

**PARTICIPATORY EVALUATION AND UTILISATION OF EVALUATION RESULTS
IN SHARE AN OPPORTUNITY-SAO UGANDA**

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CDO	Community development Officer
CVI	Content Validity Index
FGD	Focus Group Discussion
GEM	Girls' Education Movement
HIV	Human Immune Virus
IDI	Child Development Institute
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
NGO	Non Governmental Organisation
PE	Participatory evaluation
PME	Participatory Monitoring and Evaluation
REK	Red Een Kind
SAO	Share An Opportunity
SAS	Senior Assistant Secretary
SHG	Self Help Group
SMOOD	Self Monitoring Of Organisational Development
UNICEF	United Nations Children's Education Fund
UNPF	United Nations Population Fund

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CHAPTER ONE

INTRODUCTION

1.1. Introduction

This study intends to examine the relationship between Participatory Evaluation (here after PE) and utilisation of evaluation results in Share an Opportunity (SAO) Uganda a local Non Governmental Organisation (NGO) in Uganda. PE is the independent variable while utilisation of evaluation results is the dependent variable. The last 30 years has witness an increasing demand for use of PE approaches by stakeholders (Cullen, 2009). The increasing demand for use of PE has not been backed up with empirical research on how PE influence utilisation of evaluation results in local NGOs.

This introductory chapter presents the background to the study, statement of the problem, objectives of the study, research questions, research hypotheses, conceptual framework, scope of the study, significance of the study, operational definition of terms and concepts.

1.2. Background to the Study

1.2.1 Historical background

Participatory approaches to project evaluations can be traced to the 1970s and early 1980s when development work by NGOs was perceived to be irresponsible in addressing the intended beneficiaries' needs and pragmatic utilisation of evaluation results (Chambers, 1992; Townsley, 1996). The pessimism of the traditional approach to project evaluations was that excluding various stakeholder groups in the planning and evaluation process was making development interventions non responsive and less effective due to failure to utilise evaluation results at the grass roots which would guarantee development intervention

effectiveness (Campilan, 2000). To enhance development projects effectiveness and utilisation of evaluations, it was advocated that the views and values of both direct and indirect program beneficiaries, managers, service providers, and other relevant stakeholder groups should be included in program evaluations (Chambers, 1992; Scrimshaw & Gleason, 1992). Including various stakeholder groups in the planning and evaluation process was believed to create development programs that were better suited to these groups' needs and also more effective. Thus, stakeholders were not viewed exclusively as sources of evaluation data but also as important collaborators in the evaluation process (Anne, Chris & Jim, 2011). The PE movement spread into the 1990s and become more vibrant through approaches such as participatory rural appraisal, participatory action research, community-based participatory research, and asset-based community development developed by international development programs supported by well developed PE design and execution manuals for program staff (Cullen, 2009). Since the mid-1990s, PE has been touted as a cure; it assumes that the participation of major stakeholders throughout the evaluation process enhances evaluation use (Pernelle , 2008). He however points out that "Despite the extensive use of this evaluation approach, there is little evidence supporting the logic behind the approach and the assumed link between practitioner participation during the evaluation process and increased use of findings in decision making (p.428).

In this millennium, PE approaches are widely used in international development program with mixed feeling for and against the use of PE (Cullen and Coryn, 2011). More specifically, Patton (2008) and Niba and Green (2009) contend that the shift in thinking towards PE has been advocated for considering local people's perspectives into account in development interventions; pressure for greater accountability; reflecting more on their own experiences, and learning from them; capacitating and empowering communities to take charge of processes that affect their lives. It has ranged from contacts with research personnel, to

participation in design and communication of the research process to involving learning and carrying out the research functions (Cousins and Lorna, 1992). However, there is little research focusing on level of use of PE methods in local NGOs and its impact on utilisation of evaluation findings (Blue, Clapp-Wincek, and Benner, 2009). The literature gaps on the effectiveness of participatory approaches to project evaluation in utilisations of evaluation findings especially among local NGOs in developing countries' development interventions necessitates expanded research in to either rebut or justify their use or recommend ways for them to be improved.

Traditionally, in the context of international development assistance, the objective of evaluation has been to measure project and programme outputs and outcomes (UNICEF, 2006). Segone, (1998) identified three phases in evaluation thinking and practice namely; First generatio1950s – '70s with objective of measurement/comparison focusing on results , Second generation1980s with objective of transparency/accountability focusing on results and third generation1990s with objective of understanding/learning/decision making/positive accountability focusing on results/process/utilization. Segone further asserts that in the third phase, agencies internalized the meaning of and the need for the evaluation function within organizations focusing on evaluation as a strategic tool for knowledge acquisition and construction with the aim of facilitating decision making and organizational learning (p, 456). Governments needed to learn about change processes, principally to enable them build on the strengths of innovation and to replicate success (UNICEF, 2006).

PE is based on the belief that the inclusion of stakeholders in the evaluation process will help improve evaluation utilization and improve decision making (Brisolara, 1998). It emerged as a practical attempt to increase the utilization of evaluation results by increasing ownership of the evaluation process (King, 2005). In PE, trained evaluators work alongside program stakeholders to support program decision-making. These stakeholders include program

sponsors, managers, developers, and implementers who share balanced control with the evaluator and participate extensively in all phases of the evaluation (Cousins and Whitmore, 1998).

1.2.2. Theoretical background

The study will be underpinned by the Vygotsky (1978) socio-constructivist learning theory which assumes that learning is derived from the community and appropriate knowledge based on existing understanding, through interaction with the immediate learning environment. It is a process of interpreting and making sense within a social context (Preskill and Torres, 2000; Rossman and Rallis, 2000). The social constructivism theory of learning and knowledge utilization has been widely used in PE on the basis of what Weiss (2000,p.86) notes that stakeholder beliefs, plausibility, uncertainty, and centrality plays a key role on knowledge creation and sharing for problem solving.

Discussion of evaluation results helps translate the co-constructed knowledge and its application to the specific context ((MacLellan-Wright et al. 2007). Stakeholder involvement in the evaluation's design and implementation is intended to increase: (a) their buy-in to the evaluation, (b) their understanding of the evaluation process, and (c) ultimately, their use of the evaluation's findings (Rosalie and Hallie, 2002). Evaluators are likely to develop a deep, rich understanding of practical contexts and the needs of practitioners through sustained interaction with them. Naturally, such enhanced insight will probably influence design, delivery, and dissemination decisions within the evaluation (Greene, 1992). Program practitioners, too, are likely to benefit, as tighter linkages with evaluators are apt to improve their abilities to incorporate and integrate interpretations of evaluation data into their existing personal knowledge structures and frames of reference (Cousins, 2001).

Cousins and Earl, 1992, 1995(as cited in Cousins, 2001,p.92) extended that that knowledge is socially constructed and that direct participation in evaluation, inasmuch as collaborative

evaluation activities (e.g., data collection, analysis, interpretation) are social acts, will serve as a forum for the integration of evaluation data into collective or shared knowledge representations. They further assert that in a collaborative evaluation approach, primary users of evaluation data participate directly in the evaluation process from start to finish, including many of the technical activities such as instrument development, data collection, processing, and interpretation and reporting (p. 115-116). The evaluator coordinates with responsibility for technical support, training, and quality control, but conducting the study is a joint responsibility..The practitioners "learn on the job" under the relatively close supervision of the expert evaluator and such technical skills are vital to the successful completion of the evaluation. (Cousins, & Lorna, 1992, p.400).

The social cognitive theory will guide this study in that it suggests that the concept of learning for problem solving which in this study is interpreted as instrumental, conceptual and symbolic use of evaluation results. The assumption that learning is derived from interactions with immediate environment suggests to this study that the way the evaluation is designed offers or breaks opportunity for learning. Thus the level of engagement of stakeholders in planning and implementation of PE will significantly influence the level of utilisation of evaluation results in SAO-Uganda.

1.2.3. Conceptual background

Patton (1997) defines evaluation as the systematic collection of information about activities, characteristics and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming. PE therefore is part of an internal learning mode by the different groups involved and/or affected by a program that offers an opportunity to draw lessons from the program experience to directly guide their decisions and actions, and to contribute to the general body of project management and involves use planning and implementation of the evaluation (King, 2005).

Participatory Monitoring and Evaluation (PME) offers development organizations a host of opportunities for improving the performance of programs and building the management capacity of local partners (Rolf, 1997). The participatory nature of an evaluation can be seen as the extent by which stakeholders participate in the following decision points: 1) Deciding to do the evaluation; 2) Assembling the team; 3) Making the evaluation plan; 4) Collecting the data; 5) Synthesis, analysis and verification of the data; 6) Developing future action plans; and 7. Dissemination and use of the outcomes of evaluation activities Burke (1998) .

