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

BY

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REG NO: JAN 15/PM&E/0637U

A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS AND MANAGEMENT IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER'S IN PROJECT MONITORING AND EVALUATION OF UGANDA TECHNOLOGY AND MANAGEMENT UNIVERSITY (UTAMU)

AUGUST 2016

DECLARATION

I, LUUTU PAUL PATRICK, do declare that the work herein is presented in its original form and has not been presented to any other university or institution for any academic award whatsoever.

Sign………………

Date……………..

APPROVAL

This is to certify that this work has been done under my supervision and submitted for examination with my approval.

Signature ………………………………….

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Date: …………………………………………

DEDICATION

This work is dedicated to my mother, Princes Justine Teberamusa Nattu, my wife and children, without whose inspiration and assistance I would not be what I am today.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

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	International Development Institute
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
NGO	Non Governmental Organization
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 Organizational Development
UNICEF	United Nations Children's Education Fund
UNPF	United Nations Population Fund
PEP	Participatory Evaluation Planning
PEI	Participatory Evaluation Implementation
TAI	Transform Aid International
CCCD	Child Centred Community Development
SPSS	Statistical Package for Social Scientists

ABSTRACT

This study investigated Participatory Evaluation (PE) and Utilization of Evaluation in SAO Uganda. Specifically, the study: assessed the relationship between PE planning and utilization of evaluation; examined the relationship between PE implementation and utilization of evaluation; and, found out the effect of resources on the relationship between PE and utilization of evaluation in SAO-Uganda. This quantitative and qualitative case study design selected of 116 respondents from 129 subjects consisting of SAO staff, local government politicians, technical persons and community stakeholders, using purposive and stratified sampling. They responded to closed ended self-administered questionnaires and interviews which were analyzed using SPSS and interpreted according to respective themes. Cronbatch's alpha reliability measure provided by SPSS was used to measure the reliability of the questions.

The study found a weak positive statistically non-significant relationship($r=0.194$, $sig=0.059$) between Participatory Evaluation Planning (PEP) and utilization of evaluation and a weak positive statistically significant relationship ($r=0.366$, $sig=0.000$) between Participatory Evaluation Implementation (PEI) and utilization of evaluation. Resources significantly influenced the relationship between PE and utilization of evaluation ($sig=0.004$ 0.5). The moderating effect of resources makes PEP a weaker determinant of utilization of evaluation ($B=0.021$) and PEI a stronger determinant ($B=0.366$).The study concluded that stakeholders are engaged less on major decisions and tasks of PEP and participation drops from data collection, through analysis to interpretation, then rises at reporting. The sample size, interview sites and the length of time the evaluation lasts decreases due to limited time, financial and human resources. SAO uses evaluation results so commonly when they do not cause big budget implications. The study recommended stakeholder engagement for relevant decisions and tasks of PE, innovative utilization of existing and mobilization of more resources to improve PE and utilization of evaluation.

CHAPTER ONE

INTRODUCTION

1.1. Introduction

This study examined the relationship between Participatory Evaluation (hereafter PE) and utilization of evaluation results in Share an Opportunity (SAO) Uganda, a local Non Governmental Organization (NGO) in Uganda. PE is the independent variable while utilisation of evaluation results is the dependent variable. The last 30 years has witnessed an increasing demand for use of PE approaches by stakeholders (Cullen, 2009, p.141). The increasing demand for use of PE has not been backed up with empirical research on how PE influences utilization 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 and definition of operational 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 irresponsive in addressing the intended beneficiaries' needs and pragmatic utilization of evaluation results (Chambers, 1992, p.61 and Townsley, 1996, p.168). The pessimism of the traditional approach to project evaluations was that excluding various stakeholders from the evaluation process was making development

interventions non-responsive and less effective due to failure to utilize evaluation results at the grassroots which would guarantee development intervention effectiveness (Campilan, 2000, p.231). To enhance development project effectiveness and utilization 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 programme evaluations (Chambers, 1992, p.67; Scrimshaw & Gleason, 1992, p.248). Including various stakeholder groups in the evaluation process was believed to create development programmes 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, p. 44).

The PE movement spread into the 1990s and became more vibrant through approaches such as participatory rural appraisal; participatory action research, community-based participatory research, and asset-based community development introduced by international development programmes supported by well developed PE design and execution manuals for programme staff (Cullen, 2009, p.148). 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, p.427). 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 programmes with mixed feeling for and against its use (Cullen and Coryn, 2011, p.524). More specifically,

Patton (2008, p.38) and Niba and Green (2009, p.395) 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, p.29). There is little research focusing on level of use of PE methods in local NGOs and its impact on utilization of evaluation findings (Blue, Clapp-Wincek and Benner, 2009, p.108). The literature gaps on the effectiveness of participatory approaches to project evaluation in utilization of evaluation findings, especially among local NGOs in developing countries' development interventions necessitates expanded research into 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, p.76). Segone (1998, p.449) identified three phases in evaluation thinking and practice, namely: First generation (1950s – 70s) with the objective of measurement/comparison focusing on results; Second generation (1980s) with objective of transparency/accountability focusing on results; and third generation (1990s) 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, p.98).

PE based on the belief that the inclusion of stakeholders in the evaluation process will help improve evaluation utilization and improve decision making (Brisolara, 1998, p.113). It emerged as a practical attempt to increase the utilization of evaluation results by increasing ownership of the evaluation process (King, 2005, p.23). In PE, trained evaluators work alongside programme stakeholders to support programme decision-making. These stakeholders include programme 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, p.377).

1.2.2. Theoretical Background

The study was underpinned by the Vygotsky (1978, p.25) 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, p. 107; Rossman and Rallis, 2000, p.99). The social constructivism theory of learning and knowledge utilization has been widely used in PE on the basis of what Weiss's (2000, p.86) view 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, p.89). 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 & Hallie, 2002, p.202). 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, p.177). Programme 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, p.69).

Cousins and Earl (1992, 1995) as cited in Cousins (2001, p.92) extended that knowledge is socially constructed and that direct participation in evaluation, in as much 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 (pp. 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 guided this study in that it suggests 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 utilization of evaluation results in SAO-Uganda.

1.2.3. Conceptual Background

Patton (1997: 101) defines evaluation as the systematic collection of information about activities, characteristics and outcomes of programmes to make judgments about the programme, improve programme 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 programme that offers an opportunity to draw lessons from the programme 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, p.89). Participatory Monitoring and Evaluation (PME) offers development organizations a host of opportunities for improving the performance of programmes and building the management capacity of local partners (Rolf, 1997, p.211). 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, p.178) .

The study borrows from the above definition and conceptualizes PE to include two dimensions of PE planning which has indicators of: Evaluation Needs Identification, Evaluation Team formation and Evaluation Design: and implementation dimension under the indicators of: Data collection **,** Data Analysis **,** Data Interpretation and Reporting.

 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 their needs, interests and expectations (Marcano, Pirela and Reyes, 2004, p.256). Rich (1977, p.184) conceptualized utilization 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 on the use of evaluation results to convince stakeholders to support or defend the project.   .

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

 Moderating variables such as financial, time and human resources tend to interfere in the relationship between PE and utilisation of evaluation. Carol (1998, p.256) 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 comprises key

stakeholders--people who are committed to PME and who are willing to take responsibility for it (Rolf, 1997, p.86). Dindo (2000, p. 304) agrees that evaluation is often treated as an add-on responsibility to the already overburdened programme staff. Rosalie and Hallie (2002, p.92) 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 Bambeger'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 results.

1.2.4. Contextual Background

SAO-Uganda is Christian NGO established in 1991 to facilitate local communities to attain a holistic self-sustainable development. SAO implements an integrated programme for child development and strives to reach vulnerable children in its operational areas located in eastern and central Uganda (SAO Strategic Plan, 2010-2015, p.7). In the context of evaluations, SAO's 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 evaluations 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.

Out of the 18 staff who work closely with programmes, only one is tasked to spearhead execution of evaluations in the three programme areas, i.e Bukedea, Buikwe and Tororo on quarterly basis. Each programme area allocates only 4% of its annual budget to evaluation activities (SAO Master Budget 2013-2014, p.4). 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, p.22).

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 the M&E specialist with participation of field staff in designing tools. At implementation, field staffs engage in data collection, the broader community as respondents but also involve in data collection. Analysis and interpretation is mostly done by the M&E specialist, while SAO management and the board are recipients of evaluation findings on which they base to make decisions. Consequently, the

utilization of evaluation results is a preserve of the SAO management team and board. Brandon (1998, p.382) 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 invalidating the evaluation results.

1.3. Statement of the Problem

Much as PE in SAO is appreciated and finance, time and human resource invested, there is no empirical evidence of the relationship between the current PE approaches and utilization of evaluation results in SAO which could be used to justify persuasion of donors and SAO management to promote PE in the organization. According to SAO Uganda organizational Master Work Plan (2013-2014, p.9-10), SAO conducts quarterly, biannual, annual, midterm and end-of-phase project evaluations. This is quite huge investment.

 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 utilization of results.   For example ”(Kolir End of phase (2011-2015) Evaluation Report, 2015,) indicated that, “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.”(p.34). Kolir Project Outcome Monitoring Report (2014, p. 2) also pointed out   that 97.4% of the respondents agreed that community members participated actively in the project cycle. The report did not relate this participation to utilization of evaluation.

