was 83%. Mugenda et. al (2003) recommended a response rate of above 60% as one sufficient to provide valid and reliable data.

Socio-Demographics

Socio-demographic factors refer to a combination of social and demographic factors defining people included in a research project. Socio-demographic factors help researchers determine what groups they are dealing with, and which groups have common features. Socio-demographic factors help in identifying groups have been studies, helps in knowing whether the questionnaires were administered to the right group of people as well as ensuring all groups have been fully represented in the research. The socio-demographics in this study included gender, age group, education level and working experience of respondents working in the education sector in Nairobi County.

Table 2

Socio-Demographic Factors of Respondents Working in Nairobi County's Education Sector

| Socio-Demographics | Frequency (%) |
| --- | --- |
| Gender |  |
| Female | 54 (49%) |
| Male | 56 (51%) |
| Age |  |
| Below 20 | 16 (15%) |
| 20-29 | 74 (67%) |
| 30-39 | 9 (8.2%) |
| 40-49 | 7 (6.4%) |
| Above 50 years | 4 (3.6%) |
| Education |  |
| Diploma | 40 (36%) |
| Bachelor's Degree | 58 (53%) |
| Master’s degree | 7 (6.4%) |
| PHD | 3 (2.7%) |
| Others | 2 (1.8%) |
| Working |  |
| Less than 1 year | 46 (42%) |
| 2-5 years | 42 (38%) |
| 5-10 years | 8 (7.3%) |
| 10-15 years | 4 (3.6%) |
| 15-20 years | 4 (3.6%) |
| Over 20 | 6 (5.5%) |

## 

## Gender

The respondents’ genders were balanced since there were 56 (51%) male respondents and 54 (49%) female respondents. According to the results there were only 2 more male respondents in the sample size. The difference in genders’ counts was little for any gender bias that could be statistically significant.

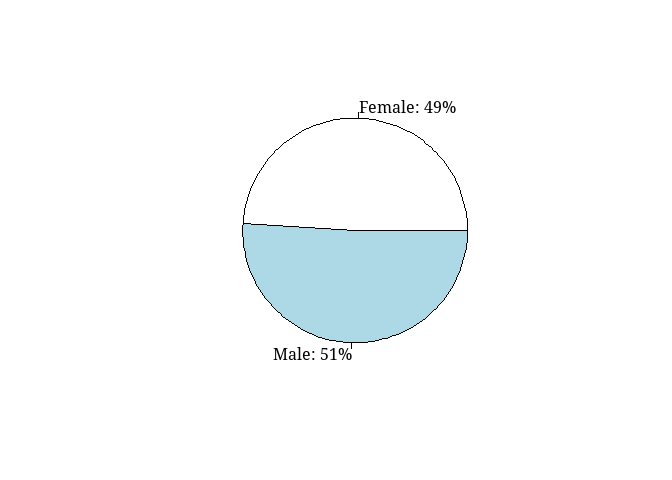


Figure 1

A pie showing gender distribution.

## Age

The majority of the respondents were aged between 20 and 29 years (67%). This meant that most of the respondents included in this study were young people in the study area. In addition, 15% of respondents were under 20 years while only 8%, 6% and 4% of the respondents were between the ages of 30 and 39, 40 and 49 and above 50 years respectively. The results showed that 82% of respondents were under 30 years while 185 were above 30 years old.

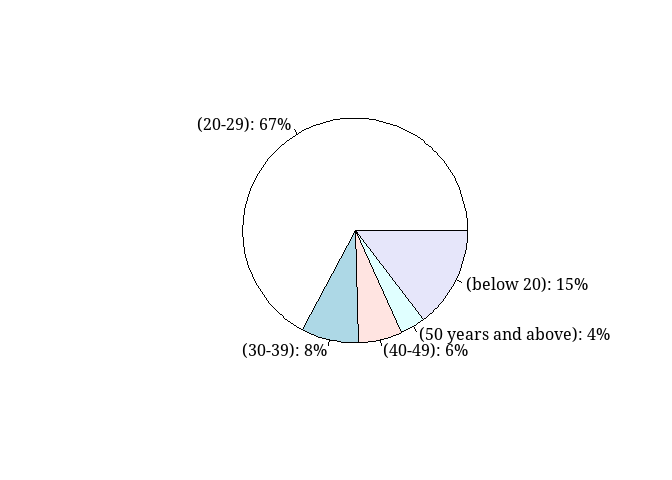


Figure 2:

A pie chart showing Age groups' distribution.

## Education Level

The majority of the respondents had attained a bachelor’s degree (53%), diploma holders were 36% while postgraduates were only 9%. The results indicated the sample size comprised of individuals that were fairly educated since they had a university education or college education only 2% of the respondents reported other forms of education. The implication of the education was that the respondents would be able to provide valuable information as well as provide answers from an intelligent point of view.