The study borrows from the above definition and conceptualised PE to include two dimensions of PE planning which has indicators of; Discussions that focus the evaluation, Identifying evaluation team members, Developing evaluation plan , Developing data collection instruments, Developing data collection processes and implementation dimensions under the indicators of ;Collecting data, Reviewing collected data for accuracy , Data Analysis , Data Interpretation, Writing evaluation report and Developing Recommendations PE planning involves demands and expectations of project participants and the technical staff, clarification of roles and tasks and decision on the design of the evaluation based on the needs, interests and expectations of the involved groups (Marcano, Pirela and Reyes, 2004). Rich (1977) conceptualised utilisation of evaluation to include instrumental, conceptual, and symbolic forms of use. Instrumental use emphasises the use of evaluation results for decision making or problem solving. Conceptual use emphasises the use of evaluation for specific documentable use while the symbolic use focuses the use of evaluation results to convince stakeholders to support or defend the project. .

This study borrows from the above definition and conceptualised utilisation of evaluation results to include instrumental, conceptual and symbolic use.

Intervening variables such as financial, time and human resources tend to interfere in the relationship between PE and utilisation of evaluation. Carol (1998) explains that

Instrumental use for decision making is fairly common if the environment of the program is relatively stable, without big changes in leadership, budget, types of clients served, or public support. PE can be constrained by lack of literacy skills, insufficient time and the intensity of analytical work to be undertaken during the evaluation. The evaluation team is comprised of key stakeholders--people who are committed to PME and who are willing to take responsibility for it(Rolf, 1997) Dindo(2000,p. 304) agrees that evaluation is often treated as an add-on responsibility to the already overburdened program staff . Rosalie and Hallie (2002) however attribute little stakeholder involvement to lack of training, skills, and expertise (in collaboration and facilitation) among evaluators; and lack of resources for making evaluation work more inclusive and collaborative. This aligns well with Bamberger's view that the local context of action for an evaluation usually includes such elements as the initial contingencies, monetary resources, and time (Bamberger, Rugh and Mabry, 2006, as cited in Pernelle, 2008,p. 114) and also as emphasized Cullen(2009) that having donor support, in terms of financial and time resources, logistical support, and commitments to the participatory process, is critical to the success of a PE approach(p.106).

From the above it is conceptualized that the resource aspects affecting the relationship between PE and utilization of evaluations are ; Financial in terms of monetary requirements; human in terms knowledge, skills, experience and commitment and time in terms availing oneself for PE reaching consensus and sharing of evaluation findings

1.2.4. Contextual Background

SAO-Uganda is Christian NGO established in 1991 to facilitate local communities in their endeavours to attain a holistic self-sustainable development. SAO implements integrated program for child development and strives to reach vulnerable children in its operational areas located in eastern and central Uganda (SAO Strategic plan, 2010-2015).

In the context of evaluations SAO Uganda major formative evaluation is carried out through end of year evaluation - initiated and conducted internally by the Monitoring and Evaluation(M&E) Specialist and midterm evaluations which are initiated by the donor, spearheaded by external consultants hired by the donors or at times by the donors themselves using pre designed tools. Other formative evaluation involve quarterly and bi annual programme reviews with stakeholders who include local government political leadership, local government technical staff, community opinion leaders, children Community volunteers, School teachers and heads, Police, Youth development groups, Village planning committees, Local artisans, and Self, Help Group (SHG) members. SAO encourages broad participation of stakeholders especially in programme interventions. The participatory approach in SAO involves engagement of community stakeholders through community meetings, trainings, and identification of beneficiaries as has been credited for harnessing project implementation and sustainability. (Teso Vulnerable Children Life Improvement Project, 2013).

Whereas evaluations in SAO follow the ascendant approach through involvement of the different community level stakeholders, from the researcher's personal observation and experience, analysis and dissemination of findings is more formal and usually limited to management, field staff and board members. Similarly, evaluation designing is mostly limited to M&E specialist with participation of field staff in designing tools. At implementation field staffs much engage in data collection, the broader community as respondents but also involve in measurement of achievements. Analysis and interpretation is mostly done by M&E specialist while SAO management and the board are recipients of evaluation findings on which they base to make decisions. Consequently, the utilisation of evaluation results is a preserve of SAO management team and board. Brandon (1998) cautions that if all stakeholder groups are not involved equitably, a single group may co-opt the evaluation

process as it tries to maximize its own importance and worth, thereby are invalidating the evaluation results.

1.3. Statement of the Problem

Much as PE in SAO is appreciated and money, time and human resource invested, there is no empirical evidence of the relationship between the current PE approaches and utilisation of evaluation results in SAO which could be used to justify persuasion of donors and SAO management to promote PE in the organisation. PE in SAO is further constrained by limited funds allocated to the M& E activities, inadequate involvement of stakeholders and frequent evaluations conducted without direct linkage to utilisation of results.

When stakeholders are involved in planning and implementation of evaluation, it increases the utilisation of evaluation results for decision making on the project, documenting the project and persuading stakeholders to support the project (Cousins & Whitmore, 1998; Fetterman and Wandersman, 2007; Rich, 1977; Sarraceno, 1999; Smith, 2007; Titterton and Smart, 2008).

According to Kolir Outcome Monitoring Report (2014, p2), 97.4% of the respondents agreed that community members participated actively in the project. However the report did not relate this participation to utilisation of evaluation. “The SAO M&E Officer is very knowledgeable and is quite familiar with core approaches to monitoring, evaluation and learning (MEL). There is need to support this function further, by committing funds to the construction of a bespoke integrated project data base. Reed Een Kind(REK) should also consider investments in operational research projects over the next project cycle as discussed during the Self Monitoring Of Organisation Development (SMOOD) exercise”(Kolir End of phase(2011-2015) Evaluation Report, 2015, p.34)) This indicates financial constraints to evaluation that could limit stakeholder engagement, length of time the evaluation takes and engaging required skills and expertise. It further indicates that REK (the funding partner) did

not invest in research projects as had been recommended by SMOOD (a form of evaluation) hence a finding that was never utilised.

If PE and utilization of evaluation results is not promoted in SAO, it will encourage unfounded decisions on programmes and projects and subsequently lead to inefficient and ineffective service delivery.

1.4. Purpose of the Study

The purpose of the study is to establish the relationship between PE and utilisation of project evaluation in SAO-Uganda.

1.5. Specific Objectives

- i. To assess the relationship between PE planning and utilisation of evaluation results in SAO-Uganda.
- ii. To examine the relationship between PE implementation and utilisation of evaluation results in SAO-Uganda.
- iii. To find out how resources affect the relationship between PE planning and utilization of evaluation results in SAO-Uganda.
- iv. To establish how resources affect the relationship between PE implementation and utilization of evaluation results in SAO-Uganda.

1.6. Research Questions

- i. What is the relationship between PE planning and utilisation of evaluation results in SAO-Uganda?
- ii. What is the relationship between PE implementation and utilisation of evaluation results in SAO-Uganda?

