



UNIVERSITY *of the*
WESTERN CAPE

**AN ASSESSMENT OF PARTICIPATORY MONITORING AND EVALUATION IN
NGOS: A CASE STUDY OF SOS CHILDREN'S VILLAGE, CAPE TOWN, SOUTH
AFRICA**

BY

GEBRETEDEK BIRUK TEWOLDE

STUDENT NO: 3581867

A mini thesis submitted in partial fulfilment of the requirements for the award of Master of Development Studies to the Institute for Social Development (ISD) Faculty of Economic and Management Sciences (EMS) University of the Western Cape

SUPERVISOR: PROF MULUGETA F. DINBABO

AUGUST 2018

DECLARATION

I hereby declare that this mini thesis entitled *An Assessment of Participatory Monitoring and Evaluation in NGOs: A Case study of SOS Children's Village, Cape Town, South Africa* is my own work and that I have not previously submitted it at any university for a degree or examination. All sources that I have quoted have been indicated and duly acknowledged by means of referencing.

Gebretek Biruk Tewolde

Signature:

August, 2018.



ACKNOWLEDGEMENTS

First and foremost, I want to appreciate the Almighty God for the gift of life, guidance and empowerment to complete this research. Without His mercy, love and grace, the completion of this study would not have been possible.

I would also like to acknowledge and appreciate my supervisor, Prof. Mulugeta F. Dinbabo who guided me through the completion of this thesis. His insight, support and commitment in supervising this research are appreciated. His timely feedback and prompt responses to the draft chapters and to the full draft of this thesis made the completion of the work possible.

My appreciation also goes to the staff of the SOS Children's Village, Cape Town, South Africa who made themselves available and contributed immensely to the conduct of this research. The thesis would have been impossible without the involvement of the participants who accepted to participate in the research process.

I extend a special thanks and gratitude to SOS Kinderdorf International for the Degree, Honours and Masters Scholarship. This is not only my victory and success but it also your victory and success. I extend my deep gratitude especially to Mrs. Nandisa Sigwili and Mrs. Virginia Paterson for all their support, assistance and encouragement since I came to do my Degree until I complete my Masters programme.

Special thanks also go to Ebenezer International Church, Cape Town, South Africa, church elders, full-time ministers of the gospel and my brothers and sisters in Christ for their encouragement and prayer support beginning from the time I came to Cape Town for my studies. I am grateful to you all. I am indeed indebted to you for your support, understanding and prayers especially during the trying times of this study when the light at the end of the tunnel seemed far away.

Once again all Glory to the Almighty God through His Son Jesus the Christ for the gift of life, guidance and empowerment to complete this research.

DEDICATION

This thesis is dedicated to the founder of SOS Children's Village worldwide Dr. Hermann Gmeiner (23 June 1919-26 April 1986) who sacrificed his life immeasurably to give me and thousands of other children worldwide the type of education we desire.



Table of Contents

<u>DECLARATION</u>	2
<u>ACKNOWLEDGEMENTS</u>	3
<u>DEDICATION</u>	4
<u>ABSTRACT</u>	8
<u>LIST OF ABBREVIATIONS AND ACRONYMS</u>	11
<u>KEYWORDS</u>	12
<u>CHAPTER ONE</u>	13
<u>1. Introduction</u>	13
<u>1.1 Background and contextualization</u>	14
<u>1.2 Case Study Area: SOS Children’s Village, Cape Town, South Africa</u>	15
<u>1.3 Significance of the Study</u>	15
<u>1.4 Problem statement, research question, aim and objectives</u>	16
<u>1.4.1 Problem statement</u>	16
<u>1.4.2 Research question</u>	16
<u>1.4.3 Aim of the research</u>	17
<u>1.4.4 Objectives of the research</u>	17
<u>CHAPTER 2</u>	18
<u>2. Literature Review</u>	18
<u>2.1 The role of Non-governmental Organizations in development</u>	18
<u>2.2 Definition of NGOs</u>	18
<u>2.3 The emergence of NGOs in Africa</u>	19
<u>2.4 General Characteristics of NGOs</u>	20
<u>2.5 NGOs as promoters of micro-development</u>	21
<u>2.6 Conventional monitoring and evaluation versus participatory monitoring and evaluation</u>	22
<u>2.6.1 Monitoring and evaluation</u>	22
<u>2.7 Empirical researches conducted using the PME approach</u>	25
<u>2.8 Chapter Summary</u>	29
<u>CHAPTER THREE</u>	29
<u>3. Theoretical and Conceptual framework</u>	29
<u>3.1. Introduction</u>	29

<u>3.1 The participatory development approach</u>	30
<u>3.2 The differences between “economic growth” and “economic development”</u>	30
<u>3.3 Participatory approach to development in South African context</u>	35
<u>3.4 Building blocks of people-centered development</u>	36
<u>3.5 The Child rights based approach</u>	39
<u>3.5.1 The relationship between child-rights based approach and human-rights based approach to development</u>	40
<u>3.5.2 Child Rights Programming</u>	40
<u>3.6 Chapter Summary</u>	42
<u>CHAPTER FOUR</u>	42
<u>4. Methodology</u>	42
<u>4.1. Introduction</u>	42
<u>4.2 Research Design</u>	42
<u>4.3 Research Methodology</u>	43
<u>4.4 Data Collection</u>	43
<u>4.5 Literature Review</u>	43
<u>4.6 Questionnaire Survey</u>	44
<u>4.7 Interviews</u>	44
<u>4.8 Observation</u>	44
<u>4.9 Ethics Statement</u>	45
<u>4.10 Chapter Summary</u>	45
<u>CHAPTER 5</u>	46
<u>5. Data Presentation and Analysis</u>	46
<u>5.1 Introduction</u>	46
<u>5.2 Quantitative Analysis</u>	47
<u>5.2.1 Socio-Economic Characteristics of Respondents</u>	47
<u>5.5 Qualitative Assessment Results</u>	61
<u>5.5.1 Exploring the Organizational Structure of the Project Team, as well as the Entities Involved in the PM&E Process of the Project</u>	62
<u>5.5.2 Assessing the Degree/Level of Stakeholders’ Involvement in the PM&E Process</u>	66
<u>5.5.3 Assessing Project Outcomes and or the extent to which the project had met its objectives</u>	69
<u>5.5.4 Chapter Summary</u>	70
<u>CHAPTER SIX</u>	71



<u>SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION</u>	71
<u>6.1 Chapter Overview</u>	71
<u>6.2 Summary of Findings</u>	72
<u>6.3 Recommendations</u>	73
<u>6.4 Conclusion</u>	74
<u>Bibliography</u>	75
<u>APPENDICES</u>	81



ABSTRACT

This study is an assessment of participatory monitoring and evaluation in NGOs: a case study of SOS Children's Village, Cape town, South Africa. The aim of the study is to examine the process of application of PM&E framework in the SOS Children's Village Project, with a view to ascertaining its impact on the project and to provide suggestions and recommendations to SOS and NGOs in South Africa.

There were four primary objectives of this study: to provide a theoretical and conceptual framework, through the discussion and/or analysis of applicable PM&E theories and concepts; to provide an overview of organizational structure of the project implementation team of SOS; to identify the different stakeholders involved in the monitoring and evaluation process; to empirically assess the process of PM&E in the SOS Project.

The theoretical and conceptual framework of participatory development approach and the child rights based approach is used in this study. Both quantitative and qualitative methods of research are used throughout the study and measurement of key variables are made. While the systematic random sampling technique is utilised to collect data for the quantitative research, purposive sampling was used to select respondents for semi-structured interviews in the qualitative research.

The study identified that the monitoring and evaluation process in SOS Children's Village, Cape Town, South Africa is participatory in which the relevant stakeholders, especially the beneficiaries i.e. children participate in the monitoring and evaluation process. However, the study recommended that there should be an updated training and seminar for the staff to empower them to enhance their understanding of participatory monitoring and evaluation.

LIST OF TABLES

TABLE 1: AGE OF RESPONDENTS.....	46
TABLE 2: EDUCATIONAL STATUS OF RESPONDENTS.....	47
TABLE 3: PROJECT OBJECTIVES.....	48
TABLE 4: PARTICIPATION IN THE PROBLEM IDENTIFICATION THAT LED TO THE PROJECT.....	49
TABLE 5: FEEDBACK PROCESS TO INTIMATE THE BENEFICIARIES ON THE M&E FINDINGS.....	49
TABLE 6: SHOWING THE LEVEL OF INVOLVEMENT IN THE FOLLOWING PARTS OF THE M&E PROCESS.....	50
TABLE 7: SHOWS THE INVOLVEMENT IN DECIDING THE INFRASTRUCTURES NEEDED IN THE PROJECT AND THE ACTIVITIES TO BE CARRIED OUT.....	51
TABLE 8: SHOWS BELONGING TO ANY CHARITABLE GROUP OR ASSOCIATION RELEVANT TO THIS PROJECT.....	51
TABLE 9: SHOWING THE EXTENT TO WHICH THE BENEFICIARIES AGREE WITH THESE STATEMENTS.....	52-53
TABLE 10: SHOWING THE OVERALL LEVEL OF SATISFACTION WITH THE RESPONDENTS' PARTICIPATION IN THE M&E.....	53
TABLE 11: SHOWING THE PROJECT OUTCOMES.....	54-55
TABLE 12 SHOWING WHETHER THE RESPONDENTS ACQUIRED AND/OR ADOPTED NEW KNOWLEDGE, PRACTICES, SKILLS AND TECHNOLOGIES (THROUGH EXPERIMENTATION) AS A RESULT OF THE PROJECT M&E.....	55

LIST OF FIGURES

FIGURE 1: GENDER OF RESPONDENTS.....	46
FIGURE 2: MARITAL STATUS OF RESPONDENTS.....	46
FIGURE 3: SHOWING THE YEAR RESPONDENTS JOINED THE SOS CHILDREN'S VILLAGE PROJECT.....	48-49



LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CBOs	Community Based Organizations
CRP	Child Rights Programming
GDP	Gross Domestic Per capita
HDI	Human Development Index
HEC	Human-Elephant Conflict
HIV	Human Immune Virus
IAR	International Annual Report
M&E	Monitoring and Evaluation
NGOs	Non-Governmental Organizations
NT	Northern Territory
OVC	Orphans and Vulnerable Children
PCD	People Centred Development
PEA	Participatory Extension Approach
PM&E	Participatory Monitoring and Evaluation
PPP	Purchasing Power Parity
RDP	Reconstruction and Development Programme
SSA	Sub-Saharan Africa
SOS	Save Our Souls
UNDP	United Nations Development Program

KEYWORDS

Accountability

Children

Development

Empowerment

Evaluation

Monitoring

Participation

People

Rights

SOS

Transparency



CHAPTER ONE

1. Introduction

Participatory Monitoring and Evaluation (PM&E) is a process whereby stakeholders at a range of levels engage in monitoring and/or evaluating a particular project, policy or programme (Kusters, Van Vugt, Wigboldus, Williams, & Woodhill, 2011). The basic and distinguishing element of PM&E is its focus on active and diverse engagement of stakeholders (Estrella and Gaventa, 1998; Dinbabo, 2005; Hunter, 2009; Williams, 2011). According to Dinbabo (2005), PM&E helps the people to control over the content, process and results of the project identification, planning, and implementation. PM&E also entails a joint and collaborative effort among stakeholders such as the community, researchers, government officials or extension workers to undertake a systematic monitoring and evaluation of one or more research or development activities (Vernooy, Qiu and Xu, 2003). In general, PM&E has been identified as a veritable tool in ensuring the success and sustainability of development programmes and projects due to its emphasis on stakeholder participation (Dinbabo, 2005).

Indeed, the concept of PM&E came to the fore partly because of a growing discontent with the conventional approaches to M&E. As observed by Estrella (2000) and Dinbabo (2014), conventional monitoring and evaluation has been criticised for being inclined towards the needs of funding agencies and policy makers. It is such criticism that has led to another school of thought; that stakeholder participation should be infused into the monitoring and evaluation process. As opposed to the conventional approaches, PM&E inherently contributes to the improvement of the quality of projects, and increases the sense of national and local ownership in them, while simultaneously attending to address local development needs (Dinbabo, 2005; Hunter, 2009; Williams, 2011).

The purpose of this study was to empirically assess the PM&E process in NGOs specifically the SOS Children's Village, Cape Town, South Africa. The study used participatory development approach and the child rights based to development was used as a framework. Using a combination of quantitative and qualitative research methodology, the study explore the implementation of PM&E in the SOS Children's Village. In this context, the study has provided recommendations for the SOS Children's Village and other related Non-governmental organizations in Sub Saharan Africa (SSA).

In the following sections, the researcher presents; (i) The background, contextualization and significance of the study, problem statement, research questions and the specific objectives of

the study, (ii) Literature review, (iii) Theoretical/conceptual framework, (iv), Research methodology, (V) Data presentation and analysis, (Vi) Conclusion and recommendations.

1.1 Background and contextualization

Non-governmental organizations (NGOs) across the world play a vital role in facilitating development initiatives that result in alleviating sufferings, including poverty among others (Lewis, 2009; Werker and Ahmed, 2007). NGOs are now recognized as key third sector actors on the landscapes of development, human rights, humanitarian action, environment, and many other areas of public action (White, 1990; Ulleberg, 2009). NGOs in both developed and developing countries play a major role in advocating for sustainable development, intergovernmental negotiations, facilitating the participation and enhancing the engagement of non-governmental organizations in the processes directly and indirectly related to the High Level Political Forum, advocacy role for regulation of hazardous wastes to a global ban on land mines etc (Dinbabo, 2012). NGOs are also active in a wide range of other specialized roles such as democracy building, conflict resolution, human rights work, cultural preservation, environmental activism, policy analysis, research, and information provision (Lewis, 2009; Werker and Ahmed, 2007; White, 1990; Ulleberg, 2009; Senbeta, 2003; Banks and Hulme, 2012).

In light of their role in the development initiatives, Ulleberg (2009), states that since the late 1970s, NGOs have played an increasingly role in the development sector. They have been widely praised for their strengths as innovative and grassroots driven organisations with the desire and capacity to pursue participatory and people-centred forms of development and to fill gaps left by the failure of states across the developing world in meeting the needs of their poor. Dinbabo (2014) also argues that under the umbrella of development, NGOs play a tremendous role in helping children in different ways especially vulnerable children such as orphans. Among the many researches conducted include; Sheira (2013) who carried out a research on the role of NGOs in the provision of social protection to orphans and vulnerable children households: A case study of Child Fund in Wakiso District. The study findings have shown that Child Fund International role and model employed in the provision of orphans and other vulnerable children (OVC) intervention combines protective, preventive, promotive and transformative aspects of social protection (Sheira, 2013:1). The role of NGOs in the development sector including their work on vulnerable children has been a focus of many authors (Elle, & Dinbabo, 2015; Schuller, 2012; Fisher, 1998; Meyer, 1999; Mendelson et al, 2002).

1.2 Case Study Area: SOS Children's Village, Cape Town, South Africa

SOS Children's Village is a worldwide organization which has worked over 60 years with partners in each community to help families who are struggling to care for their children or to provide alternative care when there is no other option. Uniquely, the organization provides long-term practical support, so that each child or young person can develop resilient relationships and face life's challenges. In turn, this strengthens communities and the whole of society.

SOS Children's Village, in Cape Town, is a charity registered organization that was established in Cape Town, South Africa in January 2002. It consists of fifteen family houses, an administration and service area, a multi-purpose hall, a library, a computer lab, a sports field and houses for the village director and the SOS aunts who support the SOS mothers and take care of the children when the mothers are on leave. The Centre also coordinates an HIV/AIDS community-based child care and support programme.

Up to 150 children can find a new home in the fifteen family houses. The adjoining SOS Kindergarten has a capacity to take in up to 75 children and comprises three group rooms and a playground. In order to meet the needs of the growing number of youths who have outgrown the SOS Children's Village. It also has an SOS Youth Facility established in 2000, where up to 14 youths can stay during higher education or further training and prepare themselves for an independent life. HIV/AIDS affected families receive material and medical support, education and counseling and they are supported with income generating activities. Moreover, HIV/AIDS awareness and prevention campaigns are organized (SOS Children's Village Report 2016).

1.3 Significance of the Study

This research provides support to the case study area with the information and tools required to identify needs, set priorities and track progress of community development projects. Secondly, this research is important to promote organizational learning by enabling SOS staff and partner organizations to continuously monitor and improve their programs. Thirdly, it also promotes accountability and transparency within the SOS Children's Village. Finally, the result of this study provides evidence needed to influence SOS policymakers and others to adopt bottom-up and child rights focused development.

1.4 Problem statement, research question, aim and objectives

1.4.1 Problem statement

Several studies have been carried out on the practice of and the development of PM&E (see, for example, Bell, 1996; Blauert and Quintanar, 2000; Holte-Mckenzie et al, 2006; Veernooy et al, 2006). However, these studies do not focus on assessing the degree of participation in the PM&E process, and the extent to which the PM&E process and stakeholders' involvement affect project outcomes. As rightly observed by Campilan (2000), little is known on the difference participation makes to the M&E process due to the fact that the studies that have critically examined the nature and role of participation in M&E, as well as the impact of participation in such a process are few and far between.