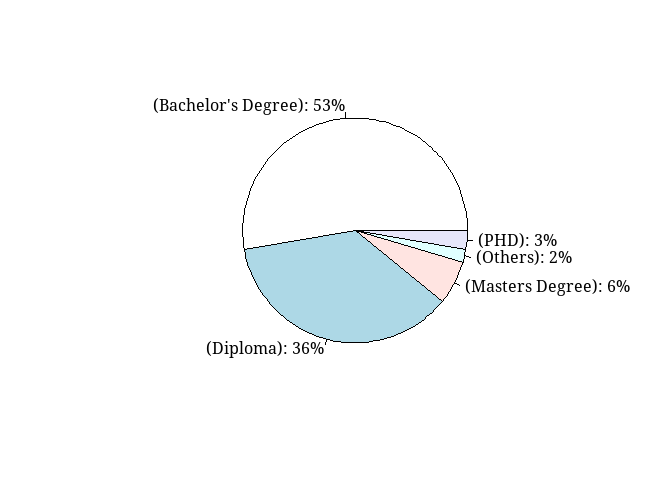


Figure 3:

A pie chart showing education level distribution.

## Working Experience

The earlier results on age reported that most of the respondents were under 30 years old, this meant that most of the respondents had not worked for long periods in the Nairobi municipal council. According to the results, 42% of the respondents had only worked for less than a year followed by 38% of the respondents that had worked between 2 and 5 years. The lower percentage of respondents had worked longer than 5 years with less 13% having worked for more than 10 years.

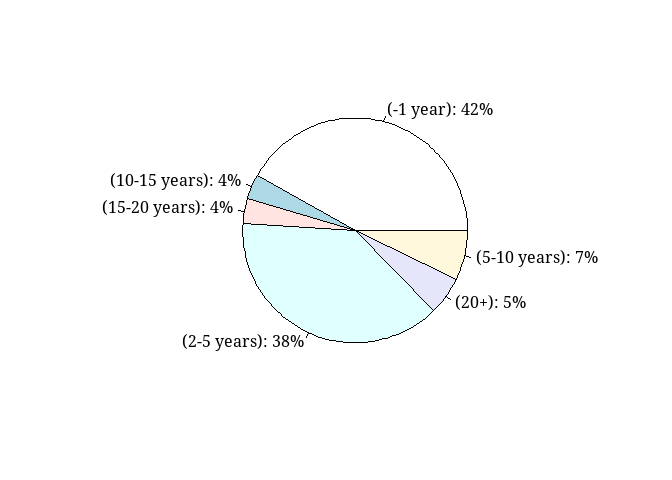


Figure 4

A chart showing the distribution of working experience.

# **Stakeholder Awareness, use frequency and Interactions with PM&E in Nairobi County**

The study sought to determine the awareness of the respondents on the existence of participatory monitoring and evaluation in Nairobi County, the frequency of use of the existing systems and the interaction experiences with the systems. The results were as illustrated in the table below.

Table 3

Stakeholders' awareness, frequency of use and experiences with the participatory monitoring and evaluation systems in Nairobi County

| Stakeholder Awareness | Frequency (%) |
| --- | --- |
| PME awareness | 53 (48%) |
| PME use frequency |  |
| As per project requirement | 24 (22%) |
| Monthly | 29 (26%) |
| Quarterly | 47 (43%) |
| Yearly | 10 (9.1%) |
| PME interactions |  |
| Boring but varied | 7 (6.4%) |
| Not sure | 32 (29%) |
| Routine and boring | 13 (12%) |
| Routine but very challenging | 19 (17%) |
| Varied and challenging | 39 (35%) |

## 

## Awareness of Participatory Monitoring and Evaluation Systems in Nairobi County Education sector

The respondents were asked whether they were aware of any participatory monitoring and evaluation systems in Nairobi city where only 48% of respondents reported awareness. More than half of the respondents in this study were not aware of the existence of any current systems of participatory monitoring and evaluation in the county. The lack of awareness could be attributable to a few working years and little experience working and living in the city. The results could mean that only a few workers are involved in the PME systems in Nairobi city projects or the possibility that there are no PME systems in place in Nairobi city.