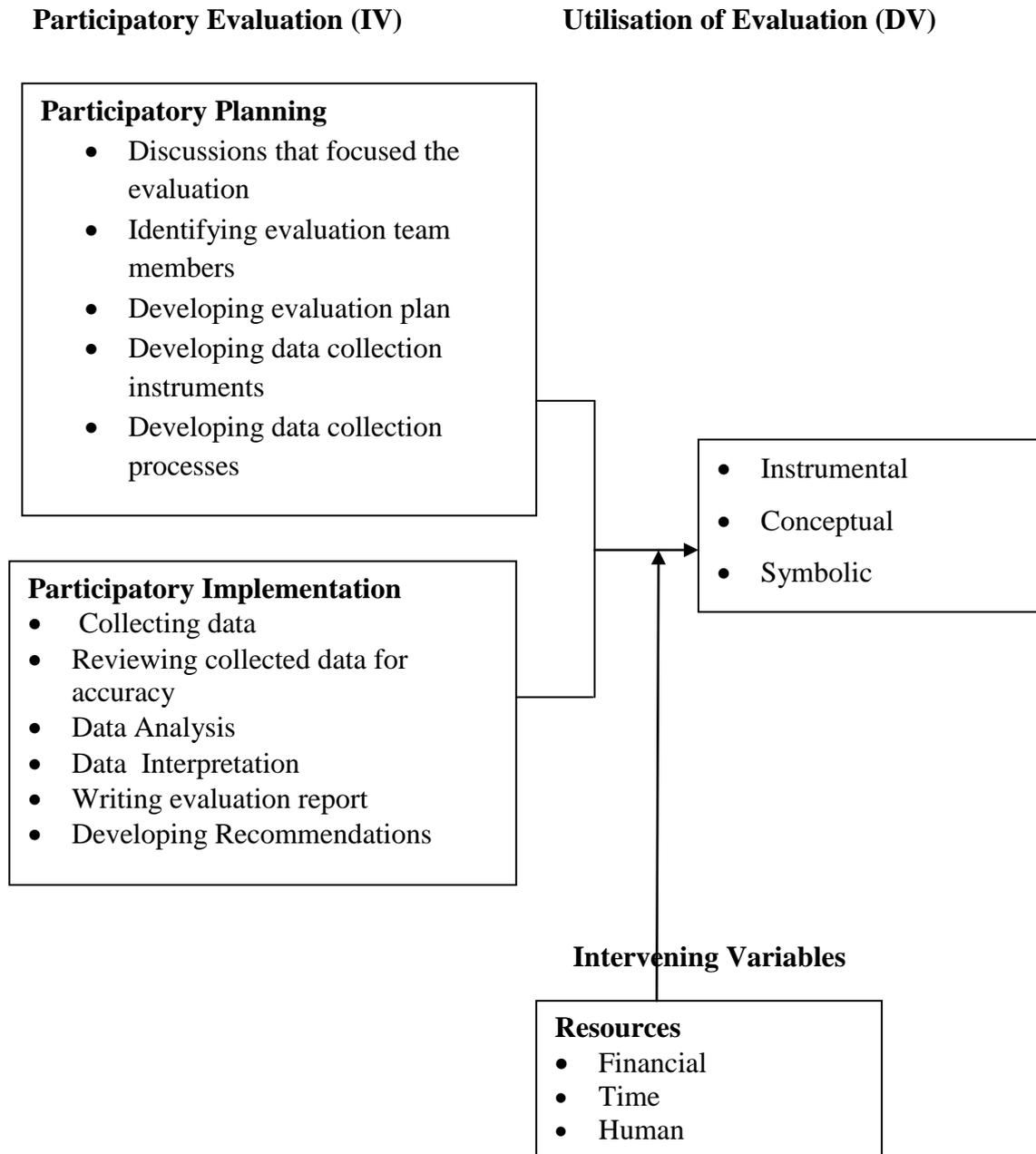
- iii. How do resources affect the relationship between PE planning and utilization of evaluation results in SAO-Uganda.
- iv. How resources affect the relationship between PE implementation and utilization of evaluation results in SAO-Uganda.

1.7. Study Hypotheses

- i. There is a significant positive relationship between PE planning and utilisation of evaluation results in SAO Uganda
- ii. There is a significant positive relationship between PE implementation and utilisation of evaluation results in SAO Uganda.
- iii. Resources significantly affect the relationship between PE planning and utilization of evaluation results in SAO-Uganda.
- iv. Resources significantly affect the relationship between PE implementation and utilization of evaluation results in SAO-Uganda.

1.8. Conceptual Framework

Figure 1 Conceptual framework for the study on PE and utilization of evaluation in SAO Uganda



Source:Adapted from Toal A.S. etal (2008,p.5) and Sarah. B. (2010, p.12) and modified by researcher.

The framework above denotes the relationship between PE (shown as the independent variable) and utilization of evaluation results (shown as the dependent variable) in SAO Uganda. PE comprises dimensions; participatory planning with indicators of discussions that

focus the evaluation, Identifying evaluation team members, developing evaluation plan, developing data collection instruments and developing data collection processes. PE implementation has indicators of collecting data, reviewing collected data for accuracy, data analysis, data interpretation, writing evaluation report and developing recommendations. Utilization of evaluation results has indicators of instrumental, conceptual and symbolic use. The framework further indicates that resources with indicators of financial, time and human resources do affect the relationship between PE and utilization of evaluation results.

All these imply that utilisation of evaluations is dependent upon, participatory planning and participatory implementation and is influenced by resources.

1.9. Scope of the Study

1.9.1. Content scope

The study will concentrate on PE dimensions of planning and implementation as the independent variable. The study will also concentrate on utilisation of evaluation of results which is the dependent variable under the instrumental, conceptual and symbolic use.

1.9.2. Geographical scope

The study will be carried out in the three SAO project units in Eastern and Central Uganda covering three districts of Buikwe, Tororo and Bukedea.

1.9.3. Time scope

The study will cover the period 2010-2015 the time SAO was implementing its five year strategic plan which involved expanded use of PE but was experiencing challenges in the actual utilisation of evaluation results.

1.10. Justification of the Study

For many years, this externally driven approach to project and program evaluation has been considered as the only acceptable way of evaluation and has set the professional standards for evaluation practice. However more recently, there have been moves to re-examine this dominant evaluation approach, spurred by changing perspectives on development and transformation research in general. Secondly, according to IDI (1998) the shift in thinking towards PE has been prompted by: The surge of interest in participatory appraisal and planning, a set of new approaches which stresses the importance of taking local people's perspectives into account; Pressure for greater accountability, especially at a time of scarce resources; The shift within organizations, particularly in the private sector, towards reflecting more on their own experiences, and learning from them; and, moves toward capacitating and empowering communities to take charge of processes that affect their lives.

PE recognizes that by involving those which contribute to or are affected by the program such as local people, collaborating organizations, and program staff: Evaluation achieves a more well-rounded perspective of the program; derives support from a broader base of knowledge, expertise and resources and gains wider ownership and sharing of responsibility. Validity of evaluation is enhanced through the multiple sources being tapped; it is more inclusive since it seeks to accommodate the diverse interests of those involved and becomes ethically sound since it involves those who are most directly affected by its outcomes (Campilan , 2000). The assumed benefits of PE especially for utilisation of evaluation results have lead to the 'bandwagon effect' in international and local NGOs with questions if they actually adopt appropriate PE best practices. For the last two decades, the question of use of appropriate PE best practices in NGOs still looms in the face of scanty empirical studies on the relationship between PE and utilisation of evaluation results especially among local NGOs. This study therefore comes in handy to fill the knowledge gap

and also provide information for best practices that could be used as benchmarks for indigenous NGOs to use PE for effective utilisation of evaluation results.

1.11. Significance of the Study

The study will be useful in the following ways:

- i. To the management of SAO and other indigenous NGOs, the study helps evaluate the PE practices and develop recommendations for strengthening the use of PE policy and practice to guarantee effective utilisation of evaluation results.
- ii. To the academia, the study helps fill knowledge gaps by providing empirical evidence on the relationship between PE and utilisation of evaluation results among indigenous organisations.

1.12. Operational Definition of Terms and Concepts

Participatory evaluation in this study refers to the, planning and implementation of project evaluation which involve stakeholders. **PE Planning** in this study refers to the discussion that focuses the evaluation, identifying evaluation team members, developing evaluation plan, developing data collection instruments and developing data collection processes. .

PE Implementation in this study refers to collecting data, reviewing collected data for accuracy, data analysis, data interpretation, writing evaluation reports, developing recommendations

Resources intervening in the relationship between participatory evaluation and utilization of evaluation in this study refer to financial, time and human resources.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents a review of related literature on PE and utilisation of evaluation results based on what other scholars have opined viewpoints and found world over. The first section presents the theoretical review. This is followed by the actual literature review in relation to the specific objectives.

2.2. Theoretical review

The study will be underpinned by the Vygotsky (1978) socio-constructivist learning theory perspective that assumes that active learners proceed through the construction of their knowledge through interactions with other individuals and the environment during a reflexive process. Interactions and reflection are core components of socio-constructivism and are factors that explain the construction of knowledge. Learning is considered to be a largely situation-specific and context-bound activity (McInerney and McInerney, 2002; Woolfolk, 2001). In the conceptual literature on evaluation, the concepts of interaction and reflexivity are invoked when authors consider learning to be a process of interpreting and making sense within a social context (Preskill and Torres, 2000; Rossman and Rallis, 2000).

The social constructivism theory of learning and knowledge utilization has been widely used in PE. Scholars such as MacLellan-Wright et al. (2007, p.382) contend that during the discussion of evaluation results, the co-constructed knowledge can be translated into decisions relevant to the specific context. External constraints will condition the scope of the co-constructed knowledge that is proposed as actionable knowledge. Decisions are then made about which actionable knowledge should be carried through into an actual action targeting

the initial problem. PE is specific in the sense that learning is believed to develop over the partnership, enabling practitioners to learn how to think and act evaluatively (Patton, 1998).