Despite the apparent increasing knowledge about PM&E, Estrella (2000) suggests that documentation about the processes of PM&E and the experiences of the people involved in such processes are still limited. He further states that documenting PM&E experiences is difficult and problematic because it is an evolving field. The successful establishment of PM&E depends on a wide range of factors, including the willingness and commitment of all stakeholders, availability of time and resources, a conducive external (institutional) environment, among others (Campos and Coupal, 1996). However, Estrella (2000) stresses the need to identify the different contexts in which PM&E is applied and whether there are minimum conditions that need to exist before PM&E can be successful. There are studies undertaken on the process of PM&E in the context of NGOs' in the development effort (Estrella and Gaventa, 1998; Ofori, 2013; UNESCO, 2009; Wendrock, 2013). However, no study has been undertaken using the PM&E process in the context of SOS Children's Village Cape Town, South Africa. This study thus strives to bridge the gap as it focuses on the assessment of the PM&E process, and the extent it has impacted on project outcomes.

1.4.2 Research question

In the context of the research problem identified above, the main purpose of the research is to provide an answer to the following general research question;

- To what extent is the PM&E process applied to the SOS Children's Village Project and how does it impact upon the project?

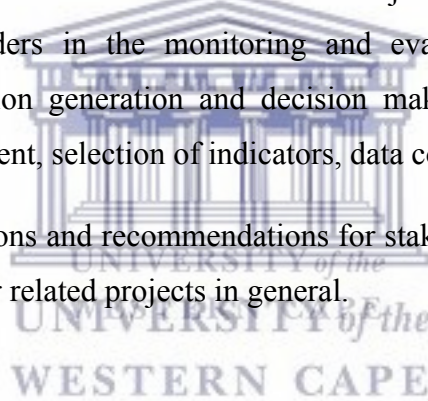
1.4.3 Aim of the research

The aim of the study is to examine the process of application of PM&E framework in the SOS Children's Village Project, with a view to ascertaining its impact on the project and to provide suggestions and recommendations to SOS and NGOs in South Africa.

1.4.4 Objectives of the research

The specific objectives to achieve the aim are;

- To provide the study with a theoretical and conceptual framework, through the discussion and/or analysis of applicable PM&E theories and concepts.
- To outline the overview and organizational structure of the project implementation team of SOS.
- To identify the different stakeholders involved in the monitoring and evaluation process.
- To empirically assess the process of PM&E in the SOS Project, that is, to ascertain the level of participation of stakeholders in the monitoring and evaluation process through the examination of the information generation and decision making process and stakeholder involvement in needs assessment, selection of indicators, data collection, data analysis etc.
- To provide relevant conclusions and recommendations for stakeholders involved in the SOS Project in particular, and other related projects in general.



CHAPTER 2

2. Literature Review

This chapter presents a review of relevant literature on the subject matter. It aims at putting the research in context through a thorough synthesis of relevant literature. The chapter starts with a brief discussion on Non-governmental Organizations and their role in development. It also explores the concept of monitoring and evaluation and PME especially its main features and the different approaches to PM&E. A review of some empirical studies on PM&E from different parts of the world was also attempted.

2.1 The role of Non-governmental Organizations in development

Scholars in the context of development argue that one of the reasons for the emergence and establishment of NGOs is to fill the gap that had been created by governmental sectors and the private sectors. Hence, according to Farrington & Babbington (1993) a major factor that influenced the development of NGOs was the many examples of State incompetences, corruption and repression which revealed that social development cannot be achieved through public sector policies only. Equally disappointing is the role of the private sector which has not shown much willingness to contribute towards poverty alleviation or to empower the disadvantaged (Farrington & Babbington, 1993:2).

This has led to the identification of a “third sector” to focus on poverty alleviation, strengthening civil society and encouraging public participation in grass-roots development in ways that go “beyond the capability or willingness” of the public and private sector (Farrington & Babbington, 1993:2). Development-oriented NGOs are part of this third sector.

2.2 Definition of NGOs

NGOs are private, self-governing, non-profit organizations promoting people-centered development (Davids, Theron and Maphunye, 2009:68). They are responsible to their donors and to the communities they work for. Their primary objective is to render assistance to individuals or developing communities in order to promote sustainable development at grass roots. They are committed to the idea of community capacity building through (popular) participation and social learning (Davids, Theron and Maphunye, 2009:68).

During the 1980s and early 1990s a distinction was often drawn between the NGOs and community-based organizations (CBOs), and the complex relations between them (Davids, Theron and Maphunye, 2009:68). There are basically slight differences between the two

organizations. While, CBOs refer to a wide-ranging number of community organizations that are distinctive in that they usually have a clear membership base; an elected leadership; and define their role in relation to a specific geographical area within which their members reside; NGOs have a paid staff and deliver specific services to an identifiable constituency, usually CBOs, but not exclusively (Pieterse and Simone, 1994:6). Therefore, it is very important to understand the difference and the similarities between the two.

2.3 The emergence of NGOs in Africa

In the context of the African continent scholars argue that the emergence of NGOs dates back to the colonial time. The social, political, economic and cultural challenges within the then African countries under the colonial power directly and indirectly resulted in the emergence of NGOs. Therefore, according to Bratton (1988:569-587), Africa's first modern NGOs emerged in the latter days of colonial rule as ethnic welfare associations. Through these associations, newly urbanized Africans were able to articulate their demands that colonial governments give more attention to essential services. They played an explicitly political role in contesting the authority of the colonial governments (Davids, Theron and Maphunye, 2009:69).

In the periods after the independence of African countries the role of NGOs in facilitating growth and development has been very remarkable. The fact that they filled the gap between the government sector and the private sector has made them one of the key role players in facilitating the socio-economic growth of African countries. In addition, the advantage that NGOs have over these two sectors is their location. Since most of them are located at the grassroots levels, their location enables them to work hand in hand with communities and societies in general. Furthermore, since the achievement of independence, NGOs' involvement in development activities in Africa has grown even more rapidly than in Asia and Latin America. This has been a response to the inability of governments to deliver basic services and to implement programmes aimed at strengthening the economic participation of the poor. Hence, Bratton (1988) argues that the African experience was particularly important in attracting the attention of international donor agencies to the potential of NGOs as alternative service providers.

NGOs are still seen as possible alternatives to government in addressing the needs of communities unreached by official development programmes (Brown & Korten 1989; Lewis 2002).

2.4 General Characteristics of NGOs

The most common characteristics of development-oriented NGOs can be summarized as follows: They are institutionally independent of government. They are privately set up (as opposed to being set up by the State) and are normally under the control of an independent board of directors or trustees (Davids, Theron and Maphunye, 2009:70). This is one of the major characteristics of NGOs that differentiate them from other sectors. This makes them operate independently with regards to facilitating the socio-economic growth and development of communities and societies in general.

On the other hand, , since NGOs are generally independent of governments, NGOs often have conflicts with governments. Most of the times governments directly and indirectly would like to influence the work and activities of NGOs, which usually results in conflict of interest. However, there have been instances where governments work hand in hand with the NGOs in responding to the needs of the people. They do not have a profit motive. Any surplus generated during the course of their activities is ploughed back into the organization (Davids, Theron and Maphunye, 2009:70).

Even though; this characteristic of NGOs makes them similar with the governments it makes them different from the private sector whose aim is profit. It is this non-profit motive that makes NGOs peculiar also suitable for facilitating the socio-economic growth of communities and societies in general. They are characterized by their voluntary association. This means that those supporting an NGO's development objectives should have the opportunity to join in its activities as partners in development (Davids, Theron and Maphunye, 2009:70).

In order to promote their socio-economic development agendas NGOs usually have an open-door policy for those willing to partner with them. Their partners range from domestic to international sphere, hence they associate with different stakeholders including philanthropists who support them with the financially and otherwise. Their activities are financed mainly through grants from donors (domestic and international) based on their fundraising activities with only limited government funding (Davids, Theron and Maphunye, 2009:70). As stated above, through their partnership with the different stakeholders in domestic and international spheres, NGOs receive financial support and donations. In addition to this, governments in their respective countries may support NGOs but such support is usually limited.

2.5 NGOs as promoters of micro-development

The location of NGOs at the grassroots levels provides them suitable space to facilitate the socio-economic growth and development at micro-level. This is one of the major strengths of NGOs in local development which give them a comparative advantage that justifies the increasing assistance being given to them by international donor agencies and national governments.

Merrington (1992:14-15) notes a number of other claimed advantages of NGOs as agents of micro-development, as follows: They are good at communicating with and mobilizing the poor (Merrington, 1992:14-15). Their proximity to the communities and at the grass-roots levels provides them to actively communicate with and mobilize and empower the poor. This is facilitated through the different programmes and initiatives they take with the poor and the marginalized. They employ participatory, bottom-up approaches in project planning, implementation, monitoring and evaluation (Merrington, 1992:14-15).

As stated in the above, there are basically two sets of approaches to development which are known as the top to bottom and the bottom-up approaches to development. From the top to bottom approach to development, planning, implementation, monitoring and evaluation are carried out by top executives without much participation of the different stakeholders especially the beneficiaries. Even though this approach has its own strengths such as time-saving, it has got a lot of weaknesses in terms of denying the participation of the different stakeholders especially the beneficiaries and the marginalized.

However, the bottom-up approach to development is the opposite of the top to bottom approach to development. Project planning, implementation, monitoring and evaluation are conducted with the active involvement and participation of the different stakeholders especially the marginalized and the poor. Though, this approach is time consuming, it has a lot of advantages than the earlier approach. Projects carried out with this approach are sustainable and impactful because the poor and the marginalized taken an active participation in the project. They work well with, and strengthen ineffective local institutions. Therefore, it is evident that not only do they empower communities, but also assist local institutions, hence facilitate the socio-economic growth at the micro levels. They are innovative, flexible and experimental (Merrington, 1992:14-15). Unlike the other sectors, NGOs have characteristics that make them different thus, they are innovative, flexible and experimental. They undertake projects at no or minimal cost to the government and at lower costs than comparative public sector projects

because of their commitment to using low-cost technologies (Cerenea, 1988:17-19). Due to their innovation, flexibility and experimental as stated already, NGOs are efficient and effective in the projects they undertake.

2.6 Conventional monitoring and evaluation versus participatory monitoring and evaluation

2.6.1 Monitoring and evaluation

In order to enhance our understanding of monitoring and evaluation, it is important, first of all to lay a good foundation with regards to some of the terms and concepts in this particular research. Henceforth, a brief discussion of the important foundational terms and concepts are appropriate. It is one thing to plan and implement a particular project, but it is another thing altogether to devise a strategy to check, if the planned and implemented programmes are going in the right direction and bring about the desired results. The project would be in vain and would be a waste of scarce resources and time including capital if there is not a strategy in place to check if the project is going according to the plan and the end result is obtained. Therefore, this is the essence of the need for monitoring and evaluation in the context of a particular research or a project.

In light of this, the fact that monitoring and evaluation are incorporated in the project allows changes and improvements to be made whenever it is needed. These are essential components in any project or programmes that will ensure and maximize greater success and achievement. Therefore, in general terms, monitoring is the built-in mechanism to check that things are going according to plan and enables adjustments to be made in a methodical way. Also, monitoring is a systematic and continuous assessment of progress of a piece of work over time. Some of the major reasons and purposes that monitoring is needed include; assessing the quality and quantity of work done in relation to each proposed objective and based on this rectification, improvement, adaptation are done and important lessons would be learned (Menon et al, 2009:83).

Furthermore, any project or programme would have a perceived impact or result after it has been completed. For example, if there is a particular project of building a tap for the people in the rural area there is going to be an impact or result that will be expected. The desired or the assumed positive impact would be the reduction in diseases associated with the drinking of unclean water. If the people in that particular area had been affected by drinking of contaminated water the impact after this particular project would be reduction of disease

associated with the drinking of unclean water. This is carried out through evaluation that examines and assesses the level of impact that project had brought about (Menon et al, 2009:127).

Monitoring and evaluation looks at the impact of the project and the appropriateness of the actions. Hence, monitoring and evaluation collect information to improve project outcomes. Evaluation can occur during implementation, at the end, or even a few years after the project is completed, and make conclusions about project outcomes. One of the major advantage of conducting an evaluation on the impact or the result of a particular project or programme is to avoid any mistakes done in case project is to be continued. The mistakes could be rectified and the strength in the previous project would also be capitalized in the project that would be conducted in the future. This would then result in the effectiveness and efficiency of the projects and programmes that would be carried out in the future (Menon et al, 2009:127).

In association with this, as much as monitoring and evaluation are needed in a particular project or programme, one needs to look at the level of participation in these two important and essential stages. Again, it is one thing to have a monitoring and evaluation mechanism but it is another altogether to make them more participatory. This research emphasizes on the need to incorporate participatory approaches in the monitoring and evaluation stages. The very reason for this is the fact that the participation of the different stakeholders in the stages of monitoring and evaluation tends to ensure the sustainability of the project or programme. There will be a sense of ownership and empowerment especially to the beneficiaries, when they are actively participating in these stages in a particular project. In light of these, PM&E adds the important element of “people’s participation” to the monitoring and evaluation mix. In the past decades, people at the grassroots level or the marginalized were not given the opportunity to participate in projects. Their indiginouse that could hve added value to the project was not taken into account. There was a misguided assumption that the marginalized and the people at the grassroots level were ignorant and did not have any capacity to participate in any project or programme let alone in monitoring and evaluation (Estreall and Gaventa, 1998:5-6).

Therefore, projects beginning from the planning and implementation, including the final results did not take into account the participation of the people. The elite and people at the top executives without necessarily incorporating the participation of the people at the bottom used to plan and implement projects and programmes. Even though, there was some level of achievement and success in this kind of approach, however, due to the absence of participation

by the people, especially the beneficiaries' projects and programmes had not been sustainable and long lasting.

Local knowledge gained through experience is very essential of the people in the communities hence by the allowing active participation in a project and programme would be very important and enhances positive change in that particular community. Henceforth, Participation is formally defined as: "people's involvement in decision-making processes, their sharing in the benefits of development programs and their involvement in efforts to evaluate such programs" (Cohen and Uphoff, 1977). Participation is also "[T]he organized efforts to increase the control over resources and regulative institutions in given social situations, on the part of groups and movements of those hitherto excluded from such control" (UNRISD). Therefore, the notion of people's participation in key-decision making stages is a dynamic approach that turns the earlier approach rightside up and challenges the status-quo.

The power relations are challenged, hence the power that has been in the few hands is now shared by the people especially the beneficiaries. This approach to monitoring and evaluation which is described as PM&E challenges the power dynamics in any given project or programme. The people who were earlier given lesser position are now being brought on board with the people who have been at the top executive positions. The people who were perceived as illiterate and ignorant can now actively participate in the key decision making stages. Therefore, this approach due to this particular approach of participation is not popular by the people who did not want their power to be challenged. However, the element of participation in projects and programmes in these days is bringing great success and achievement.

As stated earlier, in the past decades projects and programmes had been carried out with less if not no participation of the people at the bottom. Therefore, one of the major critiques of conventional monitoring and evaluation is the fact that it fails to involve project beneficiaries or the end user of the program or the project. On the other hand, one of the benefits or advantages of PME is the fact that it enhances participation and involvement of beneficiaries and other stakeholders. Since, the beneficiaries are actively involved in the monitoring and an evaluation stage they are empowered and equipped also the project and programmes tends to be sustainable because through their active participation the beneficiaries would have cultivated a sense of ownership of the respective project or programme.

As stated in the above, for example, when development practitioners are coming into a community they must see themselves as facilitators, and role players not as bosses or masters.

One of the great mistakes would be to assume that the people in the community do not know anything. They may not attend a formal schooling, but they acquire knowledge through experience and local knowledge is very essential. It demands humility and serving heart from the development practitioner side to work together with the people in the community. The development practitioner would not be doing all by himself, but need the full collaboration of the community hence greatly benefit from indigenous knowledge. As stated earlier, due to active participation of the community project or programmes tend to be sustained even after the development practitioner have left the community.

2.7 Empirical researches conducted using the PME approach

A great deal of literature is available on PM&E both in developed and developing countries. These include (Aubel, 2004; Bayer, and Waters-Bayer, 2002; Estrella, and Gaventa, 1998; Jobes, 1997; Hilhorst, & Guijt, 2006; Lewis, 2009; Werker and Ahmed, 2007; White, 1990; Ulleberg, 2009; Senbeta, 2003; Banks and Hulme, 2012). Globally, there are a number of case studies undertaken using participatory monitoring and evaluation techniques.

Roy, Ved and Williams (2009) carried out a participatory research in India under the topic of participatory elephant monitoring in South Garo Hills: efficacy and utility in a human-animal conflict scenario. The major objectives of the programme was to understand the ranging and habitat utilization patterns of free ranging Asian elephants in a human interspersed habitat with frequent human – elephant conflicts. Information was collected on elephant presence in the landscape through participatory wildlife monitoring techniques by modifying an existing model for African elephants from six ‘akings’ or clan villages which are worst affected by human-elephant conflict (HEC). A total of 201 visits were recorded in six ‘akings’ during June 2005 to July 2006, of which solitary elephants accounted for 100 visits. The visits were found to peak during the two main harvesting periods in the Garo hills indicating a definite seasonality pattern in the visits. Information from individual ‘akings’ also indicate that some ‘akings’ were particularly prone to visits by solitary animals, indicating the complexity in the dynamics of elephant ranging patterns within the landscape. It was noted that participatory elephant monitoring can be a useful tool to collect basic data on elephant presence in tropical ecosystems where the traditional line transect method is restricted by considerations of terrain, access and resources.