When stakeholders are involved in planning and implementation of evaluation, it increases the utilization of evaluation results for decision making on the project, documenting the project and persuading stakeholders to support the project (Cousins & Whitmore, 1998; p.222; Fetterman and Wandersman, 2007, p.167; Rich, 1977, p.64; Sarraceno, 1999, p.83; Smith, 2007, p.154; Titterton and Smart, 2008, p.283).   If PE and utilization of evaluation results are 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 was to establish the relationship between PE and utilization of evaluation results in SAO-Uganda.

1.5. Specific Objectives

The objectives of the study were:

i.   To assess the relationship between PE planning and utilization of evaluation results in SAO-Uganda;

ii.   To examine the relationship between PE implementation and utilization of evaluation results in SAO-Uganda;

iii.   To find out the effect of resources on the relationship between Participatory Evaluation and utilization of evaluation results in SAO-Uganda.

1.6. Research Questions

The research questions of the study were:

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

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

iii. What is the effect of resource on the relationship between PE and utilization of evaluation results in SAO-Uganda?

1.7. Study Hypotheses

The hypotheses of the study were:

i.   There is a significant positive relationship between PE planning and utilization of evaluation results in SAO -Uganda.

ii.   There is a significant positive   relationship between PE   implementation and utilization of evaluation results in SAO- Uganda.

iii. There is a significant affect of resources on the relationship between PE 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