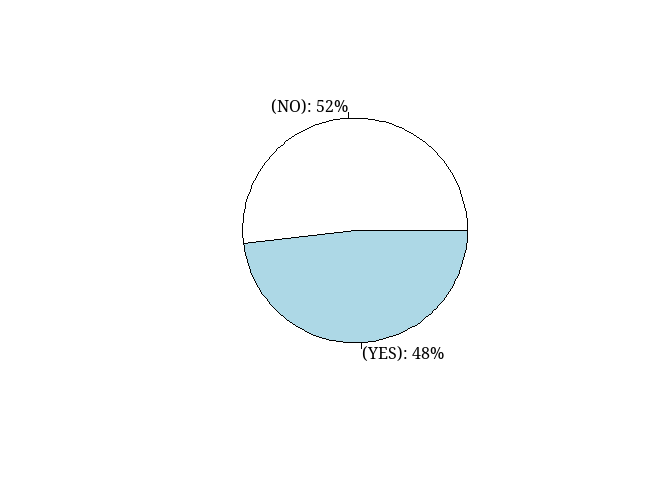
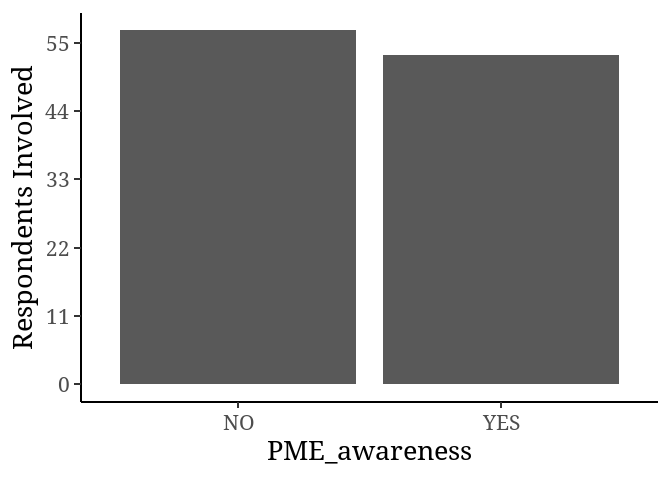


Figure 5

A chart showing awareness of PM$E systems in Nairobi County

## PME Awareness bar plot



## The use frequency of participatory monitoring and evaluation in Nairobi County education sector

Participatory monitoring and evaluation were reported by 43% of the respondents as being used quarterly in project management in Nairobi city. Thus, the highest frequency of use of PME system is quarterly followed by monthly and thirdly as per project requirement while 9% of the respondents reported yearly use PME systems in project management.

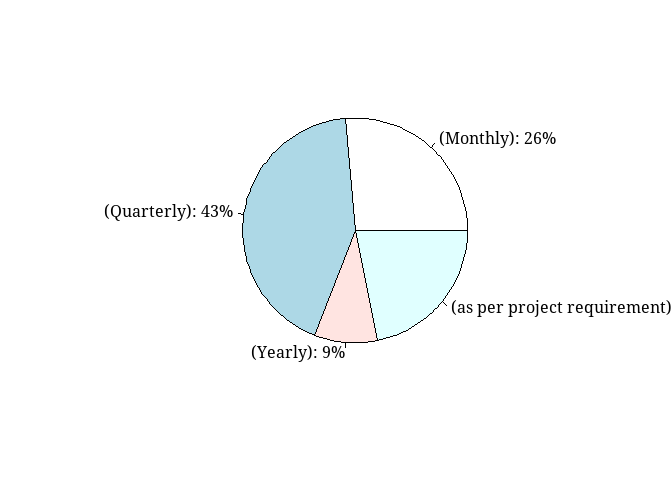
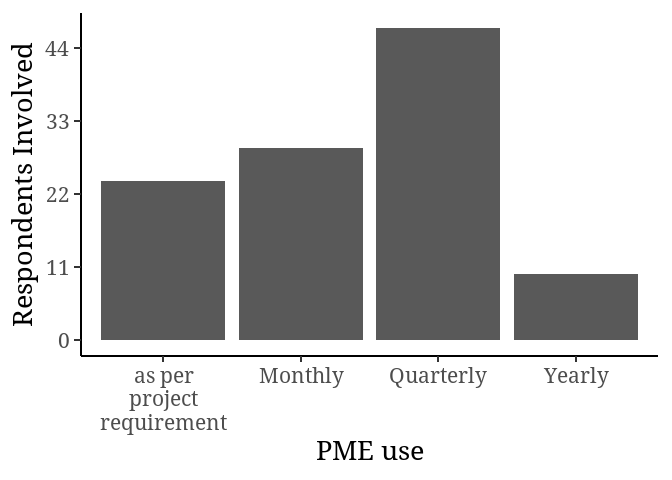


Figure 6

Frequency use of PME systems

## PME Frequency use bar plot



## Interaction with participatory monitoring and evaluation systems in Nairobi County Education sector

The interaction with participatory monitoring and evaluation was reported to be varied and challenging among 35% of the respondents while 29% of the respondents were not sure of their interaction with PME systems at work. The PME systems were reported as routine and challenging by 17% of the respondents while 12% found the systems routine and boring while only 6% found the systems boring but varied. The results, therefore, indicated a degree of routine and diversity of the participatory monitoring and evaluation of Nairobi city projects in their management.