Wendy (2003) also conducted a research on an exploratory study of participatory evaluation and HOPE VI Community Supportive Services in North America. According to the findings,

there was, on the face, a strong connection between the observed goals and outcomes of the participatory evaluation process and the purported community building goals of HOPE VI social services. Participatory Evaluation has the potential to strengthen HOPE VI services by increasing the amount of available information regarding the impacts of HOPE VI on residents' lives and bringing truth and power of HUD's claims of resident participation and leadership in program planning. Residents, social service providers, and HOPE VI staff involved with the Easter Hill HOPE VI program suggest that increased participation in the evaluation would afford them leadership opportunities and would improve the effectiveness of social services by further integrating the evaluation with the program. These stakeholders indicate that an active and transparent program as well as on-going communication amongst stakeholders would facilitate their interest and ability to participate in both program and evaluation activities. As stated in the above, one of the strengths of PM&E is the fact that it enhances empowerment and contributes towards accountability and transparency. This is because the stakeholders, including the beneficiaries have become part of the project, especially in the monitoring and evaluation phase. It provides a sense of ownership and allows them to actively participate in the key decision making stages which will directly and/or indirectly affect their lives.

In addition, Horton (1999) conducts a research on the evaluation of agricultural research in Latin America and the Caribbean. The article assessed the state of evaluation, and identified priorities for improving evaluation, in agricultural research organizations in the region of Latin America and the Caribbean in the early 1990s. Based on thirteen case studies conducted in 1992, the article described the institutional settings and regional patterns, and trends in evaluation practice. Illustrative cases from Argentina, Brazil, and Guatemala were presented. The organizations studied had extensive experience with evaluation; however, this experience had not been well documented or shared. In the past, most evaluations had been extrinsically motivated, and as such, they had been of little use to local researchers and managers. Obstacles to improving evaluation included the centralization of administrative systems, weak program management, a lack of understanding of the potential uses of evaluation in management, and limited knowledge of appropriate evaluation methods. Agricultural research managers felt that evaluation-training should be provided as one component of a broader effort covering planning, monitoring, and evaluation.

Izurieta et al (2011), conducted a research with regards to costs of participatory monitoring and evaluation of joint management of protected areas in the Northern Territory, Australia. Joint management of protected areas by indigenous people and government management agencies

was being promoted at the international level as a tool to strengthen the protection of biodiversity and the recognition of indigenous peoples' interests in protected areas. Monitoring and evaluating the effectiveness of joint management was, however, in its infancy. To help managers, the researchers calculated the costs of participatory monitoring and evaluation (PM&E) of joint management in the Northern Territory (NT), Australia relative to other joint management expenses. Costs of the process constituted only 1.3–1.5 per cent of the total joint management budget of over AU\$10 million over three years. The preparation and validation/feedback phases of PM&E demanded more time and money, with contractor costs, particularly for external facilitators, representing the largest proportion of expenditure. The relatively low costs of PM&E were in contrast with common perceptions of the process as time-consuming and expensive.

Sangole, Kaaria, Njuki, Lewa, &Mapila (2014), conducted a research entitled community based participatory monitoring and evaluation: impacts on farmer organization functioning, social capital and accountability. They affirm that farmer organizations have taken root in the development agenda and practice in Sub-Saharan Africa. This is because they are recognized as a best-bet approach for achieving inclusive sustainable development. Group performance has, however, been varied - hence different mechanisms for improving group functioning have been developed, such as community driven Participatory Monitoring and Evaluation (PM&E). The effectiveness of community driven Participatory Monitoring and Evaluation in improving group functioning has not been rigorously evaluated. A study was therefore conducted to determine the impact of community driven Participatory Monitoring and Evaluation on group functioning using three Kenyan groups. Using a mixed methods approach, the study finds that farmer groups that integrated community driven Participatory Monitoring and Evaluation had higher indices for group social capital and performance. These groups exhibited greater group cohesion and members had higher satisfaction with group performance.

In association with this, Njunki et al (2013) conducted a research in Uganda with regards to Participatory Monitoring and Evaluation for Stakeholder Engagement, Assessment of Project Impacts, and for Institutional and Community Learning and Change. Preliminary results from this study indicate that scientists are beginning to apply the PM&E process to engage their stakeholders in joint planning, developing common objectives and vision, and in collectively assessing progress. Scientists are paying more attention to issues and concerns of stakeholders and are adjusting project outcomes, outputs, and indicators based on stakeholder priorities. It was noted that at the community level, PM&E data is being applied to adjust project activities,

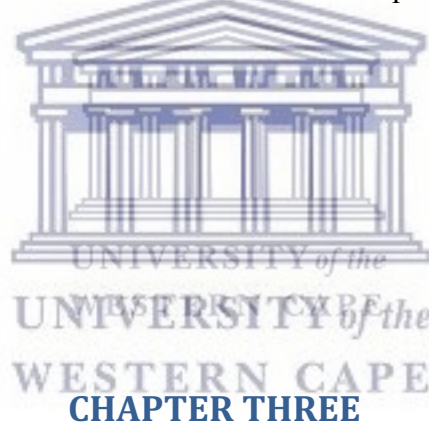
reflect and make decisions on various aspects of community initiatives, and to plan and monitor the implementation of activities. Additionally, communities are using these systems to hold R&D institutions accountable to their priorities, through effective communication and feedback mechanisms. This case study in Uganda clearly supports the argument in the favour of PM&E contributing towards accountability and transparency. Through this method, the community which is the beneficiary is playing a pivotal role in the decision making stages which will directly or indirectly affect their lives.

In South Africa, a study was conducted in terms of Monitoring and Evaluation of HIV/AIDS programmes by Non-Governmental Organisations: A case study of uMngeni Local Municipality, KwaZulu Natal, South Africa (Govender, 2016). The study focused on Monitoring and Evaluation (M&E) systems of Non-Governmental Organisations (NGOs) managing HIV/AIDS in the uMngeni Local Municipality. NGOs normally operate using resources from funders who in turn requires robust accountability of their fund utilisation. Robust accountability can only be achieved by reporting with the aid of an effective and efficient M&E system. The aim of the study was to evaluate the current M&E systems of NGOs implementing HIV/AIDS programs in the uMngeni Local Municipality; investigate the reporting mechanism of NGOs implementing HIV/AIDS programmes; identify monitoring and evaluation challenges faced by NGOs implementing HIV/AIDS programmes in the uMngeni Local Municipality, KwaZulu Natal; and to make recommendations for the improvement of M&E implemented by NGOs. The study revealed that NGOs managing HIV/AIDS in the uMngeni Local Municipality face a number of challenges, including a lack of statistical skills; a shortage of qualified staff; a lack of M&E knowledge; a dearth of M&E systems within organisations; inadequate resources; a lack of commitment by staff members; poor stakeholder involvement; poor quality data; and a lack of appropriate M&E tools. The results from the study revealed that NGOs managing HIV/AIDS programmes in the uMngeni Local Municipality were not referring to best practices when managing M&E systems for their programmes.

There is, however an apparent lack of empirical research on assessment of PM&E in non-governmental organizations, especially with regards to vulnerable children particularly orphans. In the context of SOS Children's villages, Cape Town in South Africa so far, there is no study conducted. Hence, this study intends to fill the research gap by focusing on the assessment of PM&E in NGOs a case study in SOS Children's Village, Cape Town South Africa.

2.8 Chapter Summary

The chapter has laid bare the concepts of monitoring and evaluation, emphasising its importance to the overall achievement of the objectives of projects and programmes. It is also reiterated in this chapter that the concept of participation in M&E, in what is referred to as PME, represents an attempt to enhance the achievement of the objectives of projects and programmes, while also promoting stakeholders' ownership of such projects and programmes. PME approaches are also used for understanding and negotiating stakeholders' perceptions, as well as for informed policy decisions. The empirical studies reviewed in the chapter suggest that PME is an essential tool for improving project and programme performance, while it also fosters learning and accountability, enhances decision making processes and promotes capacity building. The review of empirical work on PME also lends credence to the notion that there is no single way of ensuring stakeholder participation in the M&E process. Hence, PME represents a diverse means through which stakeholders are actively engaged in the M&E process. The next chapter discusses the theoretical and conceptual frameworks adapted for the research.



3. Theoretical and Conceptual framework

3.1. Introduction

This chapter presents the theoretical and conceptual frameworks for the research. The increasing relevance of PM&E can be attributed to its focus on stakeholder participation. It is generally held that the likelihood of project success and sustainability is enhanced by the participation of stakeholders in the decisions that affect them.

This chapter provides the theoretical and conceptual frameworks used for the study. This is also intended to demonstrate the justification for participation in PM&E. Different schools of development theories have emerged in the past few decades and have postulated and theorised on ME concepts. In the context of this research, the participatory development approach

(people centred approach to development/humanistic approach to development) and child rights development approach will be used as theoretical frameworks. The following part provides a brief description of the proposed theoretical and conceptual framework of the study.

3.1 The participatory development approach

The concept of development has gained prominence in the contemporary world. Even though, the term is being used in almost every conversation, there is a general misunderstanding and misconception of the term ‘development’. In this context, however, the concept of development is discussed with regards to social, economic, political and human development. The dominant thinking paradigm with regards to development has been economic growth which denote increase in one’s income. Development has always been interpreted and understood in terms of money, hence it was assumed that there would be a direct relationship between increase in level of income and economic growth that would result in the achievement of development. There is in fact a relationship between level of income and economic growth and development. Increase in level of income allows people to actively participate in the exchange of goods and services that will ultimately result in increase in economic growth and development. However, this has not been always true because there are instances where increase in level of income did not account to increase in economic growth and development. One of the great challenges of the countries of the world has always been to balance economic growth and human development. While the former focuses on increase in the level of income, the latter focuses on empowering people to bring about their own development. This is evident in Brazil, a country that experienced and suffered the consequences of “growth without development” (Todaro and Smith, 2006:27). Its growth performance was best in Latin America between the 1960s and the 1980s. However, due to its low social spending on health, education, pensions and other benefits, it remained one of the countries with the highest level of social inequalities in the world.

3.2 The differences between “economic growth” and “economic development”

In light of this approach to development, participatory development is very essential to critically assess the meaning and understanding of development. Development tends to be understood differently by people including scholars. There are basically two sets of understandings with regards to development and they are economic growth and economic development. Economic growth is the change in national income over time, usually measured over one year. National income is the amount produced by a country in one year. Growth is

measured by the percentage change in the level of national income, often over the period of one year (Bucknall, 2013:1). Economic growth is one of the major goals of countries of the world hence resources are invested to bring about economic growth which is measured by income. In the process of achieving economic growth, governments of different countries tend to forgo the human aspect of development which is empowering people and allowing their active participation in the process of development. This is one of the criticisms against economic growth policies in which there is a great tendency to forgo the need of the people which is economic development.

In addition, the exact meaning of “development” is unclear – there is no general agreement about what it is or what should be. It tries to see “how well off” people are in ways that include more than just income. The Human Development Index (HDI) of the United Nations Development Program (UNDP), invented in 1990, and refined in 1994. The UNDP sees “human development” to mean that people live long, well educated, and enjoy a high standard of living. It means, life expectancy, adult literacy, GDP per capita adjusted by purchasing power parity (PPP) (Bucknall, 2013:1). It is one thing to achieve economic growth and it is another thing altogether to achieve human development or economic development. A country’s national income may increase but the people in the country may not be benefiting from this increase in national income. Therefore, as stated in the above, participatory development strongly asserts that people should be the focus of development and not otherwise. There must be a critical analysis of people’s lives in terms of their life expectancy, literacy and standard of living. Therefore, even though, money is important it should be directed towards the development of people hence human development.

The consequence is that a new paradigm shows that there is a shift from the notion of making use of people to achieve economic growth to making use of economic growth to facilitate the development of people, hence human development. Mahbub ul Haq who is the leading proponent of human development argues that the ‘basic purpose of development is to enlarge people’s choices’ (Mahbub ul Haq, 2003:17). The central argument of the human development paradigm is that there should be a focus on the human development in association with economic growth. Economic growth focuses exclusively on the expansion of only one choice-income, while human development embraces the enlargement of all human choices- whether economic, social, cultural or political (Mahbub ul Haq, 2003:17). It has been argued that the expansion of income can enlarge all other choices as well. But that has not been necessarily so, for a variety of reasons.

One of the reasons had been the fact that income may be unevenly distributed within a society. People who have no access to income, or enjoy only limited access, will see their choices fairly constrained. It has often been observed that in many societies, economic growth does not trickle down. This, however, did not mean human development theorists are against economic growth. That would be a misunderstanding of this particular approach. This approach argues that economic growth is needed, but it should not be an end by itself rather economic growth should be the end of human development which is enlarging people's choices. The proponents of this theory argue that governments in the key policies and programmes must include human development values and principles to facilitate the development of people and societies at large. Human Development Index (HDI) report is published every year. It shows the HDI rankings of the different countries of the world. HDI is used to look at where countries are according to this paradigm. Therefore, they could revise their policies and programmes every year to bring about human development through economic growth.

In association with the human development, there is also Amartya Sen's capability approach to development. Amartya Sen is the pioneer of the capability approach. He sees human life as a set of "doings and beings" and relates the evaluation of the quality of life to the assessment of the capability to function (Sen, 2003:4-6). In other words, for Sen, people must be assessed based on the opportunities they are exposed to develop themselves. There should be equal opportunities for everyone equal opportunities for example, to resources that can directly or indirectly affect their life in positive ways. One of the important elements in the capability approach is the fact that it gives extra emphasis on what 'people are effectively able to do and to be...' hence this is different from the traditional thought with regards to development. Most of the time in the development area people think of what they can do for others, but in capability theory, there is an assumption that if people are given the equal opportunities to resources, they will live the life they deemed valuable. Therefore, the capability approach directly or indirectly empowers people (Robeyns, 2003:5-7).

As stated earlier, the traditional approach to development has been the top-down approach or the centralized and planned approach to development. The top executives plan and attempt to implement the development policies without creating spaces for the people to participate in the development initiatives. This approach even though has its own strength and advantage, most of the time it fallen short of bringing about development in communities and societies in general. In addition to this, the traditional approach most of the time focused on bringing about economic growth than human development. These also resulted in a situation where there is

economic growth without development necessarily taking place therefore creating imbalance. Therefore, there was the need to shift the focus from other things towards people and from the top-bottom approach towards the bottom-up approach to development.

David Korten (1990) who is the pioneer of people centered development emphasizes the fact that people should be at the center of development initiatives. Development initiatives should not disempower and annihilate people rather should empower and equip individuals and communities in general to be active agents of their own change or development. In other words, it is giving back power to the people to actively engage and participate in the development programmes and initiatives. One of the strengths of the PCD is the fact that it takes into account the ability and participation of people in the development initiatives. It does not blame the people for their situation, but believes in the people and gives them opportunities to become active agents of the change instead of passive receivers. In addition to this, a development programme will be sustainable if the beneficiaries of the development are the owners of the development.

In light of these strengths of PCD, however, critics of the approach argue that the process can be time consuming. The participation of individuals and communities in the development programmes can often be time consuming because it becomes difficult to reach a consensus and agreement on what must be done. In addition to this, by focusing only the participation of people there is a tendency to ignore the structures. Even though, there can be participation where people are at the center of development, this needs to be well structured to ensure that the objective of development is met. Hence, there is the need to also focus on improving and reforming the structure within the community and the societies in general.

Therefore, given the strengths and setbacks of the PCD, this approach is popularly utilized in today's development discourse and the empowering effect of this approach is often cited as the strength of this approach. People increasing became the focus of development- to such an extent that "people centered development" became the buzzword of the 1990s and early 21st century. People centered development incorporates aspects of both the modernization and dependency theories. Korten, an advocate of people centered development, defines it as:

"a process by which the members of a society increase their personal and institutional capacities to mobilize and manage resources to produce sustainable and justly distributed improvements in their quality of life consistent with their own aspirations (Korten 1990:76).

This definition supports the view that people should decide for themselves what constitutes “a better life”. People-centered development puts people at the center of development by insisting that development should firstly be for people by creating opportunities for everyone, and secondly by people which implies that people should actively participate in development initiatives (Davids et al, 2009:17). The participatory development approach, is also known as the people centered approach/humanistic approach to development (Dinbabo, 2005, Dinbabo, 2014, Ile and Dinbabo, 2014). The rationale behind the people centered approach is that people who are the beneficiaries of development efforts should have a say in policies, programmes and projects that are meant for them.

Dinbabo (2014; 2012) indicates, current debates and development efforts focus on ‘bottom up’ planning, ‘people-centered development’ and the view that ordinary people have the capacity to manage their own development. Dinbabo (2005) argues that people centered approach encourages the involvement of all stakeholders in the process of development. He also shows that the rationale behind the emergence of alternative development approach, is the participation and involvement of beneficiary groups.

Schenck&Louw (1995), uses the concept of ‘people-centeredness’ to stress the fact that development requires that the people themselves – who are meant to be beneficiaries development initiatives - be placed in the forefront and fully involved in any projects or programmes which aim to assist them. The authors see people centered perspective as providing a new paradigm, which is vital in the process of learning, growth and development, if empowerment of local people is to be achieved. This requires their complete participation, which implies sharing and working together and most importantly, for outsiders working with their skills and abilities. The authors stress that development can only take place when agencies provide the services that people really want, rather than imposing pre-conceived policies and programmes on people.

As noted by (Theron &Ceasar in Theron, 2008: 100), the participatory approach is empowering, because it aids social transformation and helps in creating self-reliance. The concept of participation and indeed participatory development has been defined broadly such that there is no general unanimity as to what it actually means. Campbell and Vainio-Mattila (2003) suggests that all of the definitions are reflections of the desire of those involved in development practice to engage more intensely with their work and its context.

Slocum and Thomas-Slayter (1995) construe participation in development to mean an active involvement of people in making decisions about the implementation of processes, programmes and projects which affect them. The World Bank defines participation as “a process through which stakeholders influence and share control over development initiatives and the decisions and resources which affect them” on the other hand, Vieira da Cunha and Pena (1997) see it as a means whereby new rights are acquired as well as a form of voluntary, rational social action based on benefits individuals derive from coming to a co-operative solution.