Participatory Evaluation (IV)   **Utilization of Evaluation (DV)**

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┌─────────────────────────────────────┐
│ Participatory Planning              │
│   • Evaluation Needs Identification │          ┌──────────────────────┐
│   • Evaluation Team Formation       │          │   • Instrumental     │
│   • Evaluation Design               │          │                      │
│                                     │          │   • Conceptual       │
│                                     │          │                      │
└─────────────────────────────────────┘          │   • Symbolic         │
                                                 └──────────────────────┘
┌─────────────────────────────────────┐
│ Participatory Implementation        │
│   • Data Collection                 │
│   • Data Analysis                   │
│   • Data Interpretation             │          ┌──────────────────────┐
│   • Data  Reporting                 │          │ Resources            │
│                                     │          │   • Financial        │
└─────────────────────────────────────┘          │   • Time             │
                                                 │   • Human            │
                                                 └──────────────────────┘
```

Moderating Variables
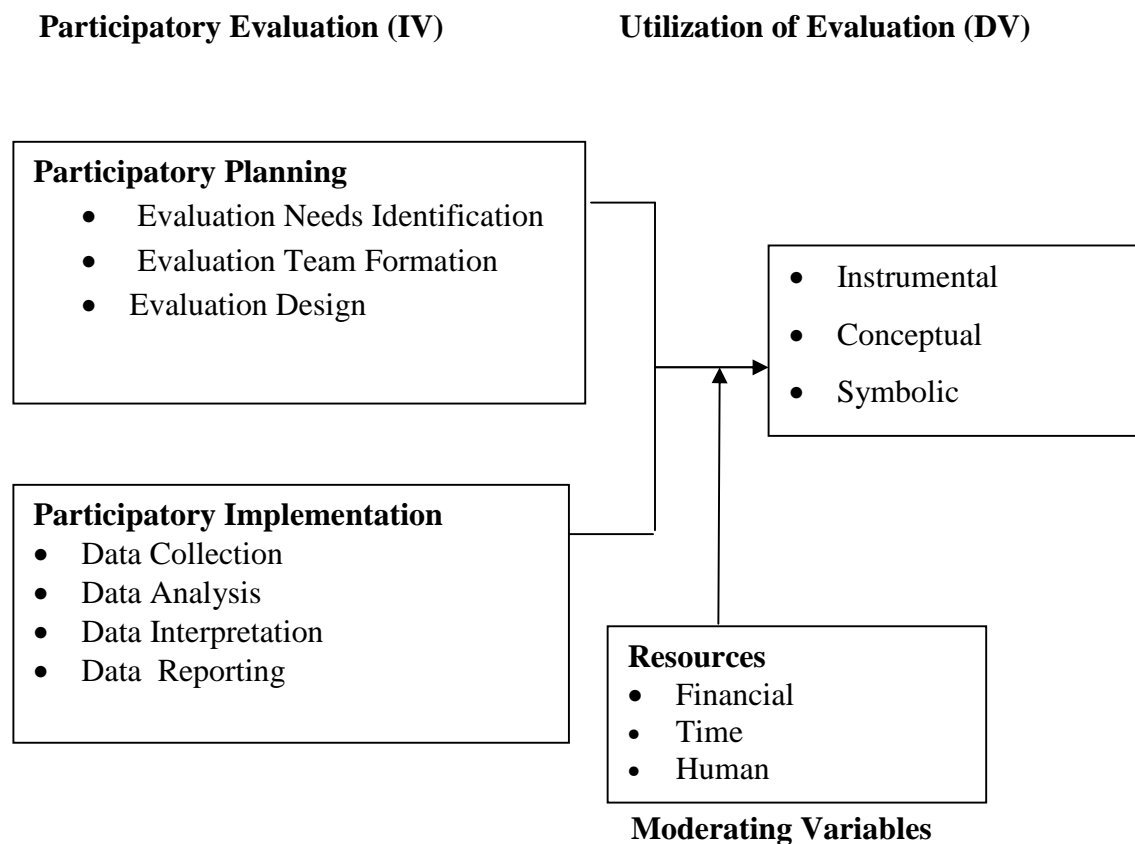
 Source: Adapted from Toal A.S. et al (2008,p.5) and Sarah. B. (2010, p.12) and modified by researcher**.**

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. PE comprises

dimensions; PE planning with indicators of evaluation needs identification, evaluation team formation and evaluation design. PE implementation has indicators of data collection, data analysis, data interpretation and data reporting. 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 utilization of evaluations is dependent upon PE planning and PE implementation and is influenced by resources.

1.9. Scope of the Study

1.9.1. Content Scope

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

1.9.2. Geographical Scope

The study was 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 covered the period 2011-2015 the time SAO was implementing its five-year strategic plan which involved expanded use of PE but was experiencing challenges in the actual utilization of evaluation results.

1.10. Justification of the Study

For many years, this externally-driven approach to project and programme 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. According to IDI (1998, p. 92) 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, in light 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 who contribute to or are affected by the program such as local people, collaborating organizations, and programme staff, evaluation achieves a more well-rounded perspective of the programme; 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, p.236). The assumed benefits of PE especially for utilization of evaluation results have led 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 utilization 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 utilization 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 utilization of evaluation results.

ii. To the academia, the study helps fill knowledge gaps by providing empirical evidence on the relationship between PE and utilization of evaluation results among indigenous organizations.

1.12. Definition of Operational Terms and Concepts

Participatory Evaluation in this study refers to the planning and implementation of project evaluation which involves stakeholders.

PE Planning in this study refers to the evaluation needs identification, evaluation team formation and evaluation design.

PE Implementation in this study refers to data collection, data analysis, data interpretation and data reporting.

Resources modulate the relationship between PE 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 utilization 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 was underpinned by the Vygotsky (1978, p.25) socio-constructivist learning theory which 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, p.65; Woolfolk, 2001, p.89). 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, p.147; Rossman and Rallis, 2000, p.209).

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, p.244).

Several authors include pre-training and continuous training as a guiding principle of the proposed PE practice (Titterton & Smart, 2008, p.433; Jacob et al. 2011, p.76). These collective leanings are the result of negotiations produced under the PE process. Cornwall (2008, p.24) 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, p.43; Taut, 2007, p.106), and researchers have mentioned learning as a central mechanism in PE (Cousins, 2001, p.122). It therefore guided this study as it is believed to be part of PE (Bowen and Martens, 2006; Taut, 2007, p.86). Through use of PE, the level of engagement of stakeholders in planning and implementation of evaluations will significantly influence the level of utilization of evaluation results in SAO-Uganda.

2.3. The Concept of Participatory Evaluation

Patton (1997, p.194) defines evaluation as the systematic collection of information about activities, characteristics and outcomes of programmes to make judgments about the programme, improve programme effectiveness, and/or inform decisions about future programming. PE helps the organizations develop and change by programme developers and implementers working with evaluators to incorporate evaluation into the programme and works best when the programme being evaluated is geared towards helping stakeholders become self-sufficient (Patton, 2008, p.86).

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, p 98) : ''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, p.433) 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 is assumed, increases both the quality of information gained as well as the use of findings. House (2005, p.98) 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, p.289)

Anne et al, (2011, p.36) 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, reporting of findings, and dissemination) and interpretation of

findings given stakeholders' knowledge of local context that most evaluators are not privy to (Cullen, 2009, p.138).

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 evaluation needs identification, evaluation team formation and evaluation design. 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, p.133). 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, p.56).

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, p.332). 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, p.7). 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 conceptualization and considered PE planning to include three indicators of: evaluation needs identification; evaluation team formation; and, evaluation design by SAO-Uganda.

The **second dimension of PE is implementation** which involves data collection, data analysis, data interpretation and data reporting. 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 information can 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, p.162). In the same vein, Marosol and John (2000, p.31) point 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 levels 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, p.92), more informal styles of documenting like adopting the local language or using more visual techniques (CONCERN, 1997, p.66). 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 data collection, data analysis, data interpretation, and data reporting 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, p.345) 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 results for specific documentable use, while the symbolic use focuses the use of evaluation results to convince stakeholders to support or defend the project. This conceptualization is supported by Weaver and Cousins (2004, p.296) 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 refers to a direct action occurring as a result of an evaluation (Gary and Melvin, 2003, p.7). Its use of evaluation results for decision making to influence what

programme and policy people decided to do next, use what evaluators had found in order to make wiser decisions (Carol, 1998,p.56). Carol further explains that instrumental use for decision making is fairly common when the evaluator understands the programme 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 programmes existing repertoire and are relatively small-scale, and (3) if the environment of the programme is relatively stable, without big changes in leadership, budget, types of clients served, or public support, and 4) when the programme 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.

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According to Gary and Melvin (2003, p.294), conceptual use occurs when something is newly learned about a programme, its participants, its operations, or outcomes through an evaluation. Carol.(1998, p.24) agrees 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 programme or organization values accountability, when an evaluator is hired to evaluate a programme to legitimize a decision that has already been made prior to the commissioning of the evaluation (Dreolin and Christina, 2009, p.45).

2.5. Relationship Between PE Planning and Utilization of Evaluation

PE as highlighted in the conceptual review is concerned with the evaluation needs identification, evaluation team formation, and evaluation design.

Suarez-Balcazar et al. (2003, p.166) 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 utilization

Trust is achieved by encouraging participation in all the stages of the evaluation process, in the beginning. To meet the needs of the people, it is necessary to initiate the negotiation process with the stakeholders (Guijt and Gaventa, 1998, p.118). 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, p.271) believes that public participation helps local actors to become aware and facilitate the mobilization, facilitates negotiation among stakeholders, and legitimizes application of the

evaluation. Sarraceno adds that 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 (p.164). In support, Checkoway and Gutierrez. (2006, p.189) 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, p.185; Checkoway and Richards-Schuster, 2004, p.46). 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, p.229). 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. Et al, 2011, p.101)

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

2.7 The effect of Resources on 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, p.88; Anne et al, 2011, p.118) .   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 PE can provide valid and reliable data. Much time is spent to create this awareness (Cullen, 2009,