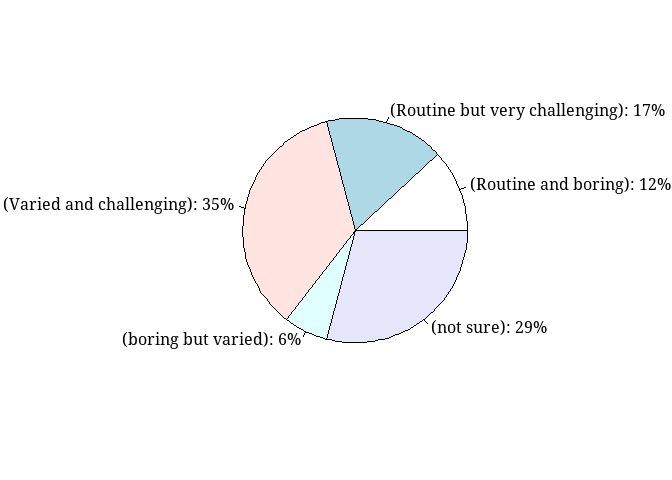
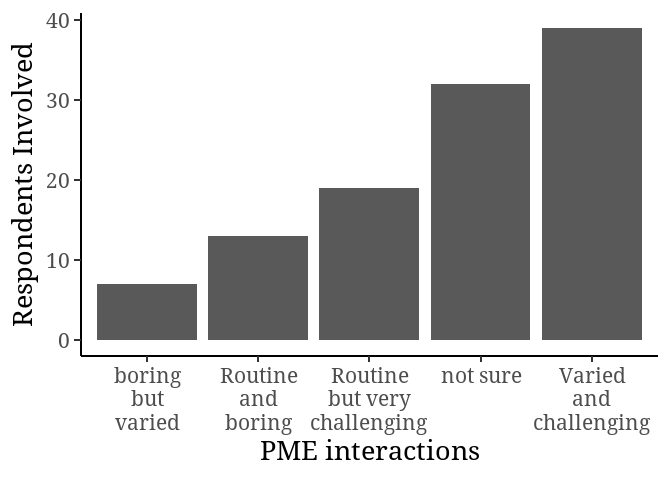


Figure 7

Interaction of respondents with PM$E systems in Nairobi County

## PME use bar plot.



# **Key indicators of Stakeholder Involvement**

The study sought to determine the key indicators of involvement of respondents in project management of government projects in education sector in Nairobi County, in other words, to determine the perception of respondents on what constitutes involvement of stakeholders in government projects that enhancing participatory monitoring and evaluation.

Table 4:

The perception of key indicators of involvement in project management

| Key Indicators | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | mean | σ | Decision |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Citizen control | 37 (34%) | 36 (33%) | 31 (28%) | 5 (4.5%) | 1 (0.9%) | 3.94 | 0.94 | High Perception |
| Project Identification | 25 (23%) | 54 (49%) | 23 (21%) | 7 (6.4%) | 1 (0.9%) | 3.85 | 0.98 | High Perception |
| Delegation of duties | 27 (25%) | 42 (38%) | 33 (30%) | 7 (6.4%) | 1 (0.9%) | 2.96 | 1.23 | Low Perception |
| Partnership | 27 (25%) | 41 (37%) | 32 (29%) | 5 (4.5%) | 5 (4.5%) | 3.80 | 0.92 | High Perception |
| Project implementation | 32 (29%) | 40 (36%) | 29 (26%) | 7 (6.4%) | 2 (1.8%) | 3.81 | 1.02 | High Perception |
| Project ownership | 37 (34%) | 39 (35%) | 21 (19%) | 10 (9.1%) | 3 (2.7%) | 3.88 | 1.06 | High Perception |
| Project sustainability | 31 (28%) | 40 (36%) | 30 (27%) | 5 (4.5%) | 4 (3.6%) | 3.73 | 1.03 | High Perception |
| Regular Debriefing | 34 (31%) | 32 (29%) | 32 (29%) | 8 (7.3%) | 4 (3.6%) | 3.76 | 1.08 | High Perception |
| Grand Mean (Weighted mean) | | | | | | 3.72 |  |  |

Note: Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1. Decision; Weighted average = 3.72

According to the results illustrated in the table above, the majority of the respondents perceived citizen control as a key involvement indicator of participatory monitoring and evaluation programs in Nairobi. Majority of respondents were also in agreement with the statement that involvement in the project identification stage largely contributed to the participatory monitoring and evaluation of projects within Nairobi County. Delegation of duties was not a key indicator of stakeholder involvement according to majority of the respondents. The respondents felt that just delegation of duties did not contribute to stakeholder involvement in participatory monitoring and evaluation systems. Majority of respondents perceived partnerships as key indicators of involvement in participatory monitoring and evaluation systems. The involvement of respondents in the project implementation stage was perceived by most respondents as a key indicator of stakeholder involvement in participatory monitoring and evaluation in project management programs. Project ownership was perceived my majority of respondents as a key indicator of stakeholder involvement. The sustainability of projects within Nairobi County was perceived to be because of stakeholder’s involvement in the participatory monitoring and evaluation systems and thus a key indicator of stakeholder engagement. Holding of regular briefs to the stakeholders regarding government projects was perceived as a key indicator of stakeholder involvement in Nairobi County project programs. The results, therefore, indicated that partnerships, sustainability regular briefs regarding projects, and involvement of stakeholders in project identification and implementation were identified as a key indicators of stakeholder involvement within the participatory monitoring and evaluation system within Nairobi County.