Several authors include pre-training or continuously as a guiding principle of the proposed PE practice (Titterton & Smart, 2008; , Jacob et al. 2011). These collective learning are the result of negotiations produced under the PE process. Cornwall (2008) believes that this set of interactions is itself a participatory learning process, where local groups take control over their own decisions. PE is therefore a learning process (Bowen & Martens, 2006; Taut, 2007), and researchers have mentioned learning as a central mechanism in PE (Cousins, 2001). It will therefore guide this study as it is believed to be part of PE (Bowen and Martens, 2006; Taut, 2007). Through use of PE , the level of engagement of stakeholders in planning and implementation of evaluations will significantly influence the level of utilisation of evaluation results in SAO-Uganda.

2.3. The Concept of Participatory evaluation

Patton (1997) defines evaluation as the systematic collection of information about activities, characteristics and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming. PE helps the organizations develop and change by program developers and implementers working with evaluators to incorporate evaluation into the program and works best when the program being evaluated is geared towards helping stakeholders become self-sufficient (Patton, 2008)

PE therefore allows for joint development of indicators and measures by the project participants and evaluators hence enhancing usability of findings to project implementers and beneficiaries.

There is little consensus on the meaning of PE with various views as: Involving any type of consultation or interaction with stakeholders, involving key stakeholders in all stages of the

evaluation and expansion of decision making (Cousins & Whitmore, 1998) : “applied social research that involves a partnership between trained and practice-based decision makers, organization members with program responsibility, or people with a vital interest in the program” (Cousins and Earl, 1992, p. 399), “any evaluation that involves program staff or participants actively in decision making and other activities related to the planning and implementation of evaluation studies (King, 2005, p. 241). Rodriguez (2005) argues that PE is more effective than traditional evaluation approaches because of collaboration with stakeholders. As a result of collaboration, stakeholders have increased ownership of the evaluation which, it assumed, increases both the quality of information gained as well as the use of findings. House (2005) equally noted that PE can promote organizational learning as well as self-reflection of those who are involved. . Involvement starts with the design of the questions to be investigated, and continues through information collection, analysis, and interpretation leading to the formulation of lessons learned. It doesn’t end until an action plan for future steps is formulated (Judi, 1999)

Anne et al, (2011) defined PE according to the principal evaluation phases in which different stakeholder groups participate In this dimension, the most important, discrete facets related to the primary activities necessary to execute most evaluations (i.e., evaluation design, data collection, data analysis, developing recommendations, reporting of findings, and dissemination) and interpretation of findings given stakeholders knowledge of local context that most evaluators are not privy to(Cullen, 2009).

From the above definitions, this study borrows the dimensions of PE ie PE Planning and PE Implementation

The **first dimension of PE is the planning** which involves discussions that focused the evaluation, identifying evaluation team members, developing evaluation plan and developing data collection instruments .The planning stage is the most critical to the success and

effectiveness of the PE because it requires a lengthy process of negotiations, contestation and collaborative decision making among various stakeholders (Marisol and John, 2000). For instance, programme managers must decide which group of stakeholders should be involved, to what extent and how roles may range from serving as a resource or informant to participating fully in some or all phases of the evaluation (UNPF, 2001).

The PE facilitator works with stakeholders to define indicators that are practical and important to the stakeholders and helps the team to think carefully about the details of who will participate in each stage of PE, how information will be used to improve the project and how lessons will be shared. Decisions are reached by consensus (Rolf, 1997). Alternatively, community members could define their own criteria for evaluating community-based activities and use these criteria to carry out their own evaluation.(UNPF,2001).

According to UNPF(2001, p.8)staff and several community representatives should convene in evaluation planning meeting to answer the following key questions: Was there commitment to undertake a participatory evaluation?; Why undertake an evaluation and what should be the purpose?; When should the evaluation take place?; What indicators should be used?; What resources and support could be expected from the local NGOs?; Who in terms of profile and skills should be involved in the evaluation?; Where should the training of evaluators take place?

This study lends itself to the above conceptualisation and conceptualised PE planning to include five indicators of discussions that focused the evaluation, identifying evaluation team members, developing evaluation plan, developing data collection instruments and developing data collection processes by SAO-Uganda.

The **second dimension of PE is implementation** which involves, collecting data, reviewing collected data for accuracy, data analysis, and data interpretation, writing evaluation report and developing recommendations. According to Marosol and John(2000, p.31) data

gathering is the next step after information needs and objectives of PE have been identified. Choice of tools and techniques to be used depends on the context and the key questions to be addressed by the stakeholders include; Where can information be found; which tools should be used; Where to gather information and when. CONCERN.(1996, p.43) however points out that some studies may be too cumbersome and thus result into community fatigue in terms of data gathering.

Data analysis involves processing or analysing data that has been monitored and collected (Gasling and Edwards, 1995). In the same vein Marosol and John(200, p.31) points out that data analysis is often taken over by outsiders or stakeholders located at higher institutional levels although the idea of PE is to involve all level and all end users and stakeholders including beneficiaries.

The main criteria for documenting and reporting evaluation findings include; clarity, simplicity brevity, use of visuals, timeliness, familiarity and accessibility (Marosol and John, 2000), more informal styles of like adopting the local language or using more visual techniques(CONCERN, 1997). Rubin(1995, p.54-55) argues that clear rules should be established on how information will be used and disseminated especially when several parties with differing needs and interests are involved..

The above concept guided this study in identifying key indicators of, collecting data, reviewing collected data for accuracy data analysis, data interpretation, writing evaluation report and developing recommendations during PE implementation in SAO Uganda.

2.4 The Concept of Utilization of evaluation

The use of evaluation results is gaining increasing emphasis, especially in today's evidence-based decision making and accountability in policy making. PE is believed to strengthen the use of results (Mueller, 1998; Rebien, (1996) , as cited in (Pernelle, 2008, p.427).

Rich (1977) classified utilisation of evaluation to include instrumental, conceptual, and symbolic uses. Instrumental use emphasises the use of evaluation results for decision making or problem solving. Conceptual use emphasises the use of evaluation for specific documentable use while the symbolic use focuses the use of evaluation results to convince stakeholders to support or defend the project. This conceptualisation is supported by Weaver and Cousins (2004) who identified three overarching goals of PE to include pragmatic justification especially for problem solving or decision making; political such as promotion of fairness, and epistemological concerned with a key aspect of knowledge production.

Instrumental use refer to a direct action occurring as a result of an evaluation(Gary and Melvin, 2003).Its use of evaluation for decision making, to influence what program and policy people decided to do next, use what evaluators had found in order to make wiser decisions(Carol, 1998). Carol further explains that Instrumental use for decision making is fairly common when the evaluator understands the program and its issues, conducts the study, and communicates results and that instrumental use is common if(1) the implications of the findings are relatively non-controversial, neither provoking rifts in the organization nor running into conflicting interests, (2) if the changes that are implied are within the program's existing repertoire and are relatively small-scale, and (3) if the environment of the program is relatively stable, without big changes in leadership, budget, types of clients served, or public support and 4)when the program is in a crisis or paralysis, and nobody knows what to do Through self-assessment,(which is a form PE), stakeholders identify and solve programme related problems themselves thereby strengthening their capacity to be active participants in programme implementation, rather than remaining passive recipients of development assistance .

According to Gary and Melvin (2003, p.294), conceptual use occurs when something is newly learned about a program, its participants, its operations, or outcomes through an

evaluation. Carol.(1998, p.24) asserts to this when she states that the local programme people gain new ideas and insights and if they have been engaged in the process of evaluation, they learn even more about strengths and weaknesses and possible directions for action and they can then use their new conceptual understandings in instrumental ways.

Symbolic use is when an evaluation is used as a process that allows different stakeholders to articulate and present their needs, interests and expectations(UNPF,2001, p.4), waving the flag of evaluation to claim a rational basis for action (or inaction), or to justify pre-existing positions(Gary and Melvin 2003, p.294), using an evaluation to persuade important stakeholders that the program or organization values accountability, when an evaluator is hired to evaluate a program to legitimize a decision that has already been made prior to the commissioning of the evaluation(Dreolin and Christina, 2009).

2.5. Relationship between PE planning and utilization of evaluation

PE as highlighted in the conceptual review is concerned by the discussions that focuses the evaluation, Identifying evaluation team members, Developing evaluation plan , Developing data collection instruments and Developing data collection processes .