Participation has also been described as a means and an end. It is a means through which people are mobilized to achieve a certain aim, while it can also be an end in itself, whereby people are in a position to define their own goals and to act on them (Slocum, Wichhart, Rocheleau & Thomas-Slayter, 1995). Campbell and Vainio-Matilla (2003) sees participation as a means to project implementation and an end that, when achieved, will result in long-term engagement by those concerned with the process of finding a solution. There is an increasing trend in applying the concept of people centered development in the work of NGOs for instance in the eradication of poverty.

3.3 Participatory approach to development in a South African context

Unlike the pre-apartheid South African segregationist government, the post-apartheid democratic South African government shifted drastically towards the people-centred approach to development in which the people regardless of race and color have become the center of development (Dinbabo, 2014; Dinbabo, 2017; Ikebuaku and Dinbabo, 2018). This is one of the reasons that South African government departments, local government departments, local government structures, and Non-Governmental Organizations (NGOs) presently use the participatory approach to realize community development and empowerment, with particular emphasis on rural villages. It has been greatly and strongly advocated that this approach should be the underlying concept that would influence the different development policies and programmes presently implemented in today's South Africa.

Even though, the legacy of apartheid continues to be the challenge in today's South Africa there have been instances so far that there is tremendous and remarkable results obtained with regards to the socio-economic and political atmosphere of the country. Therefore, in the enhancement of the approach, some legislative regulations have been promulgated to provide for the fostering of participation of people in programmes such as Local Government's

Integrated Development Plan (IDP) and evaluation systems. A White Paper on transformation of public service delivery (Batho Pele) was also issued to regulate participation of the public in the determination of the nature and quality of services they are to receive from government. In the agricultural sector, an agricultural extension method has been used for years as a farmer participatory methodology. The Department of Agriculture in Limpopo Province has recently adopted Participatory Extension Approach (PEA) as an official methodology for delivery extension services.

In the context of post-apartheid South Africa as an example, South Africans strive to overcome the social, economic, and political devastation caused by separate development and its psychological impact, hence the concept of development has been redefined and the term “integrated” (holistic), people-centered development” has become the most important national buzzword in development circles (Davids et al; 2009:18). The most suitable and relevant approach to development in today’s South Africa as stated in the above is the people-centered participatory development. This is mainly because development will not be real and genuine without the people being developed in other words become empowered to be agents of change rather than passive citizens who just wait for others to help them. Hence, the underlying concepts of PCD development tend to continually influence the socio-economic and political policies in today’s South Africa.

Government policy following South Africa’s first democratic election in April 1994 reflects an “integrated, people-centered development approach” and a commitment to promoting a “democratic, non-racial and non-sexist society” (White Paper on Reconstruction and Development, 1994:7) characterized by integration between decision makers from the public, private and voluntary sectors, and the intended beneficiaries of development (i.e. the people). Unlike separate development, the integrated development approach acknowledges the development of all people irrespective of race, gender or age, or whether they live in rural or urban areas.

3.4 Building blocks of people-centered development

The principles of PCD, formulated as the building blocks of development- public participation, social learning, empowerment and sustainability- feature strongly in the integrated, people-centered approach advocated by the RDP (1994) as well as in the academic textbooks of South African authors (Adeniyi and Dinbabo, 2016; Callistus and Dinbabo, 2014; De Beer &

Swanepoel, 1998, 2000; Dinbabo, 2013; Kotze, 1997a; Liebenberg & Stewart, 1997; Parnell et al, 2002; Mhone & Edigheji, 2003).

This approach, sees public participation as a basic need (Max-Neef, 1991: 30-37) and a democratic right (Swanepoel, 1997a:5). It argues that development is people centered only if it entails the active and voluntary participation of its intended beneficiaries. Public participation involves a two-way interchange of decision making, views and preferences. As stated earlier, in the South Africa, especially Black South Africans were segregated and could not participate in the development agenda of the country in the time of the apartheid regime. It was rather the white minority that had the privilege in the development agenda of the country. The national cake of was shared among the minority white population for years. Therefore, the post-apartheid South African government devised policies in which the public could actively participate in the key decision makings with regards to economic growth and development. However, according to Potter (1985:154), this should not be confused with consultation (which involves a process of asking people's opinions such as through social surveys, opinion polls or referenda) or involvement (which refers to certain individuals or key groups who are taken to represent the views of wider groups, such as via public hearings or consultation with community leaders) (Davids et al, 2009:18). People-centered development is seen as the product of a social learning process- learning how to use oneself and one's environment to better meet one's needs and those of others.

Freire (1972) refers to this as "conscientisation"- a critical awareness of one's potential to initiate and manage positive for the benefit of oneself and others. Conscientised individuals and communities do not see themselves as suffering entities, but as active doing entities that have the ability and potential to change their environment. Social learning (conscientisation) is closely linked to empowerment and self-reliance (Davids et al; 2009:18-19). There is a saying that goes like 'feed a man a fish you feed him for a day, teach a man a fish you feed him forever'. This saying clearly conveys the meaning of social learning in which the role of education in the process of development is very tremendous and remarkable. Learning shifts the mindset of an individual from the place of inferiority towards a position of agent of change. This is one of the reasons why the present South African government has given a particular focus in terms of education. This is because education plays a prominent role in equipping and empowering an individual and communities in general.

One of the legacies of apartheid in South Africa is the fact that the majority of the people were disempowered in several ways. Some of them had no access to resources, they were denied access to key decisive economic and political positions that could have change their lives. Therefore, to bring about the empowerment of the citizens, policies and programmes have been designed in the post-apartheid South Africa. “Empowerment” should be defined in a way that takes power, and the distribution of power, into account (Rowlands, 1996:91). Power, the root concept of empowerment, can be defined from different social science perspectives. The generative perspective views “power” as the ability to stimulate others and raise their morale to the extent that they are able to reach their potential. Power, in this context, means “power to” and not “power over” (Rowlands, 1996:88).

Therefore, empowerment relates to “power to” and also to “power from within”. Empowerment is thus more than simply bringing people who are outside the decision-making process into it (“power to”); it includes the process that lead people to perceive themselves as able and entitled to occupy the decision-making space (“power from within”). As far as empowerment of people is concerned, participatory development plays a massive role in allowing people to actively engage in development initiatives that can change their lives. Instead of waiting passively for others to bring about positive change people will now begin to be assertive and engaging in development initiatives. In development context therefore, empowerment is defined as: the process by which people, organizations or groups who are powerless become aware of the power dynamics at work in their life context, develop the skills and capacity for gaining some reasonable control over their lives, exercise this control without infringing upon the rights of others and support the empowerment of others in the community (McWhirther, 1991:222-227).

Sustainability which is the fourth building block of people centered development, refers to the wholeness of people with their environment. Interaction between people and the environment is seen as inevitable during development. People-centered development, therefore, includes the protection of the natural environment. Sustainable development can be defined in a number of ways (Treurnicht, 1997a:85-88; Treurnicht, 1997b:30-32). However, the best known definition of sustainable development is that of the World Commission on Environment and Development Report (1987): “Sustainable development is development that meets the needs of the present without compromising the ability to future generations to meet their own needs.” Sustainable development, therefore, means development that can be sustained in the long run without adversely affecting the natural environment (Davids et al, 2009:18-22). It is one thing to bring

about development in the present situation and it is another thing altogether to use the scarce resources such as land, capital and labor, effectively and efficiently so that the coming generation that does not suffer from the exhaustion of these scarce resources.

This is one of the terms often used in today's development agendas because there tends to be ineffective and inefficient use of scarce resources and the planet is in danger of depletion of resources. The global warming which is the continued increase in temperature of the planet and pollution of different kinds such as water and air pollution continue to be the treat to the survival of the planet. As stated earlier, the present socio-economic and political policies and programmes are continuously being influence by the concept of participatory development which its building blocks. This is one of the reasons this particular research tends to focus on the notion of participation in the context of development. The active participation of people especially the beneficiaries in the stages of monitoring and evaluation tend to result in sustainability of the different projects and programmes. This is because local and indigenous knowledge have been incorporated in the monitoring and evaluation stages.

3.5 The Child rights based approach

The core concept of rights is that of an agreement which is established between the person who the holds rights and the person or institution which have obligations and responsibilities in relation to the realization of the rights (UNICEF, 2007:5). The moral and legal codes which originally established such obligations have existed in societies for thousands of years (UNICEF, 2007:5). Human rights are based on respect for the dignity and worth of each and every human being, both as individuals and as members of society as a whole. Human rights capture those qualities of life to which everyone is entitled, regardless of their age, gender, race, religion, nationality, or any other factor. The responsibility for making sure that rights are respected protected and fulfilled lies primarily with the state but it also has implications for all elements of society from the level of international institutions, through to individuals in the family and community. The international system of human rights encompasses values that can be found in all cultures and all religious, moral and ethical traditions. They provide an international guide for common standards of conduct, which can be expected from all governments and societies (UNICEF, 2007:5-6).

The first individual enters into the role of a right-holder (or the subject of the right) and the second individual enters into the role of a duty-bearer (or the object of the right). Claim-holders and duty-bearers are roles, in which individuals (or groups of individuals) may enter. This

means that the same individual may be both a claim-holder and a duty-bearer at the same time but in relation to different individuals. For instance, parents are one of the duty bearers to children, who have the rights of the child. They are, on the other hand, the rights holders in term of human rights, for which the primary duty bearer is the state, in the form of the national government (UNICEF, 2007:5-6).

Rights and human needs have a close relation. All human rights are derived from human needs (e.g. “rights to food” comes from “need of food”). However, not all human needs imply human rights or constitute human rights. Only can certain and legalized human needs be human rights. Human rights law is a system of legal norms and regulations on human rights. There are international and national human rights laws. International human rights laws are binding norms adjusting governments’ obligations of respect for and implementation of their commitments to international human rights standards. Sources of international human rights law are legal binding documents (such as Covenant on Civil and Political Rights, Covenant on Economic, Social and Cultural Rights, etc.) and political declarations (such as the Universal Declaration of Human Rights, Vien Declaration and Action Plan in 1993, Declaration of Rights to Development, etc.) (UNICEF, 2007:5-6).

3.5.1 The relationship between child-rights based approach and human-rights based approach to development

According to Theis (2004), a rights-based approach to development promotes justice, equality and freedom and tackles the power issues that lie at the root of poverty and exploitation. To achieve this, a rights-based approach makes use of the standards, principles and methods of human rights, social activism and development (Theis, 2004:2). It is evident that since children are also human beings, the principles and the concepts within the rights-based approach directly and/or indirectly are related with child-rights based approach to development. However, there are instances where the child-rights based approach is different with the rights-based approach because there are rights which are peculiar to children. There are elements that differentiate children from adults hence there has been the need to devise policies and programmes which are relevant to children hence child-rights based approach.

3.5.2 Child Rights Programming

Child Rights Programming (CRP) saves the Children’s version of a rights-based approach and focuses specifically on children and their rights. For the most part, there is no difference between Child Rights Programming and rights-based approaches in general. However, there are some differences between children and adults, which Child Rights Programming has to take

into account. Children are a very diverse group of human beings. They range in years from 0 to 18 and their needs differ greatly depending on their age and abilities. Child Rights Programming has to consider a child's developmental needs, abilities and competencies. All human rights conventions apply equally to children. In addition, children have their own human rights treaty, the Convention on the Rights of the Child. This convention affirms children's civil, political, economic, social and cultural rights. It also recognizes children's rights to special protection (UNICEF, 1989:1-15).

Child Rights Programming is based on what is in children's best interests in the short and long term. It means that decisions about children must always consider the children's interests and wishes, as well as the long-term implications of such decisions on children and their survival, development and protection. Child Rights Programming considers children in the broader context of family, community and national and international policies. Children in all parts of the world are affected by policy and budget decisions made in distant capitals. Child rights organizations have a responsibility to monitor and analyze the impact of economic policies on children and to ensure those children's rights and concerns are taken into account by policy-makers (Lansdown, 2005:4-7).

Children have the right to participate in the family, school, community and society. Children have the right to information, expression, decision-making and association. From birth, children are able to express themselves. As they grow, children's capabilities to take part in social and economic activities and decisions-making develops. Child Rights Programming recognizes children's social and economic contributions. These programmes supports children's participation in all matters of life, and all environments affecting the children: the family, school, community and society. It encourages parenting and learning methods that support and stimulate children's capacity to express themselves and to make decisions. Child Rights Programming also supports children's involvement in policy consultations, programme planning, implementation, monitoring and evaluation and in child-led organizations (Lansdown, 2005:4-7).

Children are rights holders. At the same time, there are several factors that limit children's ability to demand their rights. Children do not remain children. Legally, they become adults at age 18. As a result; organizations run by children continuously lose their most experienced members when they turn 18. While children have many of the same rights as adults, there are some political rights that children are denied, especially the right to vote and the right to run

for political office. Children's rights to form organizations raise funds and sign contracts are also more limited than the rights of adults. As a result, adults have the responsibility to defend and demand children's rights. Parents, family members and care givers are some of the duty bearers closest to the child. A rights-based approach supports them and other adults and adult-run organizations to demand children's entitlements and freedoms (UNICEF, 1989:1-15).

3.6 Chapter Summary

The chapter has critically considered the participatory development approach and child rights based approach which make up the theoretical and conceptual framework on which this study is underpinned. The next chapter will provide the methodology chapter.



4. Methodology

4.1. Introduction

This chapter presents the methodology adopted for the study and explains the research processes employed throughout in the study. The methodology of the research is important as it helps draw emphasis on systematic ways of providing answers to research questions and solving the research problem.

The chapter starts with a detailed elucidation of the research design. Also, the sampling techniques, data collection methods, data analysis process as well as the statement of ethics that guided the conduct of the research are discussed. The chapter thus intends to provide a strong footing for the subsequent chapters.

4.2 Research Design

Research design, according to Babbie (2008), provides a blueprint on how a specific research will be conducted. In the context of this study, the research design describes the methodology of research, as well as the processes and tools for data collection and analysis.

4.3 Research Methodology

There are two major traditions of research methodology in the field of social sciences, i.e. quantitative and qualitative methodologies (Babbie and Mouton, 2001). This study used a mixed approach; that is the combination of the quantitative and qualitative methodology to guide the research process. This was done by conducting interviews with stakeholders, and carrying out a questionnaire survey on beneficiaries. The surveys generated quantifiable data that can be analyzed statistically, with the purpose of aggregating, measuring, modeling and predicting behavior and relations (Gambarino and Holland, 2009). The study used quantitative methodology to assess the PM&E process, as well as its relationship with project outcomes. Qualitative methodology, through semi-structured interview, was adopted in the study in order to deepen the understanding of the PM&E process, and its relationship with project outcomes. As rightly opined by Blackstock et al (2006), qualitative methodology allows for a detailed and in-depth study of cases, providing for the explanation and description of cause and effect, rather than proving cause and effect. The qualitative methodology was thus used for a detailed explanation of the relationships observed through the quantitative method.

The proposed research study used both primary (empirical findings through semi-structured interview, questionnaire survey and observations) and secondary (literature review, which includes the theoretical and conceptual framework, non-governmental documents, SOS Children's Village Cape Town documents such as previous M&E reports, progress reports, minutes of meetings, project proposals, organizational or project documentation, staff duties and responsibilities).

4.4 Data Collection

For this study, the collection of both primary and secondary data focused around the following major themes: (1) exploring characteristics of NGOs, (2) identifying the objectives of the SOS project (3) exploring the organizational structure of the project team, as well as the entities involved in the PM&E process of the project, (4) assessing the degree/level of stakeholders' involvement in the PM&E process, (5) evaluating the extent to which the project had met its objectives. The following tools/techniques have been used throughout the study.

4.5 Literature Review

Mouton (2001) contends that through literature review, the existing body of knowledge can be built upon, while it also helps researchers to avoid duplication. Review of relevant literature was a major undertaking in this study as it enabled the researcher to place the study in a research context, demonstrated the utilization of appropriate theoretical and conceptual framework,

while also helping to address the issues and concepts surrounding the topic. The literature review focused on literature drawn from academic sources such as articles, books, journals, internet sources, etc, as well as relevant project documentations from SOS Children's Village Cape Town South Africa.

4.6 Questionnaire Survey

As Langdrige and Hagger-Johnson (2009) posit, questionnaire administration represents valuable means of data collection from a large number of respondents for the main purpose of statistical analysis. This study thus utilized questionnaire with close and open ended questions to elicit relevant information from the relevant stakeholders. Such information obtained included PM&E and empowerment process and socio-economic attribute, among others. Systematic random sampling was used in the questionnaire survey for beneficiaries on the project. A total of 19 questionnaires were administered.

4.7 Interviews

Interviews were conducted with the aim of gathering information on M&E process in place at the SOS Children's Village Project, and to understand respondents' perception of the M&E process and to what extent they find it participatory. Seven people were interviewed with the aid of a tape recorder and a semi-structured checklist to enable it to be "flexible, iterative and continuous" (Rubin and Rubin, 1995:43). This approach provided an elucidation on how project participants understand and implement M&E. Purposeful sampling was used to select stakeholders among the implementation agency's officers and the children (beneficiaries), based on the need to collect information from those relevant to the project. The rationale for the adoption of the latter approach is laid credence to by Leedy and Ormrod (2005), who asserted that it is imperative for researchers to select respondents based on their ability to provide the most relevant information (both in quality and quantity) for the research.