p.152). 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 do not 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 programme planning and budgeting. Some programmes 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 programme evaluation, it is not surprising that its conduct and outputs fall short of expectations staff (Dindo, 2000, p.165).

2.8 The Effect of Resources on 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, p.117). 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 of English to a high standard as required by the donor. Cullen (2009, p.160-162) studied the negative impacts of PE approaches, where respondents reported that sample size decreases substantially due to funding, time constraints and technical research skills. Other consequences are difficulty managing multiple stakeholders, lack of stakeholder qualifications (Anne Et al, 2011, p.114). 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, p.69). John adds that if evaluation findings suggest programme 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 on 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, p.121).

2.9 Empirical Studies

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 PE better enabled the internalization of HIV/AIDS project 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 (p.159). Scarinci et al. (2009) examined the role and design of a community health education programme evaluation and noted that community helpers provided extensive information for reflections (p.249). Using a single-case-study method, Dawson and D'Amico (1985) examined user participation in the evaluation of a secondary school development programme 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 programme development, improved communications, heightened credibility of evaluation, user commitment and advocacy, and improved evaluation quality (p. 88-91). 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 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 local resources, and reduced dependence on hiring external evaluation consultants (p.354).

Njuki, Kaaria   and Sanginga (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 PE 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 (p.21).

A correlation study by Ochan (2014) on community participation and outcomes of the second Northern Uganda Social Action Fund projects in Dokolo district found that participation in activity monitoring was positively related with project outcomes (p.92). A related study by Atimango (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 the involvement of stakeholders in M&E and sustainability of the girls' education programme. Kipwola (2011) studied the extent to which stakeholders participated in planning, implementation, and M&E of development projects in NGOs and Community Based Organizations (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 M&E. Other factors that affected participation were limited funding, poor resource utilization, 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 (p.112-116). In a related study, Ojok (2011) investigated the relationship between stakeholder participation and management effectiveness in 20 secondary schools in Kitgum district using a sample of 174 respondents. 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 (p.99-102). Another study conducted by Arach (2008) sought to find out if community had capacity to participate in planning process in decentralized 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 (p.77-83).

2.10 Synthesis and Gap analysis

The reviewed literature revealed no empirical evidence on the relationship between PE and utilization of evaluation. Similarly, there is no conclusive position on the relationship between PE planning and utilization of evaluation. Moreover, there is no empirical evidence on the relationship between PE implementation and utilization of evaluation. The examined studies related PE to project outcomes and sustainability using correlation studies and cross sectional studies. For instance, Dawsan and D'Amico used a single case study to examine PE outside Uganda and limited their study to schools. Njuki, Kaaria and Sanginga involved community-level stakeholders but conducted the study across Uganda, Kenya and Malawi and did not focus on NGOs.

Ochan in a correlational study design , related PE to project outcomes and limited his respondents to beneficiaries and local government technical staff, while Atimango limited her study to donors, board members, staff and volunteers and related PE to sustainability. Anna studied PE in NGOs but limited her sample to males. Ojok 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 utilization of evaluation in local NGOs using a case study design. It involves 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 used to collect data that supported 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, p.44).

This study used 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, p 33). Based on this, the case study design was used since the relationship between PE and

utilization of evaluation results was examined in one organization. The study was partly

qualitative in that data was collected by use of in-depth interviews with open-ended questions.

The findings were 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 behaviour to obtain an understanding of the factors that influence that

behaviour (Creswell, 2006, p.64). Hence this approach revealed factors behind utilization of

evaluations in SAO-Uganda. The quantitative approach was adopted to help provide data needed

to meet the required objectives and to test the hypotheses (Mugenda and Mugenda, 1999) related

to PE and utilization of evaluation results. The mixed method aided 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, p.49). The study was carried

out on an accessible population of 129 subjects consisting of SAO staff, sub county political and

technical persons and community stakeholders. SAO staff   included; National Director (1),

Programmes Manager (1), M&E Specialist (1), Regional Programme Coordinators (3),

Programme Officers (6) and programme Finance Officers (3). Others included Sub County

Council III Chairpersons (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

were considered because they are all instrumental in PE and utilization 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, p.88). 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, p. 97). The sample consists of individuals with defined common characteristics as identifiable by the researcher (Creswell, 2006, p.115). The study selected up to 116 respondents based on Krejcie and Morgan (1970, p.2). 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
6	Programme Finance Officers	3	3	Purposive
7	Sub County Council III Chairpersons	3	3	Purposive
8	Sub County Senior Assistant secretaries(SAS)	3	3	Purposive
9	Sub County Community Development Officers (CDO)	3	3	Purposive
10	Sub county Councillors	16	14	Stratified
11	Village Council Executive Committee Members	30	28	Stratified
12	Youth Councillors	16	14	Stratified
13	Community Volunteers	40	36	Stratified
	Total	**126**	**116**	

Source: SAO Records, 2010

Key: *N* – Population Size, *S* – Recommended Sample Population *(Krejcie & Morgan, 1970, p.2).*

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 positions on project (Amin 2005, p.98). This study used purposive sampling based on judgment on possession of specialized managerial experiences and knowledge on PE and utilization of evaluation results

in SAO-Uganda. Purposive sampling was 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 (Bhattacherjee, 2012, p.56). This study used stratified random sampling to select Sub county Councillors, Village Council Executive Committee Members, Youth Councillors and Community Volunteers. Here, the list of the subjects was prepared for each category across SAO- Uganda project area (sampling frames), then a corresponding random sample was drawn from each category to raise the required number of respondents. The researcher used the lottery approach where names in each category were written on tag and one picked at a time until the required number was reached. Use of stratified random sampling technique reduced on sampling errors because the elements (respondents) within each stratum were as homogenous as possible and enabled the researcher to collect data, analyze it and interpret it according to the strata created.

3.6 Data Collection Methods

Data was 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, p.98). A series of questions that are easy and convenient to answer but can describe the intended practices or behaviours relating to PE and utilization of evaluation results were formulated into a questionnaire which was used to collect primary data from all the 116 selected respondents. The questionnaire was used because it is cheaper for data collection (Amin, 2005, p.98) and collected large amounts of data in a 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, p117). It involves a social relationship between the interviewer and interviewee in whom social roles, norms, and expectations are involved (Cooper and Schindler, 2006, p.64). In using the interview method the researcher interviewed 6 respondents, namely the National Director, Programmes Manager, M&E Specialist and 3 Regional Programme Coordinators. These were interviewed face to face to obtain in depth qualitative data on PE and utilization of evaluation results in SAO-Uganda.

3.6.3. Documents Review

Documents review involved reviewing existing documents to obtain secondary data on the PE and utilization of evaluation results by examining the available project evaluation documents. These included M&E policy documents, monthly and annual M&E reports, projects plans and reports and any incidental data on project evaluation in SAO-Uganda.

3.7. Data Collection Instruments

3.7.1. Self-administered Questionnaire

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

3.7.2. Interview guide

Interview schedule included open-ended questions along areas of PE planning and PE implementation and how they influence utilization of evaluation results in SAO Uganda.

3.7.3. Document review checklist

The documents review checklist covered key areas but not limited to evaluation proposals and reports and project plans and reports in SAO- Uganda from which the study focused on identifying useful data for use to achieve the study objectives.

3.8. Pre-Testing (Validity and Reliability)

This research strived 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, p.26).

3.8.1. Validity

Validity suggests that data is truthful and aligns with reality (Neuman, 2003, p.26). The validity of the instrument measures the relevance of the questionnaire item in measuring the variables they are supposed to measure (Sekeran, 2003, p.122). Validity was tested using the Content Validity Index (CVI). This involved 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 was arrived at using the following formula.