Suarez-Balcazar et al. (2003) consider the development of social partnership during evaluation planning to build trust, respect, recognition of the organizational culture of the institutions and popular culture of the community members. From the researcher's view point, this trust raises hope in credibility of findings which translates into utilisation

Trust is achieved by encouraging participation in all the stages of the evaluation process, in the beginning, during data collection, analysis and interpretation of results. To meet the needs of the people, it is necessary to initiate the negotiation process with the stakeholders (Guijt and Gaventa, 1998). This involves identifying what is to be evaluated, when, how and in what way they will collect and analyse information, how they will share or disseminate the results, construction of the variables and evaluation indicators and the timing and terms of

evaluation. Fetterman and Wandersman. (2007) warn that assessment processes need to be adapted and not adopted by communities (p.187). Sarraceno (1999) believes that public participation helps local actors to become aware and facilitate the mobilization, facilitates negotiation among stakeholders, and legitimizes application of the evaluation. According to her, PE assists; in identifying relevant actions and interests, through consultation with local groups of interest, formed by citizens.

Wandersman and Snell-Johns (2005) argue that efforts to promote the community stakeholders exercising their legitimate authority of decision making in the assessment process fosters ownership and control of the evaluation by the community. Community ownership is reinforced through discussion and agreement between the largest possible number of people in the community including government through politicians and technicians. In support, Checkoway and Gutierrez. (2006) examined the planning of PE for youth and found that working with young people who realize evaluative functions in the community had a greater commitment to the roles and responsibilities of the evaluation..

2.6. Relationship between PE implementation and utilization of evaluation

PE approach; assists in identifying relevant actions and interests, through consultation with local groups of interest, formed by citizens. It seeks to ensure the broadest possible representation of groups, neighbours and participants individually and, from their subjective contributions, build consensus among them and strengthen the social fabric (Sarraceno, 1999, Checkoway and Richards-Schuster, 2004). Many evaluation efforts inside and outside of organizations can be enhanced by increasing the connection to the decision-making context within which the evaluation is being conducted and by involving stakeholders in the interpretation and meaning of findings, and development of next steps(Rosalie and Hallie 2002, p.393).

Evaluators and practitioners collaborate in an interactive and reflexive dialogue throughout the data production process. While data are collected, questions emerge and are answered by both actors when necessary (hence the ring around “data collection process”). The data collected are then discussed, analyzed, and interpreted in light of the practitioners’ knowledge of the field and the evaluators’ knowledge of scientific design limitations(hence the ring around “knowledge co-construction process”). During the discussion of evaluation results, the co-constructed knowledge can be translated into decisions relevant to the specific context (Pernelle, 2008). Knowledge can be transformed into potential actionable knowledge if it makes sense to users after having been analyzed and interpreted. First of all, sense is made out of data collected via discussion between evaluators and practitioners. Then, using the practitioner’s knowledge of the field, knowledge produced is integrated into the context to generate actionable knowledge (Landry et al., 2006).as cited in Permelle 2008, p.234.) If stakeholders have roles in the evaluation, their opinions, views, and personal motivations could influence how the evaluation is designed, implemented, reported, and disseminated (Anne . etal, 2011.)

This study will therefore cover the literature gap by examining the PE implementation practices in SAO and how it has affected the utilisation of evaluation.

2.7 How do resources affect the relationship between PE planning and utilization of evaluation?

The planning stage is the most critical to the success and effectiveness of the PE because it requires a lengthy process of negotiations, contestation and collaborative decision making among various stakeholders (Marisol and John, 2000 Anne . etal, 2011) . Determining which stakeholders to include, arranging appropriate time for all stakeholders and bringing all stakeholders at a time are very challenging. It takes time to convince external audiences that participatory evaluations can provide valid and reliable data. Much time is spent to create this

awareness. (Cullen, 2009) He also points out that making sure and facilitating buy-in to the participatory process helps ensure that all stakeholders are committed to the evaluation. Cullen further notes that stakeholders are often not involved in the initial design of the evaluation and normally join the team after the work has been done and as a result they really don't understand why it is being done which is often to fulfil internal reporting requirements.

Concerning human resource, Guijt (2014,p.102) suggests that when young people carry out PE, a facilitator skilled in capacity building and in promoting participation may be the key to success. For example, engaging children in identifying useful evaluation questions or indicators will require certain conditions. Similar considerations apply for situations when children's caregivers are involved. Besides, the people who do evaluation draw from their respective areas of disciplinary specialization, but often without the benefit of any solid preparation and training on evaluation itself. PE is a costly process in terms of money, effort and time. Yet the costs of evaluation are usually not factored into program planning and budgeting. Some programs may even look at evaluation as a luxury that could be done away with when faced with resource constraints. Given the limited resources allocated, if any, to program evaluation, it is not surprising that its conduct and outputs fall short of expectations staff (Dindo, 2000).

2.8 How resources affect the relationship between PE implementation and utilization of evaluation

PE if taken as one time only event will do little to build a sustained capacity for local learning and action and for it to succeed it needs adequate financial and human resources and political commitment to empower local people, relinquish some control, using simple data collection methods and immediate sharing of results with all key stakeholders.. (Rolf, 1997). Cullen (2009, p.205) emphasizes that participants invited for PE often have no experience with evaluation. There is often no time allowed to bring them up to speed. They also often

have trouble with data analysis and writing to a high standard of English as required by the donor. Cullen(2009) studied negative impacts of PE approaches, respondents reported that sample size decreases substantially due to funding and time constraints and technical research skills. Other consequences are difficulty managing multiple stakeholders, lack of stakeholder qualifications (Anne. etal, 2011). The availability of human and material resources for the evaluation will influence the sample size and the choice of interview sites. The availability of various team members and the financial resources necessary for their involvement in the study, will determine the time the evaluation can last, the number of sites that can be visited, and the number of interviews that can be conducted (Judi, 1999). John adds that if evaluation findings suggest program changes that require only limited additional expenditure, then the findings are more likely to be taken on board (John, 2008 .p3). Some respondents however said “If you bring people into the evaluation process the evaluation process will be greatly facilitated. There will be better data. It will be more valid and sound, in that it reflects what they think, more complete because they have a stake in the evaluation process. So, there will be less time spent in data management (Cullen 2009, p.111). Investing in young people’s capacity and their ownership of evaluation results requires time, commitment, capacities to deal with power differences during data collection, analysis and decision making, and resources to enable such a process (Guijt, 2014).

2.9 Empirical Studies

2.9.1 Global

An empirical study by Niba and Green (2005) investigated the value of participation on meeting a project's objectives by comparing the impact of PE and non-PE frameworks, he found that a participatory methodology better enabled the internalisation of HIV/AIDS projects objectives through activities as Focus Group Discussions(FGD). A more recent study by Cullen and Coryn (2011) reported that PE helps to increase the use of evaluation

findings; to diversify the range of stakeholders having a voice of identifying evaluation questions, and to give stakeholders more control of the evaluation process. Scarinci et al. (2009) examined the role and design of a community health education programs evaluation and noted that community helpers provided extensive information for reflections. Using a single-case-study method, Dawson and D'Amico (1985) examined user participation in the evaluation of a secondary school development program over a 2½-year period. In each year of the project one staff member had direct responsibility for evaluation activities while other staff participated in data collection, debriefing, and interpretation of findings. The benefits of participation included increased utilization, defined in terms of formative effects on program development, improved communications, heightened credibility of evaluation, user commitment and advocacy, and improved evaluation quality.

Huberman (1990) examined the dynamics and effects of linkages between researcher and practitioner communities. The study, based on the conviction that "whether or not research findings find their way into practitioner organizations depends on contacts between researchers and practitioners" (p. 364), found that contacts predict both instrumental and conceptual uses of the data. A study by Anne E. et al, (2011) on The Politics and Consequences of Including Stakeholders in International Development Evaluation found that including relevant stakeholders often facilitated data collection and access to data, use and access to local resources, and reduced dependence on hiring external evaluation consultants.

2.9.2 Africa

Jemimah , Susan Colletah and Pascal (n.d) analyzed experience with establishing project / institutional level and community-based PE in Uganda, Malawi, and Kenya and concluded that involving different stakeholders especially communities in PE improves the measurement of the benefits of participatory processes such as empowerment, capacity and

organizational skills. The Community-driven PE system provides relevant information that communities can use to improve the functioning of their projects, communication within the group, and for informed decision making.

2.9.3 Uganda

A correlation study by Emmy (2014) on community participation and outcomes of second Northern Uganda Social Action Fund projects in Dokolo district found that participation in activity monitoring was positively related with project outcomes. A related study by Joyce (2014) examined the relationship between stakeholder involvement and sustainability of girls' education programmes at Girls' Education Movement (GEM) in Uganda using a cross sectional research design found a positive correlation between involvement of stakeholders in monitoring and evaluation and sustainability of the girls' education programme.