## **Capacity building of stakeholders**

## The study sought to determine the effect of building stakeholder capacity through participatory monitoring and evaluation in enhancing the sustainability of government projects in Nairobi County, specifically in the education sector. The stakeholder perceptions and/or attitudes regarding capacity building are illustrated in the table below.

Table 5

Stakeholder's capacity building as a way of enhancing participatory monitoring and evaluation.

| Stakeholders Capacity Building | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | mean | σ | Decision |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Capacity building of stakeholders is one of the intermediate results of PM&E of economic stimulus program’s sustainability in the education sector at Nairobi County | 52 (47%) | 36 (33%) | 19 (17%) | 1 (0.9%) | 2 (1.8%) | 2.33 | 1.37 | Not in  agreement |
| Capacity building of stakeholders has a relationship with the sustainability of economic stimulus program in the education sector at Nairobi County | 35 (32%) | 35 (32%) | 34 (31%) | 4 (3.6%) | 2 (1.8%) | 3.88 | 0.96 | In agreement |
| Illiteracy is a key hindrance to Participatory Monitoring and Evaluation of economic stimulus program’s sustainability in the education sector at Nairobi County | 39 (35%) | 29 (26%) | 32 (29%) | 7 (6.4%) | 3 (2.7%) | 3.85 | 1.07 | In agreement |
| Grand Mean (Weighted mean) | | | | | | 3.35 |  |  |

Note: Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1. Decision; Weighted average = 3.35

Majority of the respondents did not believe that capacity building of stakeholders is one of the intermediate results of PM&E of economic stimulus program’s sustainability in the education sector at Nairobi County, however majority of the respondents felt that capacity building of stakeholders had a relationship with the sustainability of economic stimulus program in the education sector at Nairobi County while the majority also agreed that illiteracy was a key hindrance to Participatory Monitoring and Evaluation of economic stimulus program’s sustainability in the education sector at Nairobi County. The respondents were therefore found to be in agreement with the principle of success of projects due to capacity building of stakeholders by identifying illiteracy as a hinderance to sustainability of Nairobi County programs within the education sector.

## **Stakeholder Project ownership** **through participatory Monitoring and Evaluation in Nairobi County education sector.**

Through participatory monitoring and evaluation, stakeholders are meant to embrace the projects as theirs in what is referred to in this study as stakeholder project ownership. The study thus sought to determine the perception or attitude of project ownership as envisioned in participatory monitoring and evaluation systems in the education sector in Nairobi County.

Table 6

Stakeholder Project Ownership through Participatory Monitoring and Evaluation

| Stakeholder Ownership | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | mean | σ | Decision |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PM&E strengthens ownership of economic stimulus program’s sustainability in the education sector | 45 (41%) | 37 (34%) | 27 (25%) | 0 (0%) | 1 (0.9%) | 3.65 | 1.61 | Not in agreement |
| PM&E allows for those directly affected to draw both successes and failures since it puts them in charge | 23 (21%) | 54 (49%) | 29 (26%) | 2 (1.8%) | 2 (1.8%) | 3.85 | 0.83 | In agreement |
| Meaningful and greater participation allows stakeholders to influence decision-making, resource allocation, implementation, and control of development initiatives | 33 (30%) | 38 (35%) | 25 (23%) | 12 (11%) | 2 (1.8%) | 3.8 | 1.05 | In agreement |
| Stakeholder’s support of the projects strengthens sustainability of economic stimulus programs in the education sector | 31 (28%) | 36 (33%) | 35 (32%) | 3 (2.7%) | 5 (4.5%) | 3.77 | 1.04 | In agreement |
| Grand Mean (Weighted mean) | | | | | | 3.77 |  |  |

Note: Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1. Decision; Weighted average = 3.77

The majority of respondents did not feel that PM&E strengthened ownership of economic stimulus program’s sustainability in the education sector. However, majority of respondents agreed that PM&E allowed for those directly affected to draw both successes and failures since it put them in charge and that meaningful and greater participation allowed stakeholders to influence decision-making, resource allocation, implementation, and control of development initiatives a majority of respondents felt that stakeholder’s support of the projects strengthened sustainability of economic stimulus programs in the education sector. Therefore, according to most respondents PM&E was a useful tool for sustainability and participation in government projects although most respondents did not feel that they owned the projects as individuals.