CVI = Total number of items declared valid

              Total number of items

Validity was also achieved through the sharing of the researcher's interpretations of collected data with study participants. As such, interviewees were 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 also promoted validity through the review of the study questions for effectiveness.

3.8.2 Reliability

Table 2: Reliability Statistics

Variable	Number of Items	Alpha
Participatory Evaluation Planning	22	0.799
Participatory Evaluation Implementation	34	0.854
Utilization of Evaluation Findings	19	0.705
Resources	24	0.804
Overall	**99**	**0.791**

 Source: Field Data

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials (James, 1970, p.193). From Table 2 above, the overall reliability coefficient of the questionnaire was 0.791. PE implementation had the most reliable items but, generally, all the items in the questionnaire were reliable implying that the instrument was reliable for use in data collection. It was   tested   using internal consistency reliability by Cronbatch's alpha, reliability measure provided by Statistical Package for Social Scientists (SPSS).

3.9 Procedure of Data Collection

The data collection methods involve interviewing of participants and field research notes (Creswell, 2006, p.115). Data was collected from the sample population using the following data collecting techniques or instruments described below:

3.9.1 Questionnaires

The respondents   indicated their views within closely defined alternatives based on their experiences with PE and utilization of evaluation in SAO. The questionnaires were hand dropped to the respondents and picked up after respondents had responded. Dropping the questionnaire was convenient to the researcher in saving time and costs as well as ensuring maximum coverage. The researcher ensured a high response rate by writing a cover letters to the respondents that explained 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, p.54).

3.9.2 Interviews

Interview guides were used to elicit more in depth feel and opinions of respondents on PE and utilization of evaluation in SAO. The researcher 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, p.54). During each interview, field research notes for non-verbal gestures were annotated where appropriate. After each interview, participants were 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

3.10.1 Quantitative Data Analysis

The quantitative analysis was executed using the SPSS computer programme. After data collection, checking, editing, and coding, data entry was done. The analysis was done with respect to research objectives. Data was tabulated using frequency tables, percentage tables, pie-charts, graphs and means. Pearson Correlation analyses were used to show the relationships between the independent and the dependent variables for easy understanding and interpretation and a regression analysis to determine the strength of the relationships.

3.10.2 Qualitative Data Analysis

All data collected through interviews and field notes were transcribed. The researcher reviewed the data for accuracy and confirmation and all textual expressions were listed by relevance to the study. Any redundant, vague, or overlapping textual expressions were reduced and eliminated to

determine the remaining invariant elements. The data was then arranged according to the themes of study in each main section like response profile and on each of the investigative questions the study sought to answer. The responses were pooled together to get the overall score and opinion on PE and utilization of evaluation results in SAO-Uganda.

3.11 Measurement of Variables (Quantitative studies)

The specific data analysis techniques   used included the following; ANOVA for generalization of sample findings to the study population, Likert Scale for rating responses, measures of central tendency (specifically mean).

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 harm and secure the voluntary consent from study participants (Neuman, 2003, p.58). The research was conducted with due respect to ethical considerations. The researcher obtained the consent of the respondents and treated their views with utmost confidentiality.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the research findings in reference to the research questions and research objectives formulated in chapter one. The first section presents the response rate; the second section looks at demographic characteristics of respondents; while the third part presents the descriptive statistics in relation to the specific objectives of the study, inferential statistics in Pearson correlation product moment and regression techniques to establish the relationship and variation between the variables.

4.2 Response Rate

In the study, both the self-administered questionnaire and the interview guide were used to support data collection. Table 3 below shows the response rate.

Table 3: Response Rate

Instrument Involved	Issued/ Scheduled	Returned/Actual interviews	Percentage (%)
Self-Administered Questionnaires	116	95	81.2
Interviews	6	6	100
Total	**122**	**101**	**84.2**

Source: Field data

Table 3 above indicates that one hundred sixteen (116) questionnaires were distributed to the respondents, of which ninety five (95) were returned, constituting 81.2 (per cent). All the six (6) respondents scheduled for interviews were interviewed constituting 100 per cent, making an

overall response rate of 84.2 (per cent). Amin (2005, p.36), asserts that response rate of 50% and above is considered acceptable. The results of these findings are therefore genaralizable.

4.3 Background Information of Respondents

PE and utilization of evaluation results in SAO depends on the existence of individual stakeholders in the organization. Background information helps to determine the accuracy and representative of information drawn from the sample to the population (Neuman, 2003, p.59). The back ground information of respondents from SAO-Uganda operation areas included Gender, Location, Level of education, Position of responsibility and Specific job position for the case of SAO staff.

4.3.1 Respondents by Gender

Through the questionnaire, the respondents were asked to indicate their gender and the findings are indicated in figure 2 below

Figure 2: Gender of the Respondents

Male58(61.1%)
Female37(38.9%)
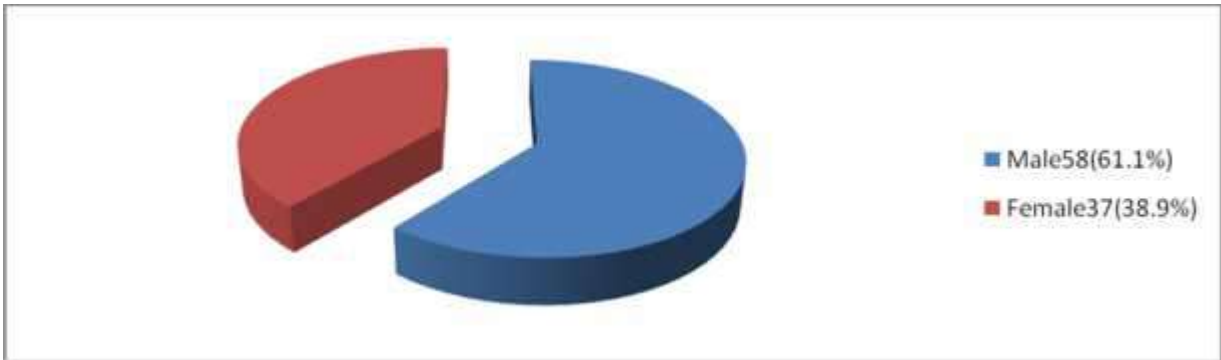
Source: Field Data

Figure 2 above indicates that he study involved 95 respondents and results show that 58 respondents (61.1 per cent) were male and 37 respondents (38.9 per cent) were female. The results indicate that participation in SAO-Uganda evaluation activities offered opportunities for both males and females, but more males participated in this study as compared to females.

4.3.2 Location of Respondents

Through the questionnaire, the respondents were asked to indicate their location within SAO-Uganda operation areas and the findings are indicated in figure 3 below

Figure 3: Respondents by their Location
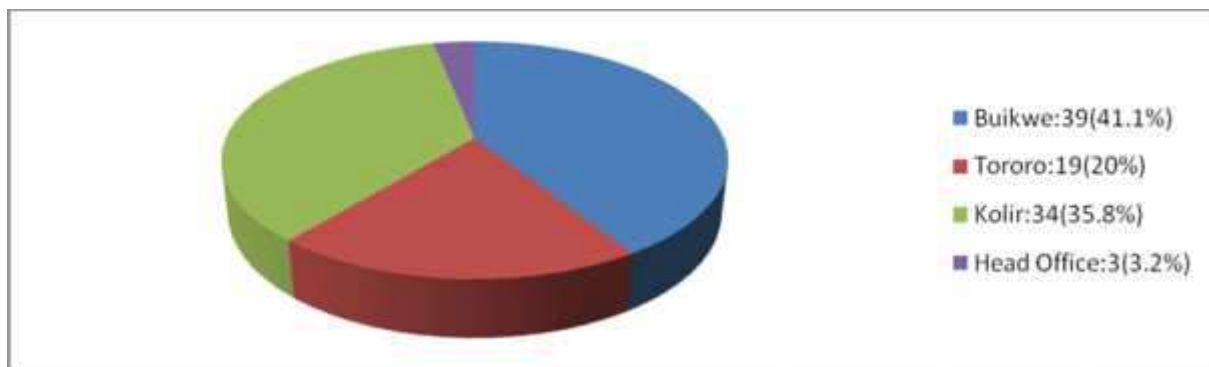
Source: Field Data

The findings shown in Figure 3 above indicate that 39 respondents(41.1 per cent) were from Buikwe district, 19 respondents (20 per cent) were from Tororo, 34 respondents (35.8 per cent) were from Kolir while 3 (3.2 per cent) were from SAO-Uganda head office. Indeed, these are SAO-Uganda geographical operation areas from where respondents on PE and utilization of evaluation results in SAO- Uganda could be found.

4.3.3 Level of Education of Respondents

The respondents were asked through the questionnaire to indicate their level of education and the results are indicated in figure 4 below.

Figure 4: The Level of Education of the Respondents
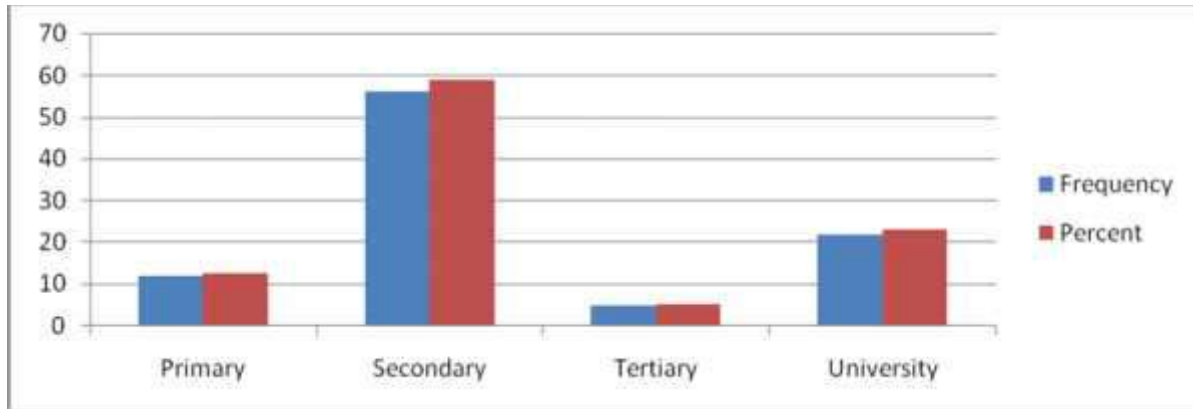
Source: Field Data

From Figure 4 above the majority 56 (58.9 per cent) of the respondents were educated up to secondary level, 22 (23.1 per cent) were educated up to university, 12 (12.6 per cent) primary level and 5 (5.3 per cent) were educated to tertiary level. This shows that majority 88(87.4 percent) of study respondents attained educated beyond primary level and clearly understood aspects of PE and effectively responded to the questions.

4.3.4 Position of responsibility of Respondents

Respondents through the questionnaires were asked to indicate their positions of responsibility. The results were as shown in figure 5 below.

Figure 5: Position of Responsibility of the Respondents
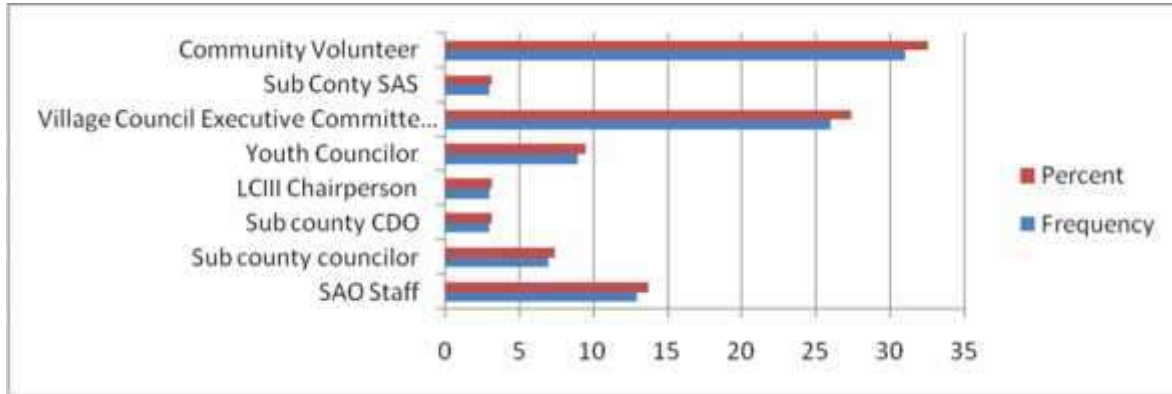
Source: Field Data

. Figure 5 above indicates that 31(32.6 per cent) were Community Volunteers, 26 (constituting 27.4 per cent) were Village Council Executive Committee Members, 13 (13.7 per cent) were SAO staff, 9 (9.5 per cent) were Youth councilors, 7 (7.4 per cent) were sub county councilors. Others included 3 Sub county CDOs (3.2 per cent), 3 sub county SAS (3.2 per cent) and 3 LCIII chairpersons (3.2 per cent). These are the key stakeholders in SAO-Uganda development programmes and participate in evaluation and utilization of evaluation results in SAO-Uganda.

4.3.5 Job Positions of SAO Staff

SAO staff were asked through the questionnaire to indicate their job positions and the results are as indicated in table 4 below.

Table 4: Job Positions of SAO Staff

Job Position	Frequency
National Director	1
Programme Manager	1
M&E Coordinator	1
Regional Programme Coordinator	3
Programme Officer	6
Programme Finance Officer	2
Total	**14**

Source: Field Data

Table 4 above indicates that 1 National Director, 1 Programmes Manager, 1 M&E Specialist, 3 Regional Programmes Coordinators, 6 Programme Officers and 2 Programme Finance Officers participated in this study. These categories of staff work so closely with SAO programmes and are well versed with PE and utilization of evaluation results in SAO Uganda.

4.4 Empirical Findings

The study aimed at establishing the relationship between PE and utilization of evaluation results in SAO-Uganda. In this section, descriptive statistics were presented before testing hypotheses. The descriptive statistics used were frequencies and percentages, while the inferential statistics used were Pearson correlation and coefficient of determination.

The respondents were requested to respond to statements relating to all dimensions of PE and utilization of evaluation results by indicating their agreement using a five-point Likert scale of SD=Strongly Disagree, D =Disagree, NS – Not Sure, A=Agree and SA = Strongly Agree

To analyze the findings, respondents who strongly disagreed and those who disagreed were combined into one category of who   **opposed** the items. The respondents who strongly agreed