Anna (2011) studied the extent to which stakeholders participated in planning, implementation, and monitoring and evaluation of development projects in (NGOs) and Community Based Organisations (CBOs) in Aswa County, Gulu District. She involved 228 males in interviews and FGDs. She found that stakeholders participated highest at implementation stage and lowest at monitoring and evaluation. Other factors that affected participation were limited funding, poor resource utilisation, limited stakeholder knowledge and commitment and lack of transparency in NGOs. She recommended NGOs' involvement of all categories of stakeholders at all levels, capacity building of stakeholders, clarity on roles and responsibilities, better communication and dissemination of reports. In a related study, Anthony (2011) investigated the relationship between stakeholder participation and management effectiveness in 20 secondary schools in Kitgum district using a sample of 174 respondents. He found that stakeholders were involved in school programmes, allocation of duties, and allocation of resources and implementation of programmes, monitoring and evaluation. He concluded that stakeholder participation had influence on school management

effectiveness in raising funds, budgeting and realisation of schools' mission, vision and implementation of government policies. Another study conducted by Betty (2008) sought to find out if community had capacity to participate in planning process in decentralised system of governance. Using a sample of 150 respondents comprising local government leaders, NGOs, and the general community, she found that community found some aspects of planning difficult to understand and recommended empowerment of communities to know their roles by providing proper communication channels.

2.10 Synthesis and Gap analysis

The reviewed literature revealed no empirical evidence on the relationship between PE and utilisation of evaluation. Similarly, there is no conclusive position on the relationship between PE planning and utilisation of evaluation. Moreover, there is no empirical evidence on the relationship between PE implementation and utilisation of evaluation. The examined studies related PE to project outcomes and sustainability using correlation studies and cross sectional studies. For instance Daw-san and D'Amico used single case study to examine PE outside Uganda and was limited to schools. Jemimah, Susan and Colletah involved community level stakeholders but conducted the study across Uganda, Kenya and Malawi and did not focus on NGO. Emmy in a correlational study design, related PE to project outcomes and limited his respondents to beneficiaries and local government technical staff while Joyce limited her's to donors, board members, staff and volunteers and related PE to sustainability. Anna studied PE in NGOs but limited her sample to males, Anthony limited his study to schools and related PE to management effectiveness. This study will fill the knowledge gaps by providing empirical evidence on the relationship between PE, PE planning, PE implementation and utilisation of evaluation in local NGOs using a case study design. It will involve a wide range of stakeholders including SAO staff, Local government technical staff and politicians and community volunteers both males and females.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter presents the research methodology of the study. It describes and justifies the methods and processes that will be used to collect data that will support answering the research questions. The chapter is presented under the following sections: research design, population of study, sample size and selection, data collection methods, data collection instruments, validity and reliability, data collection procedures, data analysis and measurement of variables

3.2. Research Design

Research is the pursuit of truth with help of study, observation, comparison and experiment i.e. systematic method of finding solutions to a research problem identified. The process of research is a systematic method that includes the following in logical sequence: a) defining the research problem. b) Formulating the hypothesis/research questions from the research problem. c) Designing the appropriate research process. d) Collecting facts or data to help answer the research questions, e) Analyzing the data, f) Reaching certain conclusions from the analyzed data hence answering research questions.(Kothari 2003)..

This study will use a case study design using both qualitative and quantitative approaches. Case study design is suitable for investigating a single entity bounded by time and activity (Yin, 2003).Based on this, the case study design will be used since the relationship between of PE and utilisation of evaluation results will be examined in one organisation. The study will be partly qualitative in that data will be collected by use of in-depth interviews with open-ended questions. The findings will be in form of text depicting respondents' expressed views, and direct verbatim words or quotations from the respondents. Qualitative research is

a platform for inquiry and aims to join reasoning to human behavior to obtain an understanding of the factors that influence that behavior (Creswell, 2006). Hence this approach will reveal factors behind utilisation of evaluations in SAO. Quantitative approach will be adopted to help provide data needed to meet required objectives and to test the hypotheses (Mugenda and Mugenda, 1999) related to PE and utilisation of evaluation results. The mixed method will aid triangulation of results.

3.3. Study Population

A population is the complete set of subjects that can be studied: people, objects, animals, plants, organizations from which a sample may be obtained (Shao, 1999). The study will be carried out on an accessible population of 129 subjects consisting of SAO staff, sub county political and technical persons and community stakeholders. SAO staff will include; National Director(1), Programmes Manager(1), M&E Specialist(1), Regional Programme Coordinators(3) and Programme Officers(6) and programme Finance Officers(3). Others will include Sub County Council III Chairperson(3), Sub County Senior Assistant secretaries(3), Sub County Community Development Officers(3), Sub county Councillors(16), Village Council Executive Committee Members(30), Youth Councillors(16) and Community Volunteers(40). These will be considered because they are all instrumental in PE and utilisation of evaluation results. Effective use of evaluation results would contribute to enhanced attainment of project objectives.

3.4 Determination of the Sample size

Researchers usually cannot make direct observations of every individual in the population they are studying. Instead, they collect data from a subset of individuals (a sample) and use those observations to make inferences about the entire population (Zickmund, 1991). Sampling is the process of selecting a sufficient number of elements from the

population so that a study of the sample and an understanding of its characteristics would make it possible to generalize such characteristics to the population elements. Sample size therefore is the total number of elements selected to represent the population of study (Amin ,2005). The sample consists of individuals with defined common characteristics as identifiable by the researcher (Creswell, 2006). The study will select up to 116 respondents based on Krejcie and Morgan (1970). The sample size of 116 respondents was regarded as researcher’s saturation point, the same sample size which he also considered big enough to make the findings representative to the study population.

The Sampling procedure is as shown in table 1 below:

Table 1: Population Category and Sample size of the Respondents

Sn	Population category	Population	Sample	Sampling technique
1	SAO Director	1	1	Purposive
2	Programmes Manager	1	1	Purposive
3	Monitoring and Evaluation Specialist	1	1	Purposive
4	Regional Programmes Coordinators	3	3	Purposive
5	Programme Officers	6	6	Purposive
	Programme Finance Officers	3	3	Purposive
6	Sub County Council III Chairpersons	3	3	Purposive
7	Sub County Senior Assistant secretaries(SAS)	3	3	Purposive
8	Sub County Community Development Officers(CDO)	3	3	Purposive
9	Sub county Councillors	16	14	stratified
10	Village Council Executive Committee Members	30	28	Stratified
11	Youth Councillors	16	14	stratified
12	Community Volunteers	40	36	stratified
	Total	126	116	

Source: SAO Records, 2010

3.5. Sampling Techniques and Procedures

3.5.1. Purposive Sampling

Purposive sampling is suitable to select individuals within the sample who have specialized information or experiences about the study problem by virtue of their managerial position on project (Amin 2005). This study will use purposive sampling based on judgment on possession of specialized managerial experiences and knowledge on PE and utilisation of evaluation results in SAO-Uganda. Purposive sampling will be used for all SAO staff and Sub county SASs, LCIII Chairpersons and CDOs

3.5.2. Stratified Sampling

In stratified sampling, the sampling frame is divided into homogeneous and non-overlapping subgroups (called “strata”), and a simple random sample is drawn within each subgroup (Bhattacharjee, 2012). This study will use stratified random sampling to select Sub county Councillors, Village Council Executive Committee Members, Youth Councillors and Community Volunteers. Here, the list of the subjects will be prepared for each category across SAO project area (sampling frames), then a corresponding random sample will be drawn from each category to raise the required number of respondents. The researcher will use the lottery approach where names in each category will be written on tag and one picked at a time until the required number is reached. Use of stratified random sampling technique will reduce on sampling errors because the elements (respondents) within each stratum are as homogenous as possible and will enable the researcher to collect data, analyze it and interpret it according to the strata created.

3.6 Data Collection Methods

Data will be collected from the population using the following data collecting techniques as described below:

3.6.1. Questionnaire Survey Method

A questionnaire survey is a data collection approach using a questionnaire issued to a wide sample of respondents to solicit for their views in the study problem and objectives (Amin, 2005). A series of questions that are easy and convenient to answer but can describe the intended practices or behaviors relating to PE and utilisation of evaluation will be formulated into a questionnaire which will be used to collect primary data from all the 116 selected respondents. The questionnaire will be used because it is cheaper for data collection (Amin, 2005) and can collect large amounts of data in short time from the three districts where SAO-Uganda operates.