4.8 Observation

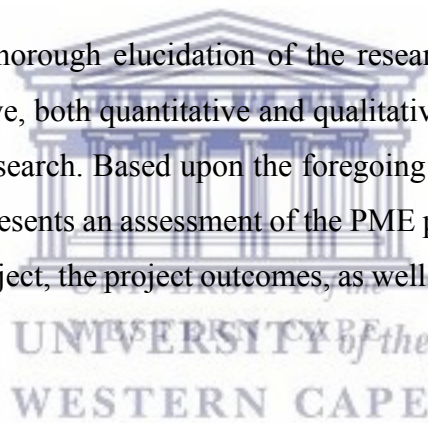
Observation in research is important as it helps in furthering depth of the phenomenon under investigation (Neuman, 2000). The purpose of observation in the study was to gather non verbalized data such as the physical characteristics of the project area, non-verbal communication of respondents, actions, as well as the surrounding environment. As such, participants were observed throughout the data collection process.

4.9 Ethics Statement

This study was undertaken in accordance with the ethical research standards of the University of the Western Cape. As such, the study only commenced after approval was granted by the University of the Western Cape Senate, the Arts Faculty Board and the Institute for Social Development. Permission was also sought from the project implementing agency, the SOS Children's Village, Cape Town, South Africa, the leadership of the project beneficiaries in which respondents were drawn, as well as the respondents themselves. The study did not intend to cause any harm to any party involved, hence respondents' participation was voluntary. At all stages of data collection, the researcher made clear the purpose and objectives of the study to all who participated in the study. Finally, the researcher ensured anonymity and all gathered information was kept confidential and used for the intended purposes of this study only.

4.10 Chapter Summary

The chapter has provided a thorough elucidation of the research methodology used for the research. As stated in the above, both quantitative and qualitative data collection methods had been used in this particular research. Based upon the foregoing methodological approach and tools of analyses, Chapter 5 presents an assessment of the PME process of the SOS Children's, Cape Town, South Africa, Project, the project outcomes, as well the relationship that may exist between the two phenomena.





CHAPTER 5

5. Data Presentation and Analysis

5.1 Introduction

This chapter presents an analysis of the data collected and attempts a discussion of the analyzed data and fact findings. It responds to the research questions and seeks to address the objectives of the research as espoused in the first chapter of the study.

The main purpose of the research was to examine the PM&E process of the SOS Children's Village Cape Town, South Africa, the outcomes of the project as well as the relationship between the PME process and project outcomes. The chapter thus focused on exploring the foregoing based on the theoretical and conceptual frameworks presented earlier.

The following sections comprised (a) a quantitative analysis and discussion of respondents' socio-economic and demographic characteristics presented; (b) both quantitative and qualitative assessment and discussion of the project's PME process; (c) the assessment of the outcomes of the project as well as the relationship between the PME process and project outcomes. Finally, a concluding remark of the chapter is provided.

5.2 Quantitative Analysis

Quantitative analysis techniques represent the conversion of data to a numerical form and its consequent subjection to statistical analyses (Babbie, 2007). Quantitative data for the study were analyzed and presented using both descriptive and inferential statistics. The quantitative analysis contributed to the fulfillment of the objectives of the research and this would be presented below.

5.2.1 Socio-Economic Characteristics of Respondents

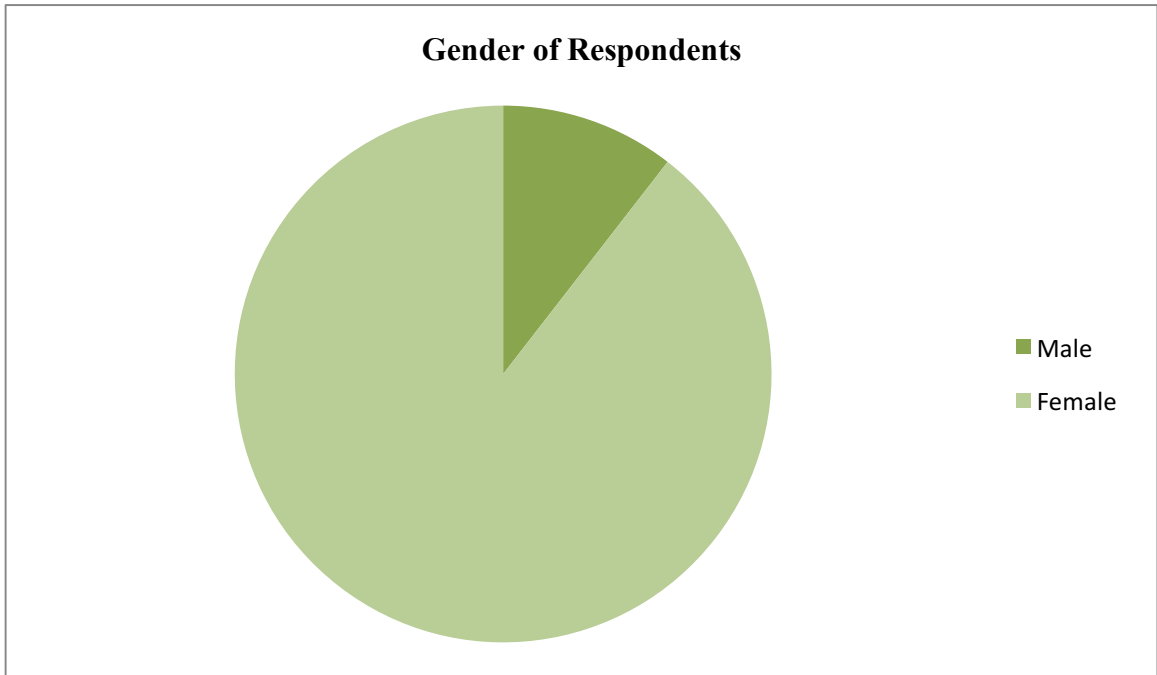
Socio-economic status has been identified as a key driver of the PM&E process in the SOS Children's Village Cape Town South Africa, hence, its measurement is important in order to measure and effect change. Socio-economic and demographic characteristics considered to have very strong contributions to the central theme of the study are therefore examined. These include the gender, marital status, age and educational status.

5.2.1.1. Gender, Marital Status, Age, and Educational Status

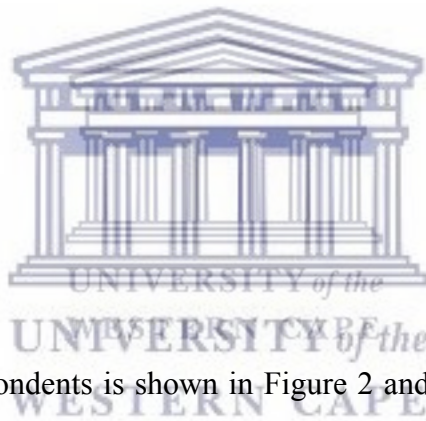
5.2.1.2 Gender

Analysis of the respondents by gender as shown in Figure 1 indicates that the majority of the respondents were female as this accounted for 89.5% of the total sample surveyed. In other words, 17 respondents were female while 2 were male respondents constituting 10.5% of the sample. This particular finding aligns with evidence in the literature. This is mainly because there are 12 houses in the SOS Children's Village. and in each house there is a mother that takes care of the children (SOS Children's Village Report 2016). In Addition, in the administration level, there is considerable number of women working more than the men workers. One of the reasons for the high number of women respondents is also the fact that women tend to have a mother heart for children especially those that are vulnerable and orphans, hence the mothers provide the necessary emotional support to these children.

Figure 1: Gender of Respondents



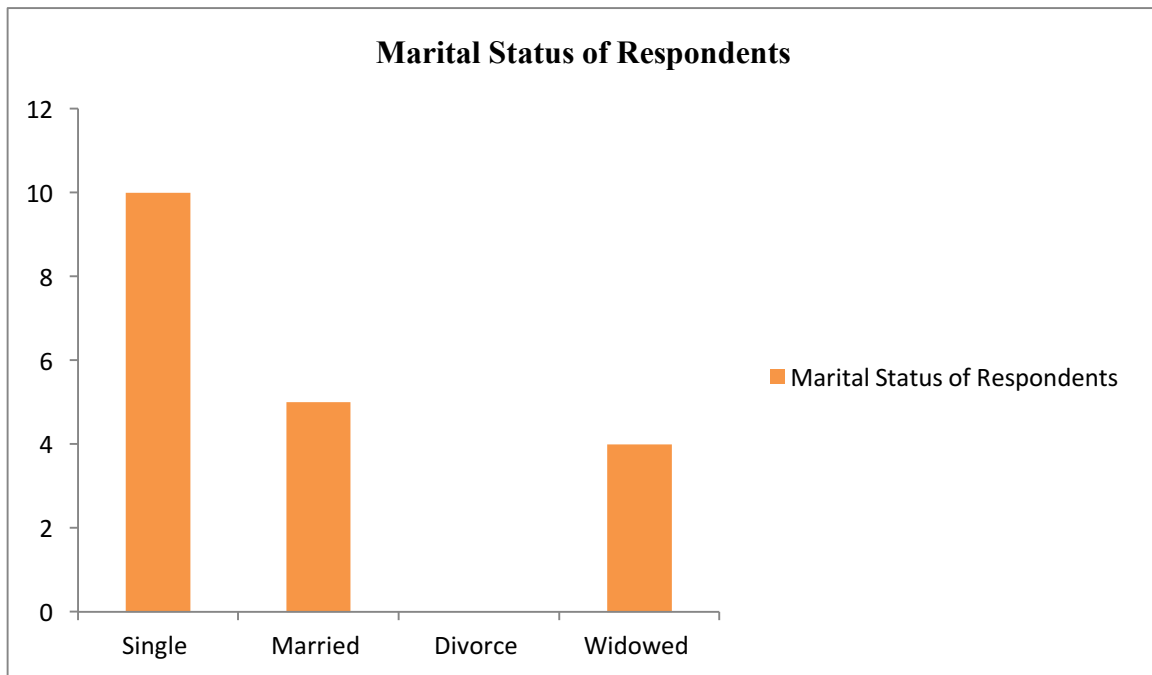
Source: Field Survey, 2017



5.2.1.3 Marital Status

The marital status of the respondents is shown in Figure 2 and it is clearly evident from the figure that the majority of the respondents were single i.e. 10 respondents, accounting for 52.6% of the respondents were single while 5 respondents representing 26.3% of the sample were married and 4 of the respondents were widowed accounting for 21.1% of the sample surveyed. Apparently, there is none who is divorced among the respondents.

Figure 2: Marital Status of Respondents



Source: Field Survey, 2017

5.2.1.4 Age

Table 1 shows the age of respondents. The result from the sample survey also demonstrates that the majority of the respondents were within the age range of 36 to 45 years, as this accounted for 42.1% of the total respondents. Table 1 further indicates that 31.6% of the total respondents were within the age range of 46 to 55 years, while 10.5% of the total respondents were aged 25 years and below, also 10.5% of the total respondents were 56 to 65 years. The table also shows 5.3% of respondent were from 26 to 35 years. It is thus clearly evident from the table that respondents that were between 26 to 35 years accounted for a minimal percentage of the total sample surveyed, a clear indication that most respondents were within the employable age range.

Table 1 Age of Respondents

Age	Frequency	Percentage
25 years and below	2	10.5
26-35 years	1	5.3
36-45 years	8	42.1
46-55 years	6	31.6

56-65 years	2	10.5
Above 65 years	0	0.0
Total	19	100

Source: Field Survey, 2017

5.2.1.5 Educational Status

Presented in Table 2 is the educational and income status of respondents, and it is evident from the table that 47.4% had tertiary education. While 36.8%, 10.5% and 5.3% respectively had secondary education, other forms of education such as early childhood development, and no formal education. The role of education in the process of participatory monitoring and evaluation of projects within the SOS Children's village is very tremendous. This is mainly because one needs a strong educational background and foundation in order to actively involve in the process of PM&E. Hence, the fact that there is a comparatively high percentage of the respondents finishing tertiary education provides a green light with regards to the overall PM&E process within the organization.

As stated in the above with regards to people centered approach to development (Davids et al, 2009) the four building blocks of people centered or participatory approach to development include: public participation, social learning, empowerment and sustainability. Amongst these the role of education plays a pivotal role in especially in enhancing social learning and empowerment. In addition to this, the role of education, especially in working with children who are orphans is greatly important and most relevant. This is mainly because if these children are to break away from poverty cycle and vulnerability they have to be empowered through education. Thus, the fact that the majority of the workers, who work with these children in the village received a tertiary education facilitates and enhances the growth and development of these children.

Table 2 Educational status of Respondents

Educational Status	Frequency	Percentage
No Formal education	1	5.3
Primary School	0	0.0
Secondary School	7	36.8
Tertiary School	9	47.4

Others (ECD)	2	10.5
Total	19	100

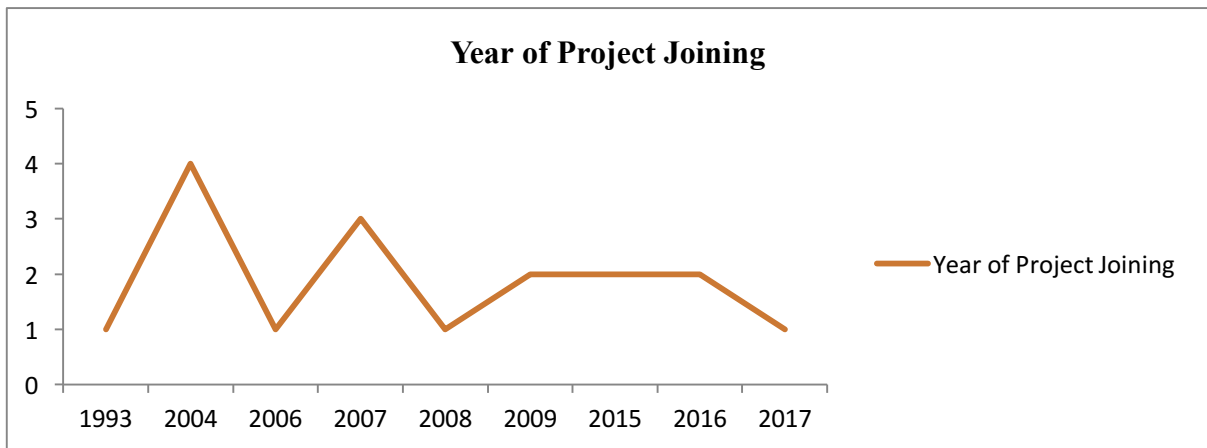
Source: Field Survey, 2017

5.3.1.1 Year of Project joining

Presented in Figure 3 is a time chart illustrating the year that respondents joined the SOS Children’s Village Project. Evidently, the chart suggests that the majority of the respondents which is 4 in each of the year joined the project in 2004 and 2015 respectively. Also, 3 joined in 2007 and 2 joined in each year which is in 2009 and 2016. Lastly, 1 in each year which is in 1993, 2006, 2008 and 2017 joined the Project.



Figure 3 showing the year respondents joined the SOS Children’s Village Project



Source: Field Survey, 2017

5.3.1.2. Project Objectives

The objectives of the SOS Children’s Village Project were assessed through the beneficiaries’ perceptions of what the project intended to achieve and this is presented in Table 3. It was found that the leading objective of the scheme, according to the beneficiaries, was the provision of protection for children. According to the Child rights based approach as stated in the above; the Convention for the Rights of the Child is established to ensure the protection of children. The safety and protection of children is essential, especially in the contemporary world because children are continuing to be victims of abuse, such as child sex, trafficking, child soldier and other forms of abuses. Consequently, this convention affirms children’s civil, political, economic, social and cultural rights (UNICEF, 2007:5-6). This view accounted for 27.3% of the total responses. This clearly shows the connection with the main objective of the SOS Children’s village in providing protection for the children who are vulnerable and abandoned by their family (SOS Children’s Village Report, 2016). Hence, the village is a safe haven for these children. Other objectives identified were Income generation, Increase in empowerment, Socio-economic development, employment, others (accommodation) with 21.8%, 18.1%, 16.4%, 14.5% and 1.9% respectively. The inconsistency for the total number of respondents i.e. 55 is because the respondents selected more than one option hence this has accounted for the frequency of the total to 55.

Table 3: Project Objectives

Objective	Frequency	Percentage	Rank
Employment	8	14.5	5
Income generation	12	21.8	2
Socio-economic development	9	16.4	4
Increase in empowerment	10	18.1	3
Provision of protection	15	27.3	1
Others (accommodation)	1	1.9	6
Total	55	100	

Source: Field Survey, 2017

5.4.1.1 Participation

According to Cohen and Uphoff (1977) participation is formally defined as: “people’s involvement in decision-making processes, their sharing in the benefits of development programs and their involvement in efforts to evaluate such programs” (Cohen and Uphoff, 1977). In association with this, Ondrik (1996), defines participatory development as a process through which stakeholders can influence and share control over development initiatives, and over the decisions and resources that affect themselves (Ondrik, 1996:1). As stated in the above, public participation is one of the building blocks of participatory development (Davids et al 2009). Henceforth, the fact that stakeholders actively engage in the development projects in this regards participatory monitoring and evaluation ensures greater output in the development effort. This is more elaborated in the literature review above with regards to the empirical researches conducted using the PME approach. For example, in South Africa, a study was conducted in terms of Monitoring and Evaluation of HIV/AIDS programmes by Non-Governmental Organisations: A case study of uMngeni Local Municipality, KwaZulu Natal, South Africa (Govender, 2016). One of the findings obtained from the research was that there was lack of stakeholder involvement. Hence, this negatively impacted on the endeavours of the NGOs working in that area.

However, unlike this finding the result shown from the SOS Children Village with regards to the level of participation of the different stakeholders is very remarkable. There is a majority

of 84.2% that participated in the problem identification that led to the project or needs assessment for the project as compared to the 15.8% who did not take part in. Hence, based on the data there is relatively high level of participation at this stage of the project as shown from the data.