and those who agreed formed the category of those who **concurred** with the items. The respondents who were not sure formed a category of the **undecided** with the items. The three categories were compared and interpretations drawn accordingly.

4.4.1 Participatory Evaluation Planning in SAO-Uganda

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) and Making the evaluation plan Burke (1998, p.196) .

4.4.1.1 Participatory Evaluation Needs Identification

The study established stakeholders' participation in evaluation needs identification by finding out whether; the stakeholders discuss the purpose of evaluation, decide who the evaluation is done for, what to evaluate and their needs and interests during evaluation. The responses are summarised in table 5 below.

Table 5: Responses on Participatory Evaluation Needs Identification

Key:(SD)Strongly disagree, (D) Disagree, (NS) Not sure (A) Agree (SA) Strongly Agree							
Evaluation Needs Identification	**N**	**SD**	**D**	**NS**	**A**	**SA**	**M**
Project stakeholders discuss the purpose of evaluation of SAO projects.	94	2 2.1%	3 3.2%	7 7.4%	61 64.9%	21 22.3%	4.07
Project stakeholders discuss whether or not to carry out evaluation of SAO projects.	95	10 10.5%	13 13.7%	13 13.7%	51 53.7%	8 8.4%	3.36
.Project stakeholders decide for whom evaluation should be done in SAO.	94	3 3.2%	9 9.6%	8 8.5%	47 50.0%	27 28.7%	3.97
Project stakeholders decide on what to evaluate in SAO projects.	95	1 1.1%	9 9.5%	16 16.8%	53 55.8%	16 16.8%	3.78
Project stakeholders discuss their needs during planning of evaluation in SAO	94	4 4.3%	6 6.3%	10 10.6%	47 50.0%	25 26.6%	4.06
Project stakeholders discuss their interests during planning of evaluation in SAO	95	6 6.3%	8 8.4%	9 9.5%	45 47.4%	27 28.4%	3.83

Source: Field Data

The study findings in Table 5 show that generally the respondents agree that they participate in evaluation needs identification (aggregate mean=3.86).

Asked whether the stakeholders discuss the purpose of the evaluation, the majority 82 (87.2 per cent) respondents concurred, 7 (7.4 per cent) remained undecided while, 5 (5.3 per cent) opposed indicating high participation at discussing evaluation purpose. Similarly, when asked whether stakeholders discuss whether to carry out evaluation or not, the majority 59 (62.1 per cent) of the respondents concurred, 13 (13.7 per cent) remained undecided while 23 (14.2 per cent) opposed. Seventy-four (74) (78.7per cent of the respondents concurred that project stakeholders decide for who the evaluation should be done, 8 (8.5 per cent), were undecided while 11 (12.8 per cent)

opposed. About decisions on what to evaluate, 69 (72.6 per cent) of the respondents concurred that project stakeholders decide on what to evaluate, 16 (16.8 per cent) were undecided and 10 (10.6 per cent) opposed. On discussion of needs during evaluation planning, 72 (76.6 per cent) concurred that project stakeholders discuss their needs during planning of evaluation, 10 (10.6 per cent) were undecided, while 10 (10.6 per cent opposed the statement. When asked on discussion of interests in evaluation, 72 (75.8 per cent of the respondents concurred, 9(9.5 percent) were undecided while 14(14.7 per cent) opposed the statement.

Although the respondents agreed to participation in evaluation needs identification (mean=3.86), a bigger number concur that stakeholders participate more at discussion of the purpose of the evaluation (mean=4.07) and discussion of their needs during evaluation (mean=4.06). This was also revealed during interviews where most interviewees said they engage stakeholders in discussing the purpose and needs of evaluation. It was also confirmed by evaluation report as quoted: *"Community beneficiaries confirmed that the following strategies worked well and that they should be continued in phase three: -Involvement of key stakeholders all through the project life"* (Phase Two CCCD Evaluation Report Najjembe and Osukuru, 2015, p.13). Stakeholders are relatively engaged less on whether to do evaluation or not (mean=3.36), who and what to evaluate (mean=3.78).

4.4.1.2 Participatory Evaluation Team Formation

The study assessed evaluation team formation by asking questions on identification and selection of evaluation teams and clarity on their roles in evaluation. The results are as in Table 6 below.

Table 6: Responses on Participatory Evaluation Team formation

Key:(SD)Strongly disagree, (D) Disagree, (NS) Not sure (A) Agree (SA) Strongly Agree							
Evaluation Team Formation	**N**	**SD**	**D**	**NS**	**A**	**SA**	**M**
Project stakeholders identify people to participate in the evaluation of SAO Projects	95	2 2.1%	6 6.3%	15 15.8%	57 60.0%	15 15.8%	3.81
Project stakeholders select respondents during evaluation of SAO projects.	94	2 2.1%	6 6.4%	17 18.0%	55 59.0%	14 14.9%	3.83
Project stakeholders clarify the different roles during evaluation of SAO projects.	94	3 3.2%	7 7.4%	6 6.3%	48 51.0%	30 32.0%	4.06

Source: Field data

The study findings in Table 6 show that the respondents agree that they participate in evaluation team formation (aggregate mean=3.90). This result was evidenced by an evaluation report which stated that: *"Community M&E committees with representation of different community groups were formed and trained to guide the evaluation process. Among other tasks these committees, decided the purpose and use of the data and identified data collectors"* (TAI Phase two Evaluation Report- Najjembe and Osukuru, 2015,p.5).

When asked on identification and selection of evaluation participants and clarity of roles during evaluation, the majority 72 (75.8 per cent) of the respondents concurred that project stakeholders identify people to participate in evaluation 15 (15.8 per cent) were undecided, while 8 (8.5 per cent) were opposed. Whereas 69 (73.9 per cent concurred that project stakeholders select

respondents during evaluation, 17 (18.0 per cent) remained undecided while 8(8.5 per cent) opposed. On clarity of roles during evaluation, 58 (83 per cent) of the respondents concurred that project stakeholders clarify the different roles during evaluation. Comparison of the means indicate that during evaluation team formation, stakeholders are relatively less engaged on identification (mean=3.81) and selection (mean=3.83) of team members to participate in evaluation and engage more at clarification of roles during evaluation (mean=4.06). This agrees with one of the interviewees who mentioned that *community members are engaged but they scrutinised to ensure they take on those who can manage specific evaluation tasks*.

4.4.1.3 Participatory Evaluation Design

Investigations on evaluation designing focused on questions on information sources, data collection processes, techniques tools, schedules and respondents. The responses were summarized in the Table 7 below.

Table 7: Responses on Participatory Evaluation Design

Key:(SD)Strongly disagree, (D) Disagree, (NS) Not sure (A) Agree (SA) Strongly Agree							
Evaluation Design	**N**	**SD**	**D**	**NS**	**A**	**SA**	**M**
Project stakeholders determine the sources of information for evaluation of SAO projects	95	4 4.2%	12 12.6%	24 25.3%	42 44.2%	13 13.7%	3.51
Project stakeholders determine how data will be collected during evaluation of SAO projects	95	6 6.3%	11 11.6%	17 17.9%	49 51.6%	12 12.6%	3.58
Project stakeholders determine when data will be collected during evaluation of SAO projects,	95	3 3.2%	11 11.6%	23 24.2%	47 49.5%	11 11.6%	3.58
Project stakeholders determine how data intended to be collected on SAO projects will be used.	95	6 6.3%	15 15.8%	16 16.8%	48 50.5%	10 10.5%	3.43
Project stakeholders create a plan for stakeholder involvement in evaluation of SAO projects	95	6 6.3%	15 15.8%	9 9.5%	48 50.5%	17 17.9%	3.58
Project stakeholders make choice of tools to be used during evaluation of SAO projects.	95	2 2.1%	26 27.4%	13 13.7%	45 47.4%	17 17.9%	3.57
Project stakeholders make choice of techniques to be used during evaluation of SAO projects	93	2 2.2%	16 17.2%	21 22.6%	46 49.4%	8 8.6%	3.57
Project stakeholders develop questionnaires used during evaluation of SAO projects	95	16 16.8%	18 18.9%	11 11.6%	30 40.0%	12 12.6%	3.13
Project stakeholders develop interview schedules used during evaluation of SAO projects.	94	7 7.4%	27 28.7%	13 13.8%	36 38.2%	11 11.7%	3.24
Project stakeholders participate in review of existing data during evaluation of SAO projects	94	1 1.2%	11 11.7%	7 7.4%	61 64.9%	14 14.9%	3.86
Project stakeholders agree on data collection strategy during evaluation of SAO projects.	94		6 6.4%	15 16.0%	52 55.3%	21 22.3%	3.99
Project stakeholders identify respondents during evaluation of SAO projects	95	2 2.1%	6 6.3%	15 15.8%	57 60%	15 15.8%	3.81

Source: Field data

From Table 7 above, it is evident that respondents concurred that project stakeholders participate in designing of evaluation (aggregated mean=3.57). Whereas the majority 55 (58.0 per cent) of the respondents concurred that project stakeholders determine the sources of information for evaluation, 24 (25.5 per cent) were undecided while 16 (16.8) opposed. When asked whether project stakeholders determine how data will be collected during evaluation, 61 (64.2 per cent) concurred, 17 (17.9 per cent) remained undecided and 17 (17.9 per cent) opposed. Fifty eight (58) (61.1 per cent) of the respondents concurred that project stakeholders determine when data will be collected during evaluation, 23 (24.2per cent) were undecided, while 14 (14.8 per cent) opposed the statement. Much as 58 (61.0 per cent) concurred that project stakeholders determine how data intended to be collected will be used, 16 (16.8 per cent) were undecided and 21 (22.2 percent) opposed. Results further indicated that 65 (68.4 per cent) concurred, 9 (9.5 per cent) were undecided and 21 (22.2 per cent) opposed to the statement that project stakeholders create a plan for stakeholder involvement in evaluation. On whether project stakeholders make choice of tools to be used during evaluation, 62 (58.3 per cent) concurred, 13 (13.7 per cent) remained undecided while 28 (29.5 per cent) opposed. When asked if project stakeholders make choice of techniques to be used during evaluation, 54 (58.0 per cent) of the respondents concurred, 21 (22.6 per cent) were undecided, while 18 (19.4 per cent) opposed. Forty two (42) (52.6 per cent) of the respondents concurred that project stakeholders develop questionnaires used during evaluation, 11 (11.6 per cent) were neutral and 34 (35.7 per cent) opposed. Asked if project stakeholders develop interview schedules used during evaluation, 47 (49.9 per cent) concurred, 13 (13.8 per cent) were undecided while 34 (36.1 per cent) opposed. It is noted that 75 (79.8 per cent) concurred, 7 (7.4 per cent) did not decide, while 12 (12.9 per cent) opposed the statement that project stakeholders participate in review of existing data during evaluation. Seventy three