3.6.2. Interview method

Using the interview technique allows the researcher to obtain in-depth descriptions of the interviewee's viewpoints within a highly intricate contextual setting (Creswell, 2006). It involves a social relationship between the interviewer and interviewee in whom social roles, norms, and expectations are involved (Cooper and Schindler, 2006). In using the interview method the researcher will interview 3 respondents namely the National Director, Programs Manager and M&E Specialist. These will be interviewed face to face to obtain in depth qualitative data on PE and utilisation of evaluation results in SAO-Uganda.

3.6.3. Documents Review

Documents review will involve reviewing existing documents to obtain secondary data on the PE and utilisation of evaluation by examining the available project evaluation documents. These will include M&E policy documents, monthly and annual M&E reports and any incidental data on project evaluation in SAO-Uganda.

3.7. Data Collection Instruments

3.7.1. Self-administered Questionnaire

The study will use a close ended questionnaire divided into sections of background information, PE and utilization of evaluation. A standard Questionnaire on a five point Likert scale will be used to get quantifiable primary data from individual respondents on a scale of 5- Strongly Agree; 4- Agree; 3- Not Sure; 2- Disagree; 1- Strongly Disagree designed specifically for this study.

3.7.2. Interview guide

Interview schedule will include open ended questions along areas of PE planning and PE implementation and how they influence utilisation of evaluation results.

3.7.3. Document review checklist

The documents review checklist will cover key areas but not limited to evaluation proposals and reports in SAO from which the study will focus on identifying useful data for use to achieve the study objectives.

3.8. Pre-Testing (Validity and Reliability)

This research strives to ensure that the data collection procedures are reliable and valid. Reliability and validity are critical to credibility and believability to the study findings (Neuman, 2003).

3.8.1. Validity

Validity suggests that data is truthful and aligns with reality (Neuman, 2003). The validity of the instrument measures the relevance of the questionnaire item in measuring the variables they are supposed to measure (Sekeran, 2003). Validity will be tested using the Content Validity Index (CVI). This will involve judges scoring the relevance of the questions in the

instruments in relation to the study variables and a consensus judgment given on each variable taking only variables scoring above 0.70. The CVI will be arrived at using the following formula.

$$\text{CVI} = \frac{\text{Total number of items declared valid}}{\text{Total number of items}}$$

Validity will also be achieved through the sharing of the researcher's interpretations of collected data with study participants. As such Interviewees will be given an opportunity to review the transcribed data in order to clarify and confirm their statements and triangulation by comparing data collected via the different methods and tools . The pilot participants will also promote validity through the review of the study questions for effectiveness

3.8.2 Reliability

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials (James, 1970). It will be tested using internal consistency reliability by Cronbach's alpha, reliability measure.

3.9 Procedure of Data Collection

The data collection methods involves interviewing of participants and field research notes (Creswell, 2006). Data will be collected from the sample population using the following data collecting techniques or instruments described below:

3.9.1 Questionnaires

The respondents will indicate their views within closely defined alternatives based on their experiences with PE and utilisation of evaluation in SAO Uganda. The questionnaires will be mailed to the respondents and they mail back to researcher for staff and deliverer and drop and pick up after respondents have responded for other categories. Mailing and dropping the

questionnaire will be convenient to the researcher in saving time and costs as well as ensuring maximum coverage. The researcher will ensure a high response rate by writing a cover letters to the respondents that explains the purpose of the research, checking on the respondents through telephone calls and incentives such as promises of provision of research findings as prescribed by Shao (1999).

3.9.2 Interviews

Interview guides will be used to elicit more in depth feel and opinions of respondents on participatory evaluation in SAO. The researcher will set appointments at the convenience of both the researcher and the respondents. Interview questions are appropriate for the case study because the questions are qualified and clarified by the respondents and no limit to the number of possible answers (Neuman, 2003). During each interview, field research notes for nonverbal gestures where appropriate will be annotated. After each interview, participants will be informed of the possibility of follow-up interviews, if additional information or further clarification is needed during the analysis of the findings of this study progresses.

3.10 Data Analysis

Data analysis process will entail organizing and analyzing the accumulated mass of detailed information obtained from the field into a comprehensive research report. Quantifiable data will be tabulated using frequency tables, percentage tables, pie-charts, graphs, means and standard deviation. Correlation analyses will used to show the relationships between the variables for easy understanding and interpretation. All data collected through interview s and field notes will be transcribed. The researcher will review the data for accuracy and confirmation and all textual expressions will be listed by relevancy to the study. Any redundant, vague, or overlapping textual expressions will be reduced and eliminated to determine the remaining invariant elements. The data will then arranged according the

themes of study in each main section like response profile and on each of the investigative questions the study seeks to answer. The responses will be pooled together to get the overall score and opinion on participatory evaluation and utilization of evaluation results in SAO Uganda

3.11 Measurement of Variables (Quantitative studies)

The specific data analysis techniques to be used will include the following; ANOVA for generalization of sample findings to the study population , Likert Scale for rating responses, measures of central tendency (specifically mean) and measures of dispersion (variance, standard deviation, coefficient of variation).

3.12 Ethical Considerations

Research ethics is the multi-dimensional process that involves the personal moral code and integrity of the researcher and the research processes and methods should be designed to avoid unnecessary or irreversible harm and secure the voluntary consent from study participants (Neuman, 2003). The research will be conducted with due respect to ethical considerations. The researcher will obtain the consent of the respondents to participate in the study and also be mindful about treating the respondents' views with utmost confidentiality. Study communications will be limited to only research participants. The purpose, structure, and format of the study including all confidentiality and anonymity procedures will be explained in the Letter of Informed Consent and each participant will be informed that no personal risk would result from this study.

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APPENDICES

Appendix 1 Questionnaire for all Respondents

TOPIC

Participatory Evaluation and Utilization of evaluation in Share an Opportunity Uganda

INTRODUCTION

My name is Paul Patrick Luutu pursuing a Masters Degree in Monitoring and Evaluation at Uganda Technology and Management University. I am interested in establishing the relationship between Participatory Evaluation and Utilization of evaluation in Share an Opportunity Uganda. You have been selected as a respondent to provide us with your views on this study. Your views will be kept and treated confidentially in line with the study.

SECTION I: BACKGROUND INFORMATION

Tick Appropriately

1. Your location

1	Buikwe	2	Tororo	3	Kolir	4	SAO Head Office
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2. Gender

1	Male	2	Female
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3. Level of education

1	Primary	2	Secondary	3	Tertiary	4	University	5	Others(Specify)
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4. Your position :

1	SAO Staff	2	LC III Chairperson	3	Senior Assistant Secretary (SAS)
4	Youth Councillor	5	Sub county Councillor	6	Community development Officer (CDO)
7	Community Volunteer	8	Village Council Committee Member		

5. If SAO staff, What is your job position

1	National Director	2	Programme Manager	3	M&E Coordinator
4	Programme Coordinator	5	Programme Officer	6	Programme Finance Officer

SECTION II: PARTICIPATORY EVALUATION

Instructions

Indicate the extent to which you agree or disagree with the following statements about participatory evaluation in Share an Opportunity Uganda

Please use the key below to indicate your opinion:

(1) Strongly agree (2) Agree, (3) Not sure (4) Disagree (5) Strongly disagree

Tick in the appropriate box

Scale	1	2	3	4	5
PARTICIPATORY EVALUATION PLANNING					
Discussions that focused the evaluation					
Project stakeholders discuss the purpose of evaluation of SAO supported projects.					
Project stakeholders discuss whether or not to carry out evaluation of SAO.					
.Project stakeholders decide for whom evaluation should be done in SAO					
Project stakeholders decide on what to evaluate in SAO supported projects.					
Project stakeholders decide on how the evaluation in SAO should be conducted.					
Project stakeholders discuss their needs during planning of evaluation in SAO					
Project stakeholders discuss their interests during planning of evaluation in SAO					
Identifying evaluation team members					
Project stakeholders identify people to participate in the evaluation.					
Project stakeholders select people to participate in the evaluation of SAO projects.					
Project stakeholders clarify their roles in evaluation of SAO supported projects.					
Developing evaluation plan					
Project stakeholders set performance questions during evaluation planning in SAO.					
Project stakeholders set targets during evaluation planning in SAO.					
Project stakeholders determine the indicators that are important to them.					
Project stakeholders define the indicators that are important to the stakeholders					
Project stakeholders determine the sources of information for evaluation.					
Project stakeholders determine the baseline information from which progress					