## **Policy Recommendations on Participatory Monitoring and Evaluation in Nairobi County**

The study sought to determine the perception regarding policy recommendations regarding participatory monitoring and evaluation imperative for enhancing stakeholder engagement and ownership of government projects.

## 

Table 7

Policy Recommendations for Participatory Monitoring and Evaluation in Nairobi County

| Policy recommendation | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | mean | σ | Decision |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Government policies determine which appropriate PM&E policies to be adopted on economic stimulus program’s sustainability in the education sector at Nairobi County | 39 (35%) | 33 (30%) | 31 (28%) | 3 (2.7%) | 4 (3.6%) | 3.91 | 1.04 | In Agreement |
| PM&E policies should be accurate, realistic, feasible and reliable in ensuring timely decision making in line with delivery of public education services | 40 (36%) | 29 (26%) | 35 (32%) | 1 (0.9%) | 5 (4.5%) | 3.89 | 1.06 | In Agreement |
| Improved school learning environment as a result of economic stimulus program’s sustainability in the education sector | 36 (33%) | 33 (30%) | 32 (29%) | 4 (3.6%) | 5 (4.5%) | 3.83 | 1.07 | Not In Agreement |
| Grand Mean (Weighted mean) | | | | | | 3.88 |  |  |

Note: Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1. Decision; Weighted average = 3.88

Majority of respondents felt that Government policies determined the appropriate PM&E policies to be adopted on economic stimulus program’s sustainability in the education sector at Nairobi County and that PM&E policies ought to be accurate, realistic, feasible and reliable in ensuring timely decision making in line with delivery of public education services while most respondents did not feel that improved school learning environment is as a result of economic stimulus program’s sustainability in the education sector.

# CHAPTER FIVE

# DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This section discussed the results of data analysis as presented in chapter four considering the study objectives. The discussions form conclusions from which recommendations are derived. The section briefly introduces the cruciality of participatory monitoring and evaluation in the inception and implementation of projects. The awareness of the existence of participatory monitoring and evaluation systems, interactions with the systems and frequency of utilization of the systems within Nairobi County’s education sector follows. Key indicators of stakeholder involvement as pre-requisites of participatory monitoring and evaluation were discussed, followed by stakeholder capacity building, project ownership and finally policy recommendations for appropriate.

Participatory monitoring and evaluation (M&E) systems are crucial for informing local decision-making, encouraging the adoption of successful initiatives, and addressing problems that arise during project implementation. Muhumuza et.al, (2017) employed participatory monitoring evaluation in a study to derive lessons learned from maternal and newborn study in Uganda. The study found that participatory monitoring and evaluation enabled the identification of local problems and locally feasible solutions at the project inception stage. During the implementation phase of the same study arising issues were arrested through engagement with the stakeholders of the project. Missing institutions and instruments were built to solve the emerging issues. Therefore, according to this study participatory monitoring and evaluation ensures project sustainability from inception through implementation to commissioning thereby promoting project ownership among the stakeholders.

The first objective sought to examine stakeholders’ involvement in PM&E to enhance sustainability of Economic Stimulus Program in the Education sector in Nairobi County. The study found that more than half of the respondents (52%) were not aware of any existing PM&E systems in the education sector in Nairobi County. The respondents aware and involved in the PM&E programs found the systems routinely boring, challenging but varied. The stakeholders reported that they were engaged on a quarterly basis thus indicating the existence and use of PM&E systems in project management in education sector in Nairobi County. However, the large proportion of uninformed stakeholders ought to be of concern to project managers and project steering committees.

The key indicators of stakeholder involvement according to this study that respondents perceived highly included, the control of the project by the citizens through decision making and engagement through project implementation, regular debriefing of the project implementors by the citizens and other project stakeholders, partnerships and the sustainability of projects was perceived to be because of stakeholder involvement. Delegation of duties did not seem to be key indicator of stakeholder involvement. According to Onyango (2018), there five key underpinnings of stakeholder involvement in participatory monitoring and evaluation systems. The key principles include flexibility that allows modifications and changes to strategies methods with aims of achieving a desired collective outcome, secondly is the methodological eclectic which is the utilization of diverse methods and strategies. Shared learning, join-decision making, co-ownership, mutual respect empowerment of stakeholders and democratization of project decision making all encompass key indicators of stakeholder engagement.