(73) (77.6 per cent) concurred that project stakeholders agree on data collection strategy during evaluation, though 15 (16 per cent) were undecided and 6 (6.4 per cent opposed. On whether project stakeholders identify respondents during evaluation, 72 (75.8 per cent) concurred, 15 (15.8 per cent were undecided, while 8 (8.4 per cent opposed.

Overall results on evaluation design indicate higher stakeholder participation in review of existing data (mean=3.86), agreement on data collection strategy (mean=3.99) and identifying respondents (mean=3.81), which means are higher than the aggregated mean of 3.57. Low stakeholder participation was manifested in development of questionnaires (mean=3.13) and development of interview schedules (mean=3.24). *"So often some stakeholders are engaged as community guides during evaluation but they lack capacity to design data collection tools"* - Intervewee.

4.4.2 Participatory Evaluation Implementation in SAO-Uganda

4.4.2.1 Participatory Evaluation Data Collection

Respondents were also asked to respond to the data collection elements of questionnaire distribution, recording responses, conducting interviews, review of documents and providing information during evaluation. The results are summarised in the Table 8 below.

Table 8: Responses on Participatory   Evaluation Data Collection

Key:(SD)Strongly disagree, (D) Disagree, (NS) Not sure (A) Agree (SA) Strongly Agree							
Evaluation Data Collection		**SD**	**D**	**NS**	**A**	**SA**	**M**
Project stakeholders distribute questionnaires to respondents during evaluation of SAO projects	94	6 6.3%	10 10.6%	18 19.1%	45 47.9%	15 16.0%	3.62
Project stakeholders record responses during evaluation of SAO projects.	94	1 1.1%	3 3.2%	8 8.5%	62 66.0%	20 21.3%	4.08
Project stakeholder conduct interviews during evaluation of SAO projects.	94	3 3.2%	3 3.2%	8 8.5%	61 64.9%	15 16.0%	4.01
Project stakeholders conduct focus group discussions during evaluation of SAO projects.	94		1 1.1%	8 8.5%	57 60.6%	26 27.4%	4.33
Project stakeholders review of project documents during evaluation of SAO projects.	93	5 5.4%	6 6.45%	8 8.6%	56 60.2%	18 19.4%	3.93
Project stakeholders provide information on projects during of evaluation of SAO projects.	93		3 3.2%	12 13%	58 62.4%	20 21.5%	4.13

Source: Field Data

The study findings in Table 8 show that the respondents agree that they participate in data collection (aggregate mean=4.02).   Asked whether project stakeholders distribute questionnaires to   respondents during evaluation, the majority 60 (63.9 per cent) of the respondents concurred, 18 (19.1 per cent) were undecided while 19 (16.9 per cent) opposed. More so, 82 (87.3 per cent) concurred that project stakeholders   record responses during evaluation, while only 8 (8.5 per cent) were not decided, and only one (1.1 per cent) opposed. Most of the respondents, 76 (80.9 per cent) concurred, 8 (8.5 per cent) did not decide, while 6 (6.4 per cent) opposed when asked if project stakeholder conduct interviews during evaluation. Similarly, when respondents were asked whether project stakeholders   conduct focus group discussions   during evaluation, the

biggest number 83 (88.0 per cent) of the respondents concurred, 8 (8.5 per cent) did not decide while1 (1.1 per cent) opposed the statement. Whereas 74 (74.9 per cent) of the respondents concurred that project stakeholders   review of project documents   during evaluation, 8 (8.6 per cent) remained undecided and 11(11.8 percent) opposed. When asked if project stakeholders provide information on projects during of evaluation, 78(83.9 percent) concurred, 3(3.2 percent) remained undecided and 3 (3.2 per cent opposed.

 Overall results on data collection indicate relatively higher participation in conducting focused group discussions (mean=4.33), providing information (mean= 4.13) and recording responses (mean =4.08), and relatively lower participation in review of project documents mean=3.93) during evaluation in SAO-Uganda.

4.4.2.2 Participatory Evaluation Data Analysis

Respondents were still asked to respond to the data analysis   dimensions on data verification, expression of their feel about collected data, arranging collected data and ownership of data analysis process. Table 9 below summarizes the findings.

Table 9: Responses on Participatory Data Analysis

Key:(SD)Strongly disagree, (D) Disagree, (NS) Not sure (A) Agree (SA) Strongly Agree							
Evaluation Data Analysis	**N**	**SD**	**D**	**NS**	**A**	**SA**	**M**
Project stakeholders verify the data collected on SAO projects during evaluation for accuracy.	95	1 1.1%	13 13.7%	24 25.3%	43 45.3%	14 14.7%	3.59
Project stakeholder get an opportunity to express what is new to them about the data collected on SAO projects during of evaluation.	94		6 6.4%	20 21.3%	53 56.2%	15 15.8%	3.87
Project stakeholders get an opportunity to express what is confirmed by the collected data collected on SAO projects that they already knew.	94	2 2.1%	7 7.4%	26 27.7%	46 48.9%	13 13.9%	3.71
Project stakeholders get opportunity to express what is missing in the collected data on SAO projects that they thought they would see.	94	2 2.1%	8 8.5%	23 24.5%	47 50.0%	14 14.9%	3.73
Stakeholders organize data collected on SAO projects into frequency ,bar charts, line charts, pie charts, pictograms	94	8 8.5%	16 17.0%	25 26.6%	32 34.0%	13 13.9%	3.34
Stakeholders participate in identifying themes along which data collected on SAO projects is arranged	95	8 8.4%	16 16.8%	24 25.3%	41 43.2%	6 6.3%	3.22
Stakeholders participate in arranging the data collected on SAO projects according to the themes	95	5 5.3	15 15.8%	30 31.6%	34 35.8%	11 11.6%	3.33
Project stakeholders use their own criteria to analyze data collected during evaluation of SAO projects.	94	8 8.5%	26 27.7%	26 27.7%	31 33.0%	3 3.2%	3.01
In SAO, evaluation, data analysis is often taken over by outsiders.	94	13 13.8%	13 13.8%	39 41.2%	20 21.2%	9 9.6%	3.05
In SAO, evaluation, data analysis is often taken over by stakeholders located at higher institutional levels within SAO.	95	10 10.5%	16 16.8%	25 26.3%	36 37.9%	8 8.4%	3.05

Source: Field Data

The overall results from Table 9 above indicate that the respondents moderately agree that project stakeholders participate in data analysis, aggregated mean=3.39). Respondents were asked whether project stakeholders verify the data collected during evaluation for accuracy, 57 (60.0 per cent) of the respondents concurred, Twenty four (24) (25.3 per cent) were undecided, while 14 (14.8 per cent) opposed. Asked whether project stakeholders get an opportunity to express what is new to them about the data collected during of evaluation, the majority 68 (72 per cent) concurred, 20 (21.3per cent did not decide and 6 (6.4 per cent opposed. Regarding project stakeholders getting an opportunity to express what is confirmed by the collected data that they already knew, 59 (62.8 per cent) concurred, 26 (27.7 per cent took no decision, while 9 (9.5 per cent) opposed it. Similar results were obtained when respondents were asked if project stakeholders get opportunity to express what is missing in the collected data that they thought they would see. Less than half, 45 (47.9 per cent) concurred that stakeholders organize collected data into frequency tables ,bar charts, line charts, pie charts, pictograms, 25 (26.6 per cent did not decide, while 24,(25.5 per,cent) were undecided. The same results were obtained when respondents were asked if stakeholders participate in arranging the collected data according to the themes. Forty seven (47) (49.5 per cent) of the respondents revealed that stakeholders participate in identifying themes along which collected data is arranged, though 24 (25.3 per cent) remained undecided and 24 (25.2 per cent) opposed. Further still, concerning project stakeholders' using their own criteria to analyze data collected during evaluation 34 (36.4 per cent) concurred, 26 (27.7 per cent) took no decision and 34 (36.2 per cent) opposed. On whether data analysis is often taken over by outsiders, 29 (30.8) of the respondents concurred, 39 (41.2 per cent remained undecided and 26 (27.6 per cent) opposed the statement. Forty four (44) (46.3 per cent) concurred that data analysis is often taken over by stakeholders

located at higher institutional levels within SAO, 25 (26.3 per cent) did not decide and 26 (27.3 per cent opposed.

On the overall, most respondents concurred that stakeholders participate more in verifying the collected data (mean = 3.87), expressing what is new in the collected data (mean=3.71) and expressing what is missing in the collected data (3.73). One interviewee expressed that *even then, stakeholders do these tasks at time of presentation of evaluation reports*. Stakeholders participate less in identifying themes along which data is arranged (mean=3.22) and arranging data according to the themes (mean=3.33). A small proportion (36.2 per cent) concur on use of stakeholders' own criteria for analyzing data. Over 70 per cent of the respondents either concurred or were not aware whether data analysis is taken over by people outside SAO or staff, indicating low participation in data analysis. Many interviewees mentioned that, Data analysis is done by consultants for external evaluation, M& E Coordinator for internal evaluations. This is also evidenced in SAO-REK (2016-2020) plan which allocated role of data analysis purely to staff (p.26). *"At the end of each data collection phase, major findings were discussed with project staff before the evaluation team left the field."*(SAO-REK End of Phase1 Evaluation Report(2013,p.4). This indicates that SAO has not focused much at stakeholder engagement on data analysis.

4.4.2.3 Participatory Evaluation Data Interpretation

Respondents were again asked to respond to the data interpretation dimensions on criteria for interpreting data, displaying, arranging and attaching meaning to the collected data which responses are summarized in Table 10 below.

Table 10: Responses on Participatory Data Interpretation

Key:(SD)Strongly disagree, (D) Disagree, (NS) Not sure (A) Agree (SA) Strongly Agree							
Evaluation Data Interpretation	N	SD	D	NS	A	SA	M
Project stakeholders use their own criteria to interpret data collected during evaluation of SAO projects.	95	10 10.5%	14 14.7%	30 31.6%	36 37.9%	5 5.3%	3.13
Project stakeholders independently ponder upon the collected data to enable them make meaning of it during evaluation of SAO projects .	94	8 8.5%	22 23.4%	27 28.7%	29 30.9%	6 6.4%	3.22
Data is displayed in a visually pleasing, easy-to-follow format that allows stakeholders to independently interpret the data during evaluation of SAO projects.	95	4 4.2%	22 23.2%	29 30.5%	34 35.8%	6 6.3%	3.17
During evaluation of SAO projects, project stake holders are provided with data prior to data discussion sessions to help them make sense of the data collected.	95	7 7.4%	11 11.6%	27 28.4%	41 43.2%	9 9.5%	3.36