Table 4 Participation in the problem identification that led to the project

Participation in the problem identification that led to the project	Frequency	Percentage
Yes	16	84.2
No	3	15.8
Total	19	100

Source: Field Survey, 2017

5.4.1.2 Feedback process

As shown in the table 5 below there is relatively higher percentage 78.9% of respondents receive a feedback with regards to the M&E findings as compared to the low level of 21.1% who do not get a feedback. This asserts the high level of participation in the M&E process in the SOS Children’s Village project.

Table 5 Feedback process to intimate the beneficiaries on the M&E findings

Feedback process	Frequency	Percentage
Yes	15	78.9
No	4	21.1
Total	19	100

Source: Field Survey, 2017

5.4.1.3. Involvement in M&E Process

As shown from the table below, the overall or the aggregate involvement in parts of the M&E process is very high as compared to the option of not involved and not at all involved. Hence, from this empirical finding we can deduce that there is relatively higher level of participation in the M&E process of the project within the SOS Children’s Village project. As stated in the above, there are basically two approaches to monitoring and evaluation i.e. the conventional method and the participatory approach to monitoring and evaluation. One of the major differences between the two is the fact that while the earlier follows a top to bottom approach

the later follows a bottom-up approach to monitoring and evaluation. In addition while the conventional does not necessarily allow the active involvement of the stakeholders in the M&E process the participatory approach creates enough space to ensure the active involvement of stakeholders in the M&E process (Estreall and Gaventa, 1998:5-6).

Table 6 showing the level of involvement in the following parts of the M&E process

	Very Involved (1)	Involved (2)	Somewhat involved (3)	Not involved (4)	Not at all involved (5)
Initial Design of the M&E	8	8	1	2	-
Outcomes choosing	10	7	2	-	1
Selection of Indicators	8	6	4	-	1
Data Collection for M&E	7	6	5	1	-
Data Analysis for M&E	7	1	5	5	-
Determination of findings	7	5	8	1	-
Decisions taken after M&E findings	8	7	3	1	-
Total Frequency	55	40	28	10	2

Source: Field Survey, 2017

5.4.1.4. Involvement in decision making

As shown in the table below apparently there is a high percentage of 89.5% level of involvement in deciding the infrastructures needed in the project and the activities to be carried out as compared to the low percentage which is 10.5%. One of the main feature of PME as stated in the above is the fact that there is a high level of involvement of stakeholders in key decision making stages. This is unlike the conventional or the traditional method of M&E in

which decisions are largely taken by the top executives annihilating the different stakeholders including the beneficiaries. Narayan-Parker (1993) summarizes the differences between conventional and participatory approaches to evaluation. One of the features of participatory approach to evaluation is the fact that there is an open, immediate sharing of results through local involvement in evaluation processes which will empower local people to initiate, control and take corrective action (Narayan-Parker, 1993:12).

The fact that 89.5% of the respondents claim to have directly and indirectly involved in decision making in the SOS Village in monitoring and evaluation shows that there is high level of participation of stakeholders including the beneficiaries. This sync with the argument of Child rights Programming in that children have the right to participate in the family, school, community and society. Children have the right to information, expression, decision-making and association. It supports children's participation in all matters and all environments affecting the child: the family, school, community and society. It encourages parenting and learning methods that support and stimulate children's capacity to express themselves and to make decisions. Child Rights Programming also supports children's involvement in policy consultations, programme planning, implementation, monitoring and evaluation and in child-led organizations (Lansdown, 2005:4-7).

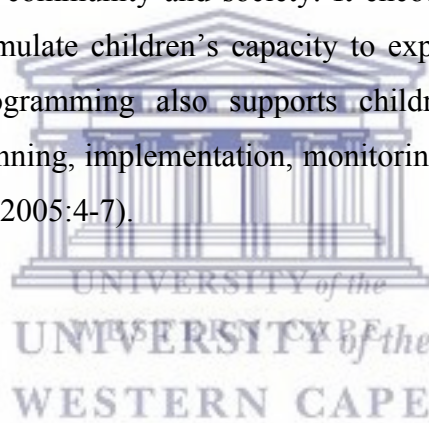


Table 7 shows in decision making

Involvement in decision making	Frequency	Percentage
Yes	17	89.5
No	2	10.5
Total	19	100

Source: Field Survey, 2017

5.4.1.5 Belongingness to a charitable group

As shown in the table below the majority of the respondents belong to another charitable group or association relevant to this project which is 52.6% and those who does not belong account to 47.4%.

Table 8 shows belonging to any charitable group or association relevant to this project

Belonging to any charitable group or association relevant to this project	Frequency	Percentage
Yes	10	52.6
No	9	47.4
Total	19	100

Source: Field Survey, 2017

5.4.1.6 Beneficiaries agreement

This research was set out to measure the extent of beneficiaries agreement with regards to different questions pertaining with the SOS project as clearly stated in the table 9 below. These questions are posed to find out the level of participation of the different stakeholders including the beneficiaries in the monitoring and evaluation process. As shown in the table below apparently there is a relatively high involvement and participation of respondents with regards to the statements, provided that allows the researcher to find out the extent of participation in the SOS Children's Village project. The total frequency for each statement i.e. strongly agree, agree and somewhat agree accounts for 49, 44, 20 respectively hence showing a positive sign of high level of participation in the different level of the project including the M&E process. The active involvement of different stakeholders, especially the beneficiaries is one of the main features of participatory monitoring and evaluation. This is in line with the features of PM&E as far as Jobes (1997) stated in his writing. According to Jobes (1997), some of the key features of PM&E include: the fact that it aims to empower local people; community members are fully

involved in the process; community members indicate their own indicators of success; methods are simple, open, with immediate sharing of results, PM&E is built in from the start of the project and PM&E is flexible to fit the local context (Jobes, 1997:3). In light of these features and the results shown in the table there is a high level of participation, empowerment and inclusivity of the different stakeholders in the monitoring and evaluation process in the SOS project. This is also in line with the participatory approach to development theory as stated in the above, since PA also advocates a high level of participation of the different stakeholders hence this leads to empowerment of the different stakeholders including the beneficiaries.



Table 9 showing the extent of beneficiaries' agreement

		Strongly agree (1)	Agree (2)	Somewhat agree (3)	Disagree (4)	Strongly disagree (5)
Involvement in decision making	8	9	2	-	-	
Influence project decisions	7	6	6	-	-	
Flow of information	8	8	2	1	-	
Views of beneficiaries	8	8	3	-	-	
Knowledge transfer	8	6	5	-	-	

Collaboration with colleagues	10	7	2	-	-
Total Frequency	49	44	20	1	0

Source: Field Survey, 2017

5.4.1.7. Respondents participation in the M&E

According to Sirker and Ezemenari (2002), participation is a process through which stakeholders, including the poor and marginalized influence and share control over development initiatives and the resources and decisions that affect them. In addition to this, as far as the intensity of participation is concerned, there is information; which includes one-way flow of information; consultation: two-way flow of information; collaboration: shared control over decision making; empowerment: transfer of control over decisions and resources (Sirker and Ezemenari, 2002:3). Hence, as shown in the table below there is general satisfaction with regards to participation in the M&E process by 36.8%, 42.1% and 21.1% very satisfied, satisfied and just satisfied respectively. This result ascertains the high level of participation of the different stakeholders in the monitoring and evaluation process in SOS project.

Table 10 showing participation in the M&E

	Very satisfied (1)	Satisfied (2)	Just satisfied (3)	Not satisfied (4)	Not at all satisfied (5)
	7	8	4	-	-
Total Frequency	7	8	4	0	0
Percentage (%)	36.8	42.1	21.1	-	-

Source: Field Survey, 2017

5.4.1.8. Examining Project Outcomes

According to Max (2007), an outcome represents a specific result, a program is intended to achieve. An outcome can also be defined as the specific objective of a specific program. An outcome is not what the program actually produced itself (the output), but the consequences of

those products, services, or assistance. In light of this, as far the options provided clearly shows there is relatively strong agreement in terms of the different indicators such as the fact that there is improvement in standard of living, increasing the learning process and resource utilization as clearly shown in the table below.

Table 11 Showing Project Outcomes

	Strongly agree (1)	Agree (2)	Somewha t agree (3)	Disagree	Strongly disagree
Activity initiation	7	7	5	-	-
Resource utilization	7	8	3	1	-
Economic activities	8	6	6	1	-
Learning process	9	6	2	1	-
Influence on standard of living	12	6	2	-	-
Total Frequency	43	33	18	3	0

Source: Field Survey, 2017



5.4.1.9. Acquiring knowledge, practices, skills and technologies

The acquirement of knowledge, practices. Skills and technologies all directly or indirectly lead to empowerment.

As the table below shows the respondents directly or indirectly have acquired and/or adopted new knowledge, practices, skills and technologies (through experimentation) as a result of the project M&E. This shows how PM&E enhances the development of the participants in this particular project. One of the main features of PM&E is the fact that it leads and enhances to empowerment. According to McWhirther, (1991) empowerment relates to “power to” and also to “power from within”. Empowerment is thus more than simply bringing people who are outside the decision-making process into it (“power to”); it includes the process that lead people to perceive themselves as able and entitled to occupy the decision-making space (“power from within”). Henceforth, the PM&E process highly benefited the different stakeholders in acquiring knowledge, skills and technologies that enhanced their empowerment. This is in line with the theory of participatory approach to development that underlined the theoretical framework of this research as stated in the above.

Table 12 Table showing the Acquirement of knowledge, practices, skills and technologies

Acquiring practices, skills and technologies	Frequency	Percentage (%)
Yes	19	100
No	-	0
Total Frequency	19	100

Source: Field Survey, 2017

5.5 Qualitative Assessment Results

According to Blackstock et al (2006), qualitative methodology allows for a detailed and in-depth study of cases, providing for the explanation and description of cause and effect, rather than proving cause and effect. The qualitative methodology is thus used for a detailed explanation of the relationships observed through the quantitative method. As stated in the above, qualitative methodology, through semi-structured interview, is adopted in this particular study in order to deepen the understanding of the PM&E process, and its relationship with project outcomes.

This section of the study uses the qualitative research methodology to assess the PM&E process as well as the outcomes of the SOS Children’s Village. The section attempts to examine the views of both the implementing agency staff and beneficiaries with regards to the PM&E

process and project outcomes using the qualitative research methodology. The semi-structured interviews conducted were transcribed and thereafter analyzed using Thematic Content Analysis. Findings from the qualitative analysis are presented below.

5.5.1 Exploring the Organizational Structure of the Project Team, as well as the Entities Involved in the PM&E Process of the Project

According to Rodney (2008), a project organization is a structure that facilitates the coordination and implementation of project activities. Its main reason is to create an environment that fosters interactions among the team members with a minimum amount of disruptions, overlaps and conflict. One of the important decisions of project management is the form of organizational structure that will be used for the project. Hence, one of the aims of this particular study is to assess the SOS project team goals and objectives as well as finding out the strategies the project team uses in achieving its goals. In association with this, a brief explanation of the organizational structure of the project has also been provided in the interview responses. One of the respondents clearly explained the goals and objectives of the project:

Firstly, I should start by saying that children are removed from the parental care for various specific reasons either due to neglect or abuse one or both of their parents have died so those would be some of the reasons that the children are admitted to the SOS. We also know that the best place for a child is to grow up within a natural family or within a family set up. Although SOS tries to create a family environment, it is still not a biological family. For that reason it is also a legal policy that a child should not stay in this kind of facility for more than 2 years. We should try and reunify the child either within a foster family setting or another family or the immediate family. So that is the reason that we are having the reunification programme. It is an SOS policy also it is a government policy (Respondent 4).

As stated in the response SOS Children's Village Cape Town has a project called reunification or reintegration programme. This is a programme in the SOS Village that aims to reunify and reintegrate children back to their families and their immediate community. The main reason for this project ensures that children to grow and develop with their immediate family and within a safe environment or community.

This is in agreement with UNICEF's position on a human rights based approach to programming in relation to children. UNICEF does not have a specific definition of a 'child rights-based approach.' It refers instead to the 'human rights-based approach to programming'. In keeping with the outcome document of the UN consultation at Stamford (the UN Common Understanding), a human rights based approach to programming means that for UNICEF that: the aim of all Country Programmes of Cooperation, including in humanitarian situations, is to further the realisation of the rights of all children and women; human rights and child rights principles guide programming in all sectors at all phases of the programme process; and Programmes of Cooperation, focus on developing the capacities of duty-bearers, at all levels, to meet their obligations to respect, protect and fulfil rights; as well as on developing the capacities of rights-holders to claim their rights (UNICEF, 2009:5-6).

There are also strategies that are used to achieve these goals and objectives which include as stated by one of the respondents:

we look for a potential receiving family first and through the discussion with the child and the SOS social worker through discussion will find out any information with regards to other family members this information will then be communicated with the external social worker and that social worker will go and find out if the circumstances are suitable for the child to be placed into that family (Respondent 4).

Therefore from this response we can deduce that the reunification and reintegration project is done in such an organized and systematic way that the whole process demands the full cooperation and collaboration amongst the relevant people and organizational structures. It is done in a manner in which the safety and protection of the children are central and important. There is as stated in the response above a detailed discussion and consultation between the relevant people including the children and their immediate family. Hence, starting from the strategies there is an element of participation that allows each and every member of the project team to part and parcel of the project process. As part of the strategies to achieve these goals and objectives, the Village works hand in hand with the relevant governmental body including the Department of Social Development as stated in the response:

We work together with the department of social development. We have admission criteria that we look at when we admit children. So our criteria is we follow the admission criteria to see if

that children is in the need of care and safety to see if they are suitable to be admitted in the SOS Children care (Respondent 1).

This is in line with the principles of the participatory approach to development and some of the features of the PM&E as stated in the above. As far as the theory of participatory approach to development is concerned the bottom-up approach to projects leads to at least four results. These include: public participation, social learning, empowerment and sustainability (Davids et al; 2009:18-19). In association with this, this is also in line with the features of PM&E which include: active participation of stakeholders, capacity building of the project participants, joint learning of stakeholders and commitment to taking corrective actions (Sirker and Ezemenari, 2002:5). This solidifies the earlier findings that the M&E process in the SOS Village project is highly participatory hence PM&E.

In association with this, one of the respondents explained the structure of the organization as follows by stating that “in SOS we have the Director; there is a Programme Director, Programme Development Coordinator, two social workers, Youth Development Coordinator, Community Development Workers and the mothers” (Respondent 5). Hence the organization is different structures and entities that work together to achieve the goals and objectives of the project and the organization in general. There are different roles within the project and the organization in general. Each and every part of the organization and the project team has specific roles beginning from the secretary to the mothers in the SOS Village houses.

One of the aims in this particular research is to find out the level of participation in the project hence there was the need to find out what mechanisms are in place for beneficiaries to be participative in the project team. Hence the following responses could shed some light into this inquiry.

when they are hear we have what we call IDP (Individual Development Plan) we check what are the needs of the children and what is in the best interest of the children the whole multidisciplinary team with social workers the child and youth care workers with the child involved because you cannot deal with the issue of children without them we do not talk about them without them so they become part of the process using this tool that we call IDP to see if it will be in the best interest of the child (Respondent 6).

As stated in the above, there is the great need for beneficiaries in this case the children to be as participative as possible to bring about a long lasting solution. The children are at the center of the reunification and reintegration programme and their participation in the entire process is paramount and imperative. Therefore, the above responses sheds a light into the extent to which the project is as participatory as possible even from the beginning. According to Fabian (2010), Child rights programming means using the principles of child rights to plan, implement and monitor programmes with the overall goal of improving the position of children so that all boys and girls can fully enjoy their rights and can live in societies that acknowledge and respect children's rights. This strengthens the earlier findings that due to the active participation the children and the staff in the M&E process the level of PM&E in the SOS village is high.

It is also important to find out the monitoring and evaluation strategies that have been in place in the project team. The following response sheds a great light into this:

It is the responsibility of the child and youth development team that is the social workers, the director and youth development coordinator the three of them are mainly responsible for the monitoring and evaluation they will be the ones going for a home visit especially when the child is reunified back in to the care of the family they will be the ones going for the follow up visits to see to monitor is this is working for the child and to evaluate yes it is and to find out what other help SOS can offer to make this programme of reunification and integration a success (Respondent 1).

As stated in the above, there are basically two main approaches to M&E and this includes conventional and participatory. While in conventional method projects are carried out by external experts in the participatory approach the local people, the project staff and the facilitator all play a collaborative role in conducting the project including the M&E (Menon et al, 2009:83). This is also in line with some of the principles of participatory approach to development and child rights based approach to development as stated in the theoretical and conceptual framework section. Hence, this solidifies the earlier findings that the SOS project had taken measures to make its M&E process as participatory as possible (Davids et al, 2009; UNICEF 2007).

In association with this, as stated in the response, there is a monitoring and evaluation strategy in place to control and evaluate the process and project outcomes. Even though, each and every member of the project team directly and indirectly involves and contributes towards the

monitoring and evaluation process it is mainly the internal social worker and external social worker that has been appointed by the Department of Social Development that play a prominent role. In the follow up questions to find out the extent to which the children are participative in the monitoring and evaluation mechanism there is a response as follows:

There is also a panel meeting which involves the child, the social worker of SOS and the external social worker that is working for the government and the family of the child. They will discuss all the challenges of the child and how the way forward will be for the child so in every panel meeting and discussion the child is involved the child has a right to give a say to give his or her opinion (Respondent 1).

In light of the response above, the monitoring and evaluation mechanism that has been put in place allows the participation of the children in the project. The reunification and reintegration of children back to their immediate family and community in general demands a careful monitoring and evaluation strategy because the whole process is very sensitive. When dealing with human beings especially children in this kind of situation the issue of monitoring and evaluation is very important.