The second objective sought to establish whether stakeholders’ capacity building on PM&E enhances the sustainability of Economic Stimulus Program in the Education sector in Nairobi County. The results showed that stakeholders’ capacity building had a direct impact on the sustainability of Economic Stimulus Program in the Education sector in Nairobi County and that illiteracy and ignorance are major hindrances to sustainability of projects through participatory monitoring and evaluation. Muhumuzi et.al (2017) reported that participatory monitoring and evaluation requires skillful and educated stakeholders to understand project implementation and ensuing issues encompassing implementation. The requirement of skilled and experienced stakeholders’ participation is regarded as one of the disadvantages of participatory monitoring and evaluation of projects. The finding of this study according to this objective is thus consistent with findings that skillful individuals are paramount for sustainability and success of participatory monitoring and evaluation.

The third objective sought to gauge the effects of stakeholders’ support of projects on the sustainability of Economic Stimulus Program in the Education sector in Nairobi County through project ownership. Participation of stakeholders in projects that made them share in the success or failure of the projects through collective and adaptive decision-making made the stakeholders develop a sense of ownership of the projects. The ownership perception of the projects had a direct effect on sustainability of the projects in education sector in Nairobi County.

The final objective sought to determine what policy recommendations can be made on the use of PM&E to enhance Economic Stimulus Program’s sustainability in the education sector in Nairobi County. The study determined that policies ought to be realistic, accurate, feasible and reliable in line with service delivery, also education is an important policy recommendation in enhancing participatory monitoring and evaluation systems and programs while the government determines which policies are to be included regarding PM&E in Nairobi County.

Conclusions

The results and discussions of the study led to the conclusion that there are fewer stakeholders aware of the participatory monitoring and evaluation systems and programs within government projects and as a result few are involved and interact with the programs. Key indicators of involvement in projects include citizen control of the projects, debriefing of project implementers thereby democratizing and promoting joint ownership and co-management of government projects for the good of the citizenry who are the stakeholders. Capacity building of stakeholders through training and education has a direct impact on sustainable development through government stimulus projects. Policies that promote sustainability through participatory monitoring and evaluation are majorly framed and proposed by the government. Education and training of stakeholders would go a long way in enhancing participatory monitoring and evaluation program thereby enhancing sustainability of government projects through stakeholder engagement.

Recommendations

There needs to be a sensitization campaign and program for participatory monitoring and evaluation programs existing in government projects. There seems to be a gulf between stakeholders and their role in monitoring and evaluation. The gap can only be filled by creating awareness of the existence of such programs so that stakeholders can participate. The sensitization is also accompanied with training on the importance of participation in projects for sustainable development purposes. Training eradicates ignorance and illiteracy which is a key hindrance to sustainable development through participatory monitoring and evaluation.

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APPENDICES

APPENDIX A: CONSENT FORM

Dear Respondent,

My name is Lucy Mwango Gwaro a student at Daystar University carrying out a research study on: “Effects of participatory monitoring and evaluation on economic stimulus program’s sustainability in the education sector with a case of Nairobi city county, Kenya”.

The organization is aware of this academic study and none of the responses given will lead to any victimization. This Questionnaire is made up of five sections which will take a few minutes of your time. Your honest response to the question will be critical in gaining the right data in regards to the study. None of your personal information will be shared and you have the right to opt of the study at any time. Please kindly sign to consent to the study and complete the questionnaire as per the instructions

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## APPENDIX B: QUESTIONNAIRE

SECTION A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender

a) Male [ ] b) Female [ ]

2. Please indicate your Age using a tick (√) according to your respective age bracket.

a) Below 20 years [ ] b) 20-29 years [ ] c) 30 - 39 years [ ]

d) 40 -49 years [ ] e) 50 years and above [ ]

3. Please indicate the highest level of education attained. (Tick as Applicable)

1. Diploma [ ]
2. Bachelor’s Degree [ ]
3. Master’s Degree [ ]
4. PhD [ ]
5. Others (specify) [ ]

………………………………………………………………………………………………..

4. How many years have you worked with Nairobi County?

a) Less than 1 year [ ] b)2-5years [ ] c) 5-10years [ ] d) 10-15years [ ]

e) 15-20years [ ] f) Above 20years [ ]

SECTION B: STAKEHOLDER INVOLVEMENT IN PARTICIPATORY MONITORING & EVALUATION (PM&E)

5a. Are you aware of any PM&E systems at the Nairobi city county office?

a) Yes [ ]

b) No [ ]

5b. How frequently do you use the PM&E systems in project management?

a) Monthly [ ]

b) Quarterly [ ]

c) Yearly [ ]

d) As per project requirements [ ]

5. How would you describe the way you interact with the PM&E System at work?

a) Routine and Boring [ ]

b) Varied and Challenging [ ]

c) Routine but very challenging [ ]

d) Boring but varied [ ]

e) Not Sure [ ]

6. In your own opinion kindly explain in brief how PM&E policies are critical in ensuring effective delivery of public education services at the county ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