will be measured during evaluation.					
Project stakeholders determine how data will be collected during evaluation.					
Project stakeholders determine when data will be collected during evaluation.					
Project stakeholders determine when collected information will be reported on.					
Project stakeholders determine where collected information will be reported.					
Project stakeholders determine how information will be used.					
Project stakeholders create a plan for stakeholder involvement in evaluation.					
Developing data collection instruments					
Project stakeholders make choice of tools to be used during evaluation.					
Project stakeholders make choice of techniques to be used during evaluation.					
Project stakeholders develop questionnaires used during evaluation.					
Project stakeholders develop interview schedules used during evaluation.					
Developing data collection processes					
Project stakeholders participate in identifying data needs during evaluation.					
Project stakeholders participate in review of existing data during planning of evaluation of SAO supported projects.					
Project stakeholders identify data gaps during planning of evaluation.					
Project stakeholders agree on data collection strategy during planning of evaluation.					
Project stakeholders identify respondents during planning of evaluation.					
Project stakeholders develop sampling frame for the selection of the respondents during evaluation.					
PARTICIPATORY IMPLEMENTATION					
Collecting data					
Project stakeholders distribute questionnaires to respondents during evaluation.					
Project stakeholders record responses of respondents during evaluation.					
Project stakeholder conduct interviews during evaluation.					
Project stakeholders conduct focus group discussions during evaluation.					
Project stakeholders review of project documents during evaluation.					
Project stakeholders provide information on projects during of evaluation.					
Reviewing collected data for accuracy					
Project stakeholders verify the data collected during evaluation.					
Project stakeholder get an opportunity to express what is new to them about the data collected during of evaluation.					
Project stakeholders get an opportunity to express what is confirmed by the collected data that they already knew.					
Project stakeholders get opportunity to express what is missing in the collected data that they thought they would see.					
Data review is made a voluntary event to allow all stakeholders freely participate.					
Data Analysis					

Project stakeholders participate in the check of raw data to avoid garbage in and garbage out					
Stakeholders organize data into frequency ,bar charts, line charts, pie charts, pictograms e.t.c					
Stakeholders participate in identifying themes along which data is arranged					
Stakeholders participate in arranging the data according to the themes					
Project stakeholders participate in synthesis of data collected during evaluation.					
Project stakeholders use their own criteria to analyze data collected during evaluation.					
In SAO Uganda data analysis is often taken over by outsiders.					
In SAO Uganda data analysis is often taken over by stakeholders located at higher institutional levels within SAO.					
Data Interpretation					
Project stakeholders use their own criteria to interpret data collected during evaluation.					
Project stakeholders independently ponder upon the collected data to enable them make meaning of it.					
Data is displayed in a visually pleasing, easy-to-follow format that allows stakeholders to independently interpret the data					
Project stake holders are provided with data prior to data discussion sessions to help them make sense of the data collected.					
Project stakeholders participate in organizing data into visualizations as charts, graphs which increase their ability to understand relationships among the data paving the way for rich conversation.					
Project stakeholders express the meanings of collected data based on own experience / perspectives.					
Project stakeholders are allowed to express alternative meanings of collected data based on their own experience and perspectives.					
SAO Uganda evaluation, project stakeholders discuss potential conflicts related to meanings of data collected on SAO supported projects					
Writing evaluation report					
Project stakeholders participate in formulation lessons learnt during evaluation.					
Project stakeholders determine what reports are to be produced during evaluation.					
Project stakeholders determine who are responsible for production of evaluation reports					
Project stakeholders determine the recipients of the evaluation reports					
The evaluator develops the agenda that elicits constructive discussion of the evaluation report by project stakeholders.					
The evaluator prepares presentation that elicits constructive discussion of the evaluation report by project stakeholders.					
The evaluation process facilitates project stakeholders' confidence in using the data for reporting					

Developing Recommendations					
SAO Uganda engages stakeholders in a manner that makes them become better-informed to make recommendations					
Project stakeholders are simply offered with a final evaluation report with findings and recommendations drawn					
Project stakeholders are presented with first drafts of evaluation findings, giving them the chance to provide their input on recommendations					
In SAO project stakeholders are asked to reflect on which recommendations are most relevant to SAO's work					
RESOURCES					
Financial					
SAO lacks of resources for making evaluation more inclusive.					
SAO Uganda lack of resources for making evaluation more collaborative.					
SAO uses evaluation results for decision making so common when they do not cause big changes in budgets.					
Donors commit enough financial resources to facilitate evaluation in SAO					
The costs of evaluation are not factored into program planning and budgeting.					
Some people in SAO look at evaluation as a luxury that could be done away with when faced with resource constraints					
Sample sizes decrease substantially during evaluation due to financial constraints.					
The length of time the evaluation can last decreases due to the financial constraints					
The number of sites that can be visited during evaluation decreases due to financial constraints.					
The number of interviews that are e conducted during evaluation decreases due to financial constraints.					
Time					
Evaluation is treated as an add-on responsibility to the already overburdened program staff					
Project stakeholders do commit enough time to participate in evaluation					
Stakeholder participation in SAO evaluation is hindered by lengthy process of negotiations among various stakeholders					
There is often no time allowed to bring stakeholders with no experience in evaluation to the same pace with those who know.					
The sample size decreases during evaluation due to time constraints.					
The choice of interview sites decreases during evaluation due to time constraints					
Human					
Stakeholder participation in SAO evaluation is constrained by lack of literacy skills.					
Evaluators in SAO Uganda lack enough training, skills and expertise to involve all stakeholders in evaluation as required.					

Some evaluation activities are too cumbersome for stakeholder participation					
Facilitators of evaluation in have necessary training on monitoring and evaluation					
In SAO Uganda, there is commitment to empower local people by using simple data collection methods.					
Stakeholders who are invited to participate in evaluation have no experience in evaluation.					
The sample size during evaluation decreases due to unavailability of human resources					
The number of interview sites during evaluation decreases due unavailability of human resources.					
The length of time the evaluation lasts decreases due to unavailability of human resources.					
The availability of human resources determines the number of interviews that can be conducted					
UTILIZATION OF EVALUATION					
Instrumental Use					
SAO uses evaluation results to solve problems relating to programme interventions.					
SAO uses evaluation results to take actions for improving programme interventions					
In SAO evaluation findings inform the policymakers opinions about feasibility of implementing the program					
In SAO Uganda, evaluation reports stimulate individuals to think more about the program work,					
In SAO Uganda, evaluation reports stimulate individuals to think more about their expectations for the programme outcomes					
In SAO Uganda policymakers shift their attitudes about work-oriented reforms when they read evaluation reports					
Conceptual Use					
Stakeholders improve their personal knowledge through participating in evaluation.					
Stakeholders improve their personal abilities through participating in evaluation.					
Project stakeholders change their beliefs based on their participation in evaluation.					
Evaluation findings constitute an authoritative source that one relies upon to try to change the attitudes and behaviors of others.					
Project Stakeholders learn new skills, such as collaboration, survey techniques through participation in evaluation.					
Evaluation findings change stakeholders' attitude from positive to negative.					
Evaluation findings change stakeholders' attitude from negative to positive.					
Symbolic					
SAO Uganda uses evaluation results to convince donors to give financial					

support for the programmes .					
SAO uses evaluation findings to solicit public support for the cause specific interventions.					
In SAO Uganda outcome of evaluation provides a basis for improvement of welfare of the children.					
SAO Uganda uses evaluation findings to support previously concluded issues.					
In SAO Uganda, evaluation findings are used to justify her proposals					
SAO uses evaluation findings to persuade policymakers that program should be supported					
In SAO opinion minorities use evaluation findings to counter widely held attitudes/ practices.					
In SAO persuasive arguments are developed based in data from evaluation					

The End

Thank You for Your Cooperation

Appendix 2. Interview Guide for Key Informants

Interview schedule for SAO National Director, Programmes Manager and Monitoring and Evaluation Specialist.

1. Do you participate in SAO monitoring and evaluation activities?
2. How do you participate?
3. How often do you participate?
4. Who determines participants in SAO monitoring and evaluation?
5. What is the benefit of participating in monitoring and evaluation activities?
6. Does the way SAO plans evaluation encourage participation?
7. Does the way SAO implements evaluation encourage participation?
8. What are the gaps in SAO evaluation planning?
9. What are the gaps in SAO evaluation implementation?
10. How do financial resources affect SAO evaluation planning?
11. How do human resources affect SAO evaluation planning?
12. How does time availability affect SAO evaluation planning?
13. How do financial resources affect SAO implementation?
14. How do human resources affect SAO evaluation implementation?
15. How does time availability affect SAO evaluation implementation?
16. How are monitoring and evaluation reports/ findings used in SAO Uganda?**The End**

Thank You for Your Cooperation.