In summarizing the whole process with regards to the monitoring and evaluation process the internal social worker has provided credible response:

SOS has a policy of monitoring the progress of the child for 6 years after the child is placed in the family and in the community. From the external social worker side they have a legal obligation of to do intervention until the child reaches the age of 18 or matric (Respondent 6).

Hence, it is appropriate at this juncture based on these responses that there is a strong participatory monitoring and evaluation scheme implemented in the SOS project. As stated already, this is in line with the features and principles of participatory monitoring and evaluation.

5.5.2 Assessing the Degree/Level of Stakeholders' Involvement in the PM&E Process

One of the main important questions is to find out how did beneficiaries in this case the children participate in the needs assessment or problem identification that led to the project. Due to the

main reason that stakeholders including the beneficiaries actively took part or participated in the needs assessment and problem identification results in making the M&E process participatory. According to Cohen and Uphoff (1977), participation is formally defined as people's involvement in decision-making processes, their sharing in the benefits of development programs and their involvement in efforts to evaluate such programs. The intensity of participation at the SOS village includes; flow of information between the relevant bodies; consultation, collaboration and empowerment (Sirker and Ezemenari, 2002:3). This is ascertained by the response that had been provided:

Basically it is the residential social worker and the external social worker and the communication between them. We both communicate with each other she goes to find out if the family is suitable for the child to be placed and then I will have a discussion with the child to find out if the child knows any of the family member and ask his or her willingness to go and be placed in that family. So it is about finding about how the child feels about it. I will also have a consultation with the house mom to tell her what is happening so that she is aware she knows the progress so that she can talk to the child through this process. I will then set up a meeting with the external social worker and the family with the child and the house mom and together work out a programme a way forward. The child needs to have a legal process any movement of the child the court needs to know about it. I will then call the panel meeting and engage the family (Respondent 4).

In light of the above response, the researcher began to inquire whether the relevant people in the project team have taken or attended any training on M&E. The response was that of mixed as some of them have attended some level of course on M&E and others are yet to attend a most updated course on M&E that will directly and indirectly assist them in their task within the project.

Some of the responses for the question whether the staff has had training on PM&E and their understanding of the concept are as follows:

How I see monitoring and evaluation is if we set a goal we achieve the goal we just do not leave it there we still go and we still do follow up we still see how does this affect the child. Is this still productive or not? We do this on a monthly basis. We can't just put the child in the community and leave we will still have

to go there out there to monitor how is this process going to evaluate is this is benefiting and developing the child (Respondent 1).

Even though, some of the respondents have not taken an official course on M&E through experience they have been familiar with the M&E. However, this research strongly recommends that this needs to be backed up with an up to date training on M&E.

In association with this, the researcher went on to find out how each respondent understand participatory monitoring and evaluation.

...in the sense of allowing them freedom of expressing themselves...there are panel discussions and teachers are also part of this part of discussion (Respondent 7).

In terms of explaining their understanding of the process of PM&E another response looks like this:

for me it means it is something that has to be done in collective...it cannot be a one man show...it cannot descend from the particular point of view...it has to be a festival of views...giving everyone a chance to contribute and make suggestions and partake on that particular process(Respondent 6).

The next respondent provides this response with regards to the understanding of PM&E: participatory is where you hear from the ground...you hear from them...you get feedback... (Respondent 5).

In terms of including the beneficiaries in the M&E of the project this response provides the relevant answer:

...through my individual sessions with them and always needs to check if there is any concern from their side are they happy in SOS where they are also in school in terms of their progress. We also have called IDP of the child where we look at the strength and the challenges of the child where the child actually sits in that meeting where the child contributes in terms of this are my strengths and these are my challenges we give advice and observation of the child. We look at four areas i.e. mastery, generosity, independence and belonging those are the four areas (Respondent 4).

5.5.3 Assessing Project Outcomes and or the extent to which the project had met its objectives

There are mixed results in terms of the outcomes and or the extent to which the project had met its objectives. The whole reunification and reintegration project is a process and it takes time to really assess the outcome of the project because the children take time to be reunified and reintegrated into their immediate family and community in general. Therefore, in terms of assessing the project outcomes the following response has been provided:

...the reunification program it is benefiting the child helps the child to be accepted back into the community again. It is going to help socially to be a part of a community not just here and become an independent person. The child could also build his or her life. We have quite a successful stories of children reunified into their families went to college and made friends working in DHL work in Old Mutual and another as a successful Chef in a famous hotel. That is how integration programme shows to the community how these children can be a benefit to the community (Respondent 1).

According to guidelines on children's reintegration (2016) reintegration is defined as the process of a separated child making what is anticipated to be a permanent transition back to his or her family and community (usually of origin), in order to receive protection and care and to find a sense of belonging and purpose in all spheres of life. In light of this, there had been mixed results as children are very fragile parts of the society hence need an extra care and protection and assistance before they are able to fully reintegrate and reunify with their families and immediate community.

As stated in the above, there is a mixed result in terms of the project outcomes and the following response consolidates this reality.

...it is going well this year alone we have reunified about 14 children...by the end of this year I will be reunifying 5 with the total of 19 children in total. I would say for 80% of the children it is working for 20% it is not working these are the children with severe challenges and severe needs we do not have the capacity and the resources yet(Respondent 4).

And still another response refers to the mixed result:

...for the kids who did not want to be here this has been very successful...for those who did not want to go home it has not been easy. It is two way...two extreme opposite for those who wanted to go and those who did not want to go... the external social workers would keep on working on the children once the children are reunified back to their family and community (Respondent 5).

Rasaili and Titus (2007) argue that for a successful reintegration of children back into their family demands the co-operation and collaboration of the relevant bodies and members of a reunification programme. They conclude that if the biological parent, are willing to work together in co-operation with other systems (childcare social workers, foster family social workers, biological parents, foster parents) involved in the process, maybe then reunification can become a possibility instead of remaining as an impossible dream (Rasaili and Titus, 2007:55). Therefore, as stated in the above, even though there was a mixed result in the SOS project largely the outcome has been positive in terms of reunifying and reintegrating the children back into their immediate family and the community in general.

5.5.4 Chapter Summary

This chapter has extensively explored the PME process and outcomes of the SOS Children's Village Cape Town South Africa project using both quantitative and qualitative data analyses. The study, through the quantitative and qualitative analyses, attempted to assess the extent of participation of beneficiaries in the process of monitoring and evaluation in the SOS project specifically in the reunification and reintegration programme.

Therefore, as stated in the quantitative analysis and qualitative analysis various themes have been assessed. These include: exploring the organizational structure of the Project team, as well as the Entities involved in the PM&E process of the project; assessing the degree/level of stakeholders' involvement in the PM&E process; assessing project outcomes and/or the extent to which the project had met its objectives.

In light of this, there is a high degree of participation of beneficiaries in the project of reunification and reintegration programme including high degree of involvement and participation in the PM&E process as shown in the evidence and findings from the questionnaires and semi-structured interviews. This has had a positive effect in the project outcomes in terms of the project meeting its objectives. Even though, there are certain elements that need to be improved in the M&E process in general there is positive sign that needs to be

continued in the future. The results in the outcomes are also both positive and negative and these and other related analyses are discussed in detail in the next chapter.



CHAPTER SIX

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 Chapter Overview

This chapter serves as the concluding part of the study and is divided into three sections. The first section presents a summary of the empirical findings from the research. Based on the findings of the study, the second section proposes recommendations that are appropriate for

the enhancement of the PME process in particular and the project in general. The last section provides a relevant conclusion for the study.

6.2 Summary of Findings

The study focused on the assessment of the PME process in NGOs: A case study of SOS Children's Village, Cape Town, South Africa. The objectives of the research include: to provide the study with a theoretical and conceptual framework, through the discussion and/or analysis of applicable PM&E theories and concepts; to outline the overview and organizational structure of the project implementation team of SOS; to identify the different stakeholders involved in the monitoring and evaluation process. To empirically assess the process of PM&E in the SOS Project, that is, to ascertain the level of participation of stakeholders in the monitoring and evaluation process through the examination of the information generation and decision making process and stakeholder involvement in needs assessment, selection of indicators, data collection, data analysis etc; to provide relevant conclusions and recommendations for stakeholders involved in the SOS Project in particular, and other related projects in general. The foregoing was done through the use of both the quantitative and qualitative analytical approaches to social science research.

In light of this, as stated in the above, the research as part of its findings has been able to provide relevant theoretical and conceptual framework and these include providing relevant theories such as the child rights based approach to development and the participatory approach to development. In both of these frameworks the research argued for the need of participation especially beneficiaries in a project specifically in the monitoring and evaluation processes. Therefore, it argued the need for participatory monitoring and evaluation in light of the relevant theoretical frameworks.

The research has also managed to provide with the overview and organizational structure of the project implementation team of SOS also to identify the different stakeholders involved in the monitoring and evaluation process. In terms of the organizational structure SOS has got a programme director, programme coordinator, youth development coordinator, finance administrator coordinator, two social workers (internal and external), a programme assistant, a secretary and 12 SOS mothers. Hence, beginning from the programme director to the 12 SOS mothers there is cooperation and communication with one another in order to implement the SOS project in this case the reunification and reintegration programme. In association with these, the children and the potential immediate family and the community in general are part

and parcel of the monitoring and evaluation process hence the different stakeholders involved in the M&E which leads to participatory approach.

In association with this, one of the main objectives of this particular research was to find out the level and extent of participation of the different stakeholders in the monitoring and evaluation process. As far as the findings with this aspect is concerned in light of the analysis of the data and information there is a high level of participation of the different stakeholders in the SOS project of the reunification and reintegration programme especially in the monitoring and evaluation process. This is ascertained by the fact that even way before the reunification and reintegration programme is started the different bodies within the SOS organizational structure project team alongside with the two social workers (internal and external) with the children and the immediate receiving potential family come together to discuss and communicate with each other and corporate their inputs including the children's inputs as to how the programme goes forward. This is followed by a strong and sustained monitoring and evaluation of the project again allowing the participation of the different stakeholders in the monitoring and evaluation process. Therefore, this research has found out that there is high degree of participation of the different stakeholders in the SOS project including the monitoring and evaluation process.

6.3 Recommendations

In light of the findings however, there are certain recommendations that this particular research is prepared to provide that will assist the SOS project team to capitalize on its strength and to improve upon its weaknesses. As stated in the above, there is a high level of participation and involvement of different stakeholders in the project including the in the monitoring and evaluation process.

However, there is a need for up to date training and staff capability enhancement especially with regards to incorporating and adapting the participatory monitoring and evaluation model in the future SOS projects. Seminars that can enhance the capability of the staff and equip the staff with an up to date knowledge with regards to participatory monitoring and evaluation will continue to empower the staff. Therefore, this research strongly recommends for up to date trainings and staff capability enhancement especially with regards to participatory monitoring and evaluation approach to monitoring and evaluation.

6.4 Conclusion

The study has taken an intrinsic look at the PME process of the SOS Children's Village Cape Town South Africa Project and the outcomes of the project, as well as the relationship between the two phenomena. The study pointed out that the PME process of the SOS project specifically the reunification and reintegration of children back to their immediate family and community in general has been highly participatory. It also established that a relationship exists between the project's PME process and project outcomes.

It is indeed a given that adequate and full participation in PME will enhance project ownership by stakeholders and the efficiency of the project management system, hence better project outcomes. It is thus expedient for government, project and programme managers and other stakeholders to work to ensure that PME moves away from being a mere bureaucratic appendage to a more radical and transformational as well as entirely participatory process of measuring change, as this is crucial towards the better measurement of progress against plans and the realization of stakeholder empowerment and desired project outcomes.



Bibliography

- Adeniyi, D. & Dinbabo, MF. (2016). Evaluating Outcomes from Stakeholders' Perception: Evidence from an Irrigation Project in Nigeria. *Ghana Journal of Development Studies (GJDS)*, 13(2): Pp: 26-47.
- Aubel, J. (2004) 'Strategic Report 9 Participatory Monitoring and Evaluation for Hygiene Improvement beyond the Toolbox. What Else Is Required For Effective PM&E', *Environmental Health Project*. Washington, DC.
- Aycrigg, M. (1998) 'Participation and the World Bank: successes, constraints, and responses', *The World Bank*.
- Babbie, E. (2008) 'The Basics of Social Science Research', (4th ed.), New York: Thomson Wadsworth.
- Babbie, E., & Mouton, J. (2001) 'The Practice of Social Research', Cape Town: Wadsworth Publishing Company.
- Babbington, A. and Farrington, J. (1993) 'Governments, NGOS, and Agricultural Development', *Journal of Development Studies*, 29(2), pp.199-219.
- Banks, N. and Hulme, D. (2012) 'The role of NGOs and civil society in development and poverty reduction'.
- Bayer, W. and Waters-Bayer, A. (2002) 'Participatory Monitoring and Evaluation (PM&E) with pastoralists': *a review of experiences and annotated bibliography*.
- Bell, S. (1996) 'Learning with Participatory Monitoring and Evaluation in Dir District', Northwest Frontier Province, *Pakistan. Systems Practice*, 9(2), 129-149.
- Binnendijk, A. (2006) 'Performance Monitoring and Evaluation Tips', Retrieved from USAID.
- Birungi, S. (2013) 'The role of NGOs in the provision of social protection to orphans and vulnerable children households: A case study of Child Fund in Wakiso District' (Doctoral dissertation, Makerere University).
- Blackstock, K.L., Kelly, G.J. and Horsey, B.L. (2007) 'Developing and applying a framework to evaluate participatory research for sustainability', *Ecological economics*, 60(4), pp.726-742.
- Blauert, J. and Quintanar, E. (2000) 'Seeking local indicators: participatory stakeholder evaluation of farmer-to-farmer projects, Mexico', *Learning from change: Issues and experiences in participatory monitoring and evaluation*, pp.32-49.
- Bratton, W. (1988) 'Nexus of contracts corporation: A critical appraisal', *Cornell L. Rev.*, 74, p.407.
- Brett, J.F., Cron, W.L. and Slocum, J.W. (1995) 'Economic dependency on work: A moderator of the relationship between organizational commitment and performance', *Academy of management journal*, 38(1), pp.261-271.
- Brown, D. and Korten, D. (1989) 'Understanding voluntary organizations', World Bank Working Papers WPS, 258.
- Brundtland, G.H. (1987) 'Report of the World Commission on environment and Development: our common future', United Nations.
- Callistus, A. & Dinbabo, MF. (2014). Social grant, livelihood empowerment and poverty reduction at the household level: empirical evidence from Ghana. *Journal of Social Sciences*. 39(3): 293-302.

- Campbell, L.M. and Vainio-Mattila, A. (2003) 'Participatory development and community based conservation: Opportunities missed for lessons learned?', *Human Ecology*, 31(3), Pp.417-437.
- Campilan, D.M. (2000) 'Emerging Issues and Challenges Conceptual Tools for Tracking Change', *Learning from Change*, pp.192-200.
- Campos, J. and Coupal, F.P. (1996) 'Participatory Evaluation. Prepared for the UNDP' (draft).
- Cernea, M. (1988) 'Involuntary resettlement and development', *Finance and Development*, 25(3), p.44.
- Cohen, J.M. and Uphoff, N.T. (1977) 'Rural development participation: concepts and measures for project design, implementation and evaluation', *Rural development participation: concepts and measures for project design, implementation and evaluation.*, (2). Coupal, F. (2001) 'Results-based Participatory'.
- Democracy in Eastern Europe and Eurasia', pp.1-28. Meyer, C.A. (1999), 'The economics and politics of NGOs in Latin America', Praeger Publishers.
- Dinbabo, MF. (2013). Child rights in sub-Saharan Africa: a call for a Rights-Based Global Research Agenda. *Journal of Social Work*. 48(1): 271 – 293.
- Dinbabo, MF. (2014). Contractual relationships between indigenous CBOs and the community: empirical evidence from Ethiopia. *Journal of Social Sciences*. 38(3):231-240.
- Dinbabo, MF. (2017). Migration Research and Analysis: Growth, Reach and Recent Contributions. In: IOM - International Organization for Migration. Eds. *World Migration Report 2018*, IOM: Geneva. Pp: 318-320.
- Elle, I.& Dinbabo, M. (2015) 'Evidence based policy-making: Chinese investment's impact on women in sub-Saharan Africa', In: Diallo, L & Shizha, E. (Eds.), *Africa in the Age of Globalization: Perceptions, Misperceptions and Realities*, Canada, AshgatePublication, Pp: 151 170.
- Estrella, M. (2000) 'Learning from change: Issues and experiences in participatory monitoring and evaluation', IDRC.
- Estrella, M. and Gaventa, J. (1998) 'Who counts reality?: Participatory monitoring and Evaluation', *a literature review (Vol. 70)*. Brighton: Institute of Development Studies.
- Farrington, D.P. (1993) 'Understanding and preventing bullying. *Crime and justice*,' 17, pp.381-458.
- Freire, P. (1972) 'Education: domestication or liberation?', *Obra de Paulo Freire; Série Artigos*.
- Garbarino, S. and Holland, J. (2009) 'Quantitative and qualitative methods in impact evaluation and measuring results'.
- Govender, I.G. (2016) 'Monitoring and evaluation of HIV/AIDS programmes by Non Governmental Organisations: a case study of uMngeni Local Municipality, KwaZulu-Natal, South Africa (Doctoral dissertation)'.
- Hilhorst, T. and Guijt, I. (2006) 'Participatory Monitoring and Evaluation a Process to Support Governance and Empowerment at the Local Level. Guidance Paper', Amsterdam: KIT.
- Holte-McKenzie, M., Forde, S., & Theobald, S. (2006) 'Development of a Participatory Monitoring and Evaluation Strategy', *Evaluation and Program Planning*, 29(4), 365-376.