7. Please indicate the extent to which you agree with regards to the key indicators of Stakeholder Involvement in participatory monitoring and evaluation programmes by ticking in the box that most matches your opinion on a scale of 1 to 5 below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Agree  5 | Agree  4 | Neutral  3 | Disagree  2 | Strongly  Disagree  1 |
| Citizen control |  |  |  |  |  |
| Project Identification |  |  |  |  |  |
| Delegation of duties |  |  |  |  |  |
| Project implementation |  |  |  |  |  |
| Project sustainability |  |  |  |  |  |
| Project ownership |  |  |  |  |  |
| Partnership |  |  |  |  |  |
| Regular Debriefing |  |  |  |  |  |

SECTION C: STAKEHOLDER’S CAPACITY BUILDING IN PARTICIPATORY MONITORING AND EVALUATION ON ECONOMIC STIMULUS PROGRAM’S SUSTAINABILITY IN THE EDUCATION SECTOR

8. Please indicate the extent to which you agree with the following statements by ticking in the box that most matches your opinion on a scale of 1 to 5 below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Agree  5 | Agree  4 | Neutral  3 | Disagree  2 | Strongly  Disagree  1 |
| Capacity building of stakeholders is one of the intermediate results of PM&E of economic stimulus program’s sustainability in the education sector at Nairobi County |  |  |  |  |  |
| Capacity building of stakeholders has a relationship with the sustainability of economic stimulus program in the education sector at Nairobi County |  |  |  |  |  |
| Illiteracy is a key hindrance to Participatory Monitoring and Evaluation of economic stimulus program’s sustainability in the education sector at Nairobi County |  |  |  |  |  |

9. In brief what is your opinion about the challenges faced in capacity building on PM&E towards enhancing the sustainability of Economic Stimulus Program in the Education sector?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

10. In brief what is your opinion about the solutions to improve capacity building on PM&E towards enhancing the sustainability of Economic Stimulus Program in the Education sector?

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SECTION D: STAKEHOLDERS OWNERSHIP AND PARTICIPATORY MONITORING AND EVALUATION ON ECONOMIC STIMULUS PROGRAM’S SUSTAINABILITY IN THE EDUCATION SECTOR

11. Please indicate the extent to which you agree with the following statements by ticking in the box that most matches your opinion on a scale of 1 to 5 below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Agree  5 | Agree  4 | Neutral  3 | Disagree  2 | Strongly  Disagree  1 |
| PM&E strengthens ownership of economic stimulus program’s sustainability in the education sector |  |  |  |  |  |
| PM&E allows for those directly affected to draw both successes and failures  since it puts them in charge |  |  |  |  |  |
| Meaningful and greater participation allows stakeholders to influence decision-making, resource allocation, implementation and control of development initiatives |  |  |  |  |  |
| Stakeholder’s support of the projects strengthens sustainability of economic stimulus programs in the education sector |  |  |  |  |  |

SECTION E: POLICY RECOMMENDATIONS ON USE OF PARTICIPATORY MONITORING AND EVALUATION ON ECONOMIC STIMULUS PROGRAM’S SUSTAINABILITY IN THE EDUCATION SECTOR

12. Please indicate the extent to which you agree with the following statements by ticking in the box that most matches your opinion on a scale of 1 to 5 below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Agree  5 | Agree  4 | Neutral  3 | Disagree  2 | Strongly  Disagree  1 |
| Government policies determine which appropriate PM&E policies to be adopted on economic stimulus program’s sustainability in the education sector at Nairobi County |  |  |  |  |  |
| PM&E policies should be accurate, realistic, feasible and reliable in ensuring timely decision making in line with delivery of public education services |  |  |  |  |  |
| Improved school learning environment as a result of economic stimulus program’s sustainability in the education sector |  |  |  |  |  |

13. Which other policy recommendations would you give to improve participatory monitoring and evaluation on economic stimulus program’s sustainability in the education sector? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you

APPENDIX D: BUDGET

|  |  |  |
| --- | --- | --- |
| Month | Activity | Budget |
| Feb 2023 | Distribution of Questionnaires, Data Collection and Field work | Ksh 20,000 |
| March-April 2023 | Data Analysis | Ksh 40,000 |
| May 2023 | Reviewing and Compilation of the research findings | Ksh 10,000 |
| June2023 | Publishing of research findings to interested parties | Ksh 10,000 |
| Total Cost incurred |  | Ksh 80,000 |

APPENDIX E: TIME FRAME

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Activity | March  2022 | January-Feb  2023 | | | March 2023 | May  2023 |
| Concept and Proposal Development |  |  |  |  |  |  |
| Thesis proposal defense and Data Collection |  |  |  |  |  |  |
| Data Analysis and Thesis Report compilation |  |  |  |  |  |  |
| Thesis Report Defense and Amendment of Thesis report |  |  |  |  |  |  |
| Thesis Compilation and Final Binding |  |  |  |  |  |  |