- Horton, D. and Borges-Andrade, J.E. (1999) 'Evaluation of agricultural research in Latin America and the Caribbean.Knowledge', *Technology & Policy*, 11(4), pp.42-68.
- Hunter, J. (2009) 'Monitoring and Evaluation: Are We Making a Difference?', Namibia Institute for Democracy.
- Hunter, J. (2011) "Small Talk": developing fluency, accuracy, and complexity in speaking', *ELT journal*, 66(1), pp.30-41.
- Ikebuaku, K & Dinbabo, MF. (2018). Beyond entrepreneurship education: business incubation and entrepreneurial capabilities. *Journal of Entrepreneurship in Emerging Economies*. 10(1): Pp 154-157.
- Ile, I. & Dinbabo, MF. (2014). Evaluating the impact of selected Social Welfare Policies in South Africa (1994-2014): Challenges and Opportunities. *Loyola Journal of Social Sciences*. XXIX (2): 136-157.
- Izurieta, A., Sithole, B., Stacey, N., Hunter-Xenie, H., Campbell, B., Donohoe, P., Brown, J. and Wilson, L. (2011) 'Developing indicators for monitoring and evaluating joint management effectiveness in protected areas in the Northern Territory, Australia', *Ecology and Society*, 16(3).
- Jobes, K. (1997) 'Participatory Monitoring and Evaluation Guidelines Experiences in the Field', Departamento de DesarrolloInternacional.
- Korten, D.C. (1990), 'Getting to the 21st century: Voluntary action and the global Agenda', Kumarian Press.
- Kreuter, F. and Valliant, R. (2007) 'A survey on survey statistics: What is done and can be done in Stata', *Stata Journal*, 7(1), p.1.
- Kultar, S. (2007) 'Quantitative social research methods', New Delhi, India.
- Kusters, C., van Vugt, S., Wigboldus, S., Williams, B. and Woodhill, J. (2011) 'Making Evaluations Matter'.
- Langdridge, D. and Hagger-Johnson, G. (2009) 'Introduction to research methods and data analysis in psychology', Pearson Education.
- Lansdown, G. (2005) 'Benchmarking Progress in Adopting and Implementing Child Rights Programming', London: International Save the Children Alliance.
- Le, T.T.D., Trinh, S.H., Pham, H.M. and Tran, C.T. (2016) 'Burden of hospital acquired infections and antimicrobial use in Vietnamese adult intensive care units', *PloS one*, 11(1), p.e0147544.
- Leedy, P.D. and Ormrod, J.E. (2005) 'Practical research', publisher not identified.
- Lewis, D. (2009) 'Bringing in society, culture and politics: Values and accountability in a Bangladesh NGO', *Cambridge University Press*.
- Lewis, T. (2009) 'Practical financial management for NGOs-Mango', Management Accounting for Non-Governmental Organizations.
- Liebenberg, S. and Stewart, P. (1997) 'Participatory development management and the RDP', Juta.
- Manalo, J.A. and Eligio, A.M.J.E. (2011) 'Making ICT Initiatives More Relevant: Creating Spaces for Farmers' *Participation in ICT Policies in the Philippines*.

- Max-Neef, M.A. (1991) 'Human scale development: conception, application and further Reflections'.
- Mendelson, S.E. and Glenn, J.K. (2002) 'Introduction: Transnational networks and NGOs in postcommunist societies', 'The Power and Limits of NGOs: A Critical Look at Building
- Menon, S., Karl, J. and Wignaraja, K. (2009) 'Handbook On Planning, Monitoring And Evaluating For Development Results', UNDP Evaluation Office, New York, NY.
- Merrington, F. (1992) 'The role of NGOs in Micro-development'.
- Mhone, G.C. and Edigheji, O. eds. (2003) 'Governance in the new South Africa: The challenges of globalisation', Juta and Company Ltd.
- Moschetti, W. (2003) 'An Exploratory Study of Participatory Evaluation and HOPE VI Community Supportive Services'.
- Moullin, M. (2007) 'Performance measurement definitions: Linking performance measurement and organisational excellence', *International journal of health care quality assurance*, 20(3), pp.181-183.
- Mouton, J. and Babbie, E. (2001) 'The practice of social research', Cape Town: Wadsworth Publishing Company.
- Narayan-Parker, D. (1993) 'Participatory evaluation: tools for managing change in water and Sanitation', (Vol. 207), World Bank Publications.
- Neuman, W.L. and Wiegand, B. (2000) 'Criminal justice research methods: Qualitative and quantitative approaches', Boston: Allyn and Bacon.
- Njuki, J., Kaaria, S., Chitsike, C. and Sanginga, P.C. (2006) 'Participatory monitoring and evaluation for stakeholder engagement, assessment of project impacts, and for institutional and community learning and change', Project SN-3 Participatory Research Approaches to Reduce Poverty and Natural Resource Degradation through the Creation of Market Links and Social Control of, p.409.
- Ofori, D.F. (2013) 'Project management practices and critical success factors-A developing country perspective', *International Journal of Business and Management*, 8(21), p.14.
- Parnell, S. (2002) 'Democratising local government: the South African experiment', Juta and Company Ltd.
- Phu, V.D., Wertheim, H.F., Larsson, M., Nadjm, B., Dinh, Q.D., Nilsson, L.E., Rydell, U., Pieterse, E.A. and Simone, A.M. (1994) 'Governance & development: a critical analysis of community based organisations in the Western Cape', Foundation for Contemporary Research.
- Pieterse, J.N. (1996) 'The development of development theory: towards critical globalism', *Review of international political economy*, 3(4), pp.541-564.
- Robeyns, I. (2003) 'Sen's capability approach and gender inequality: selecting relevant Capabilities', *Feminist economics*, 9(2-3), pp.61-92.
- Rowlands, J. and Townsend, J.G. (1996) 'Seeking self-empowerment. In Comunicación presentada en el 28th International Geographical Congress', La Haia.
- Roy, A. (2009) 'Civic governmentality: the politics of inclusion in Beirut and Mumbai' *Antipode*, 41(1), pp.159-179.
- Rubin, F. (1995) 'A basic guide to evaluation for development workers', Oxfam.

- Sangole, N., Kaaria, S., Njuki, J., Lewa, K. and Mapila, M.A. (2014) 'Community based participatory monitoring and evaluation'.
- Sartorius, R. (2000) 'Building Local Capacity for Participatory Monitoring and Evaluation', *In Evaluation and Poverty Reduction: Proceedings from a World Bank Conference* (pp. 133-43). World Bank Publications.
- Schenck, C. and Louw, H. (1995) 'People-centred community development', Koegelenberg, 1995, pp.175-195.
- Schuller, M. (2012) 'Killing with kindness: Haiti, international aid, and NGOs', Rutgers University Press.
- Sen, A. (2003) 'Human Development Index: Methodology and Measurement'.
- Senbeta, F. and Teketay, D. (2003) 'Diversity, community types and population structure of woody plants in Kimphee forest, a unique nature reserve in southern Ethiopia, *Ethiopian Journal of Biological Sciences*, 2(2), pp.169-187.
- Shah, M.K., Kambou, S.D., Goparaju, L., Adams, M.K. and Matarazzo, J.M.(2006) 'Participatory monitoring and evaluation of community-and faith-based programs. A step-by-step guide for people who want to make HIV and AIDS services and activities more effective in their community' Prototype version for field testing.
- Sheira, B. (2013) 'The role of NGOs in the provision of social protection to orphans and vulnerable children households: A case study of Child Fund in Wakiso District' (Doctoral dissertation, Makerere University).
- Sirker, K. and Ezemenari, K. (2002) 'Participatory Monitoring and Evaluation Principles, Action Steps, Challenges', pp.1-22.
- Slater, D., Tacchi, J.A. and Lewis, P.A. (2002) 'Ethnographic monitoring and evaluation of community multimedia centres: A study of Kothmale community radio Internet project', Sri Lanka.
- Slocum, R. and Thomas-Slayter, B. (1995) 'Participation, empowerment and sustainable development. Power, Process and Participation: Tools for Change, Intermediate Technology'.
- SOS Children's Villages International. (2016) 'International Annual Report'.
- South Africa, R. (1994) 'White paper on Reconstruction and Development. Government's strategy for fundamental transformation'.
- Swanepoel, H. and Beer, F.D. (1997) 'Introduction to development studies', International Thomson Publishing.
- Theron, F. and Ceasar, N. (2008) 'Participation a grassroots strategy for development Management'.
- Thomas, D.R. (2006) 'A general inductive approach for analyzing qualitative evaluation Data', *American journal of evaluation*, 27(2), pp.237-246.
- Todaro, J.B. and Smith, M. (2006) 'Training library staff and volunteers to provide extraordinary customer service', Neal Schuman Pub.
- Treurnicht, S. (1997) 'From modernisation to sustainable development', *Introduction to development studies*, Johannesburg: International Thomson, pp.17-41.
- Treynor, W., Gonzalez, R. and Nolen-Hoeksema, S. (2003) 'Rumination reconsidered: A psychometric analysis', *Cognitive therapy and research*, 27(3), pp.247-259.

- Turner, J.R. (2008), 'Handbook of project-based management', McGraw-Hill Professional Publishing.
- Tyndale, W. (2003) 'Idealism and practicality: The role of religion in development. *Development*', 46(4), pp.22-28.
- Ul Haq, M. (2003) 'The human development paradigm', S. Fukuda-Parr and AK.
- Ulleberg, I. (2009) 'The role and impact of NGOs in capacity development, From replacing the state to reinvigorating education', Paris: International Institute for Educational Planning UNESCO.
- UNICEF. (1989) 'Convention on the rights of the child, adopted and opened for signature, ratification and accession by General Assembly resolution', 44/25 of 20 November 1989 entry into force 2 September 1990 (In accordance with article 49).
- UNICEF. (2007) 'The state of the world's children 2008: Child survival ', (Vol. 8). Unicef.
- UNICEF. (2009) 'UNICEF toolkit on diversion and alternatives to detention'.
- Vernooy, R., Qiu, S. and Xu, J. (2003) 'Voices for change: participatory monitoring and evaluation in China', Idrac.
- Vernooy, R., Qiu, S., & Xu, J. (2006) 'The Power of Participatory Monitoring and Evaluation: Insights from South-West China', *Development in Practice*, 16(5), 400-411.
- Vieira da Cunha, P. and Junho Pena, M.V. (1997) 'The limits and merits of participation', (No. 1838), The World Bank.
- Werker, E. and Ahmed, F.Z. (2008) 'What do nongovernmental organizations do?', *The Journal of Economic Perspectives*, 22(2), pp.73-92.
- Ward, P. (2000) 'Getting the Right End of the Stick: Participatory Monitoring and Evaluation in an Organizational Context', In M. Estrella, B. J, C. D, G. J, G. J, G. I, . . . R. R, 'Learning from Change: Issues and Experiences in Participatory Monitoring and Evaluation' (pp. 150-161), London: Intermediate Technology Publications Ltd.
- Wendrock, L.W. (2013) 'Target-group Oriented Monitoring & Evaluation of Community Development Projects—A Case Study of NGO Projects in Kenya'.
- Werker, E. and Ahmed, F.Z. (2008) 'What do nongovernmental organizations do?', *The Journal of Economic Perspectives*, 22(2), pp.73-92.
- White, S.C. (1999) 'NGOs, civil society, and the state in Bangladesh: The politics of representing the poor', *Development and change*, 30(2), pp.307-326.
- Williams, B.K. (2011) 'Adaptive management of natural resources—framework and Issues', *Journal of Environmental Management*, 92(5), pp.1346-1353.
- Wright, G., Noble, M. and Dinbabo, M. (2012) 'Adapting the South African National Income Dynamics Study for use as a Base Micro-data set for SAMOD'.
- Zukoski, A. and Luluquisen, M. (2002) 'Participatory evaluation. Community-based Public Health'.

APPENDICES

Appendix 1: Beneficiary Questionnaire

Assessing the Process of Participatory Monitoring and Evaluation: A Case Study of SOS Children's Village, Cape Town, South Africa

Dear Respondent,

This questionnaire is designed to collect information on the above research topic. All information supplied will be used for academic purposes only. I shall be grateful if the questions are answered truthfully and carefully. You are well assured of the required confidentiality.

Thank you.

INSTRUCTION: Please tick or fill in the gap as appropriate.

SECTION A

Socio-Economic Characteristics of Respondent

1. Gender (1) Male [] (2) Female []
2. Marital Status: (1) Single [] (2) Married [] (3) Divorced [] (4) Widowed []
3. Age: (1) 25 years and below [] (2) 26-35yrs [] (3) 36 -45yrs [] (4) 46-55yrs [] (5) 56-65yrs [] (6) Above 65yrs []
- (3) 5-6 persons [] (4) 7-8persons [] (5) 8-12persons [] (6) 11-12 persons [] (7) Above 12 persons []
4. Educational Status: (1) No formal education [] (2) Primary School [] (3) Secondary School [] (4) Tertiary [] (5) Others (please specify)

Identification of the Objectives of the SOS Children's Village, Cape Town, South Africa

5. What year did you become involved in the SOS Children's Village Project?

6. In your own opinion, what does the SOS Village Project seek to achieve? (Please tick as many as appropriate). (1) Employment [] (2) Income generation [] (3) Socio-economic development of project area [] (4) Increase in agricultural production (5) Provision of water for farm sites all year round [] (6) Others [], please specify

Assessing the Degree/Level of Stakeholders’ Involvement in the PM&E Process

7. Did you participate or were you involved in the problem identification that led to the project or needs assessment for the project? (1) Yes [] (2) No []

8. Is there a feedback process to intimate you on the M&E findings? (1) Yes [] (2) No []

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

	Very Involved (1)	Involved (2)	Somewhat involved (3)	Not involved (4)	Not at all involved (5)
Initial Design of the M&E					
Outcomes choosing					
Selection of indicators					
Data collection for M&E					
Data analysis for M&E					
Determination of findings					
Decisions taken after M&E findings					

10. Are you involved in deciding the infrastructures needed in the project and the activities to be carried out? (1) Yes [] (2) No []

11. Do you belong to any charitable group or association relevant to this project? (1) Yes [] (2) No []
12. If yes, state name.....
13. Do you think the group or association you belong to is influencing decisions taken on the project? (1) Yes [] (2) No []
14. To what extent do you agree with these statements?

	Strongly agree (1)	Agree (2)	Somewhat agree (3)	Disagree (4)	Strongly disagree (5)
I am involved in decisions taken on the project					
I am able to influence project decisions					
Information flow and communication between beneficiaries and implementation agency is good					
The views of all beneficiaries are always considered in the project					
I transfer my local knowledge to project activities					
I collaborate with other colleagues to learn new techniques					

15. What is your overall level of satisfaction with your participation in the M&E process?

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

Examining Project Outcomes

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

	Strongly agree (1)	Agree (2)	Somewhat agree (3)	Disagree (4)	Strongly disagree (5)
There has been an increase in the ability to initiate activities relevant to the project					
There has been a change in the way I utilise resources as a result of the M&E activities					
The project has led to an increase in economic activities					
I am able to solve my own problems through experimentation					
My participation in the project has led to an improvement of my life and that of my household					

17. Have you acquired and/or adopted new knowledge, practices, skills and technologies (through experimentation) as a result of the Project M&E? (1) Yes [] (2) No []

Thank you for your cooperation!!!

Appendix 2: Interview Questions

Assessing the Process of Participatory Monitoring and Evaluation: A Case Study of SOS Children's Village Project

Guiding Questions for Assessing the Process of PM&E in the SOS Children's Village Project

A. Exploring the Organisational Structure of the Project Team, as well as the Entities Involved in the PM&E Process of the Project.

(For Implementing Agency)

1. What are the goals and objectives the project intends to achieve?
2. What are the strategies the project team uses in achieving its goals?
3. Can you briefly explain the organisational structure of the project?
4. What is your role in the project and how does your role relate to other roles in the project team?
5. What mechanisms do you have in place for beneficiaries to be participative in the project?
6. What monitoring and evaluation strategies do you have in place?
7. Were beneficiaries involved in the choosing/selection of indicators to be used in the M&E of the project? If yes, how were they involved?
8. Were beneficiaries involved in defining/outlining outputs and activities that needed to be carried out in the project?

B. Assessing the Degree/Level of Stakeholders' Involvement in the PM&E Process

(For Implementing Agency/Beneficiaries)

1. How did beneficiaries participate in the needs assessment or problem identification that led to the project?
2. How do project meetings take place?
3. What kinds of people participate in meetings?
4. How do you keep records of meetings and progress of the project?
5. How are decisions taken with regards to the project?
6. How are financial decisions taken with regards to the project?
7. How do you report your project activities?
8. What information do you include in your project?
9. How are responsibilities distributed among project beneficiaries and staff?
10. What training have you attended on M&E?
11. What was the content of the training, and how do you implement these new skills and knowledge?
12. Briefly explain the M&E process of this project. How are you part of the M&E process?
13. What does monitoring mean to you in relation to this project and how do you monitor the project?
14. What does evaluation mean to you in relation to this project and how do you evaluate the project?
15. How do you understand participatory monitoring and evaluation?
16. How do you include beneficiaries in the M&E of the project?
17. What role do you play in the involvement of beneficiaries in the M&E
18. What procedures exist to ensure beneficiaries are included in the M&E of the project?
19. What are your responsibilities with regards to M&E of the project?

C. Assessing Project Outcomes and or the extent to which the project had met its objectives

(For Implementing Agency/Beneficiaries)

1. How are the project goals and objectives being achieved?
2. How has the project met the needs of the beneficiaries?
3. What had been the benefit of the project to beneficiaries?
4. How do you think the project is contributing to the improvement of lives of beneficiaries?