During evaluation of SAO projects, 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.	95	11 11.6%	12 12.6%	28 29.5%	34 35.8%	10 10.5%	3.21
During evaluation of SAO projects, project stakeholders express the meanings of collected data based on own experience / perspectives.	95	5 5.3%	10 10.5%	17 17.9%	51 53.7%	12 12.6%	3.58
Project stakeholders are allowed to express alternative meanings of collected data based on their own experience / perspectives.	94	4 4.3%	16 17.0%	26 27.7%	42 44.7%	6 6.4%	3.38
SAO Uganda evaluation, project stakeholders discuss potential conflicts related to meanings of data collected on SAO supported projects.	94	5 5.3%	16 17.0%	23 24.5%	41 43.6%	9 9.6%	3.41

Source: Field Data

The study findings in Table 10 show that the stakeholders moderately participate in data interpretation during evaluation in SAO- Uganda (aggregated mean= 3.31). When the respondents were asked whether project stakeholders use their own criteria to interpret data collected during evaluation, 41 (43.2 per cent) concurred, 30 (31.6 per cent) did not take decision, while 24 (25.2 per cent) opposed the statement. Similar results were obtained when respondents were asked if data is displayed in a visually pleasing, easy-to-follow format that allows stakeholders to independently interpret the data. Thirty five (35) (37.3 per cent) concurred that project stakeholders independently ponder upon the collected data to enable them make meaning of it, 27 (28.7 per cent) remained undecided and 30 (31.9 per cent were opposed. Similar results were yielded when respondents were asked whether project stakeholders participate in organizing data into visualizations as charts and graphs which increase their ability to understand relationships among the data paving the way for rich conversation. When asked if project stakeholders are provided with data prior to data discussion sessions to help them make sense of the data collected, 50 (53.7 per cent) concurred, 27 (28.4 per cent) did not decide while 18 (19 per cent) opposed. Sixty three (63) (66.3 per cent) of the respondents still concurred that project stakeholders express the meanings of collected data based on own experience / perspectives, though 17 (17.9 per cent) remained undecided and 15 (15.8 per cent) opposed the statement. Asked whether project stakeholders are allowed to express alternative meanings of collected data based on their own experience / perspectives, less than half 48 (51,3 per cent) concurred, 26 (27.7 per cent) took no decision and 20 (21.3 per cent) opposed. Fifty {50) (54.2 per cent) concurred that project stakeholders discuss potential conflicts related to meanings of data collected on SAO supported projects, while 23 (24.5 per cent) took no decision and 11 (22.3 per cent) opposed.

The results indicate more stakeholder participation in expressing meaning of collected data based on their own experiences /perspectives (mean=3.58), and discussing potential conflicts related to meaning of collected (mean=3.41). Respondents agree less that stakeholders use their own criteria to interpret data collected during evaluation (mean=3.13) and that data is displayed in visually pleasing, easy-to-follow format that allows stakeholders to independently interpret data. On this, responses of key informants were: *"because of the need for expertise and experienced"; "lack of sufficient knowledge and skills"; "literacy issues"; "only selected stakeholders participate in data interpretation"* . No mention was made of efforts to present data in a form under stable to stakeholders.

4.4.2.4 Participatory Evaluation Data Reporting

Respondents were again asked to respond to the data reporting   dimensions on formulation of lessons learnt, nature of reports produced, recipients of evaluation reports and discussion of evaluation reports which responses are summarized in Table 11 below.

Table 11: Responses on Participatory Evaluation Data Reporting

Evaluation Data Reporting	N	SD	D	NS	A	SA	M
Key:(SD)Strongly disagree, (D) Disagree, (NS) Not sure (A) Agree (SA) Strongly Agree							
Project stakeholders participate in formulation lessons learnt during evaluation of SAO projects.	95	5 5.3%	8 8.4%	15 15.8%	57 60%	10 10.5%	3.62
Project stakeholders determine what reports to be produced during evaluation.	94	5 5.3%	16 17.0%	23 24.5%	41 43.6%	9 9.6%	3.25
Project stakeholders determine who is responsible for production of evaluation reports	95	3 3.2%	18 18.9%	21 22.1%	40 42.1%	13 13.7%	3.34
Project stakeholders determine the recipients of the evaluation reports of SAO projects.	95	10 10.5%	10 10.5%	20 21.1%	43 45.3%	12 12.6%	3.39
Project stakeholders determine when collected information will be reported on.	94	11 11.7%	25 26.6%	10 10.6%	39 41.5%	9 9.6%	3.11
In SAO, the evaluator develops the agenda that elicits constructive discussion of the evaluation report by project stakeholders.	95	9 9.5%	7 7.4%	16 16.8%	49 51.6%	14 14.7%	3.39
In SAO,the evaluator prepares presentation that elicits constructive discussion of the evaluation report by project stakeholders.	93		8 8.6%	19 20.4%	49 52.7%	17 18.3%	3.92
In SAO, project stakeholders are presented with first drafts of evaluation findings, giving them the chance to provide their input on recommendations.	95	3 3.2%	12 12.6%	20 21.1%	50 52.6%	10 10.5%	3.55
In SAO, project stakeholders are simply offered with a final evaluation report with findings and recommendations drawn.	95	8 8.4%	18 18.9%	14 14.7%	44 46.3%	11 11.6%	3.34
In SAO project stakeholders are asked to reflect on which recommendations are most relevant to SAO's work.	94	1 1.1%	4 4.2%	23 24.5%	48 51.0%	18 18.9%	3.88

Source: Field Data

The study findings in Table 11 show that the respondents concurred that the stakeholders participate in evaluation data reporting during evaluation in SAO (aggregated mean= 3.50).

When respondents were asked if project stakeholders participate in the formulation of lessons learnt during evaluation, the majority 67 (70.5 per cent) of the respondents concurred, 15 (15.5 per cent) took no decision and 13 (12.7 per cent) opposed. Whereas 50 (54.4 per cent) of the respondents concurred that project stakeholders determine what reports to be produced during evaluation, 15 (15.8 per cent) took no decision and 21 (22.3 per cent) opposed the statement. Asked whether project stakeholders determine who is responsible for production of evaluation reports, 53 (55.8 per cent) of the respondents concurred, 21 (22.1 per cent) did not decide, while 21 (22.1 per cent) opposed. Respondents were also asked if project stakeholders determine the recipients of the evaluation reports and 55 (52.9 per cent) concurred, 21 (21.1 per cent) failed to decide and 20 (21.1 per cent) opposed. Similar results were revealed when respondents were asked if the evaluator develops the agenda that elicits constructive discussion of the evaluation report by project stakeholders; and still similar results when asked whether project stakeholders are simply with a final evaluation report with findings and recommendations drawn. Fifty five (55) (52.9 per cent) of the respondents also revealed that project stakeholders determine when collected information will be reported on, to which 20 (21.1 per cent) did not decide and 20 (21.1 per cent opposed. Forty eight (48) (51.1 per cent of the respondents noted that the evaluator prepares presentation that elicits constructive discussion of the evaluation report by project stakeholders, with 38 (36.3 per cent) opposing, while did not decide. Asked if project stakeholders are presented with first drafts of evaluation findings, giving them the chance to provide their input on recommendations, 60 (63.1 per cent) concurred, 20 (21.1 per cent) had no decision, while 15 (15.8 per cent) opposed. Sixty six (66) (69.9 per cent) concurred that project

stakeholders   are asked to reflect on which recommendations are most relevant to SAO's work, to which, 23 (42.5 per cent remained undecided and 5 (5.6 per cent) opposed.

 The results indicate high participation in constructive discussion (mean=3.92), reflection (mean=3.88) and formulation of lessons learned (mean=3.62) during evaluation. This finding is supported by the evaluation report

> *"Lastly, the consultant organised a half day reflection meeting which besides reviewing and listening to findings from the field, utilised the opportunity to interact with members of the SAO Board of Directors, Senior Management and staff from Excel Hort Consult Ltd. Discussions at the reflection meeting enriched the final report but also stimulated discussions on programs areas that posted low scores such as sustainability of intervention's and program quality."*   (SAO-REK end of Phase (2011-2015) Evaluation report, p.6).

Low participation was manifested in determining when collected information is reported on (mean=3.11) and determining what reports should be produced (mean=3.25).

4.4.3 Utilization of Evaluation Results in SAO-Uganda

Evaluation makes no meaning until the findings have been used. Use of evaluation findings can be instrumental, conceptual, process and symbolic.

4.4.3.1 Instrumental Use of Evaluation Results

Respondents were asked to respond to instrumental use of evaluation findings   dimensions on solving programme-related problems, decisions on the programme and programme feasibility. The responses are as summarized in Table 12 below.

Table 12: Responses on Instrumental Use of Evaluation Results

Key:(SD)Strongly disagree, (D) Disagree, (NS) Not sure (A) Agree (SA) Strongly Agree							
Instrumental Use of Evaluation Results	N	SD	D	NS	A	SA	M
SAO uses evaluation results to solve problems relating to programme interventions.	94		7 7.4%	15 16.0%	56 59.6%	16 17.0%	3.92
SAO uses evaluation results to take actions for improving programme interventions	93		2 2.1%	17 18.3%	54 58.1%	20 21.5%	4.09
In SAO evaluation findings inform the policymakers opinions about feasibility of implementing the program	95		5 5.3%	17 17.9%	54 56.8%	19 20.0%	3.92
In SAO Uganda, evaluation reports stimulate individuals to think more about the program work.	93		1 1.1%	19 20.4%	58 62.3%	15 16.1%	4.09
In SAO Uganda, evaluation reports stimulate individuals to think more about their expectations for the programme outcomes.	95	3 3.2%	4 4.2%	24 25.3%	48 50.5%	15 15.8%	3.71
In SAO Uganda policymakers shift their attitudes about work-oriented reforms when they read evaluation reports.	95	1 1.1%	4 4.4%	25 26.3%	57 60.0%	8 8.4%	3.71

Source: Field Data

The study findings in Table 12 show that respondents agree that SAO makes instrumental use of evaluation results (aggregated mean=3.91)

A comparison on the items under instrumental use of evaluation shows that the percentage of respondents that opposed ranged from 1.1 per cent to 7.4 per cent, while the percentage of those that were not decided ranged from 17 per cent to 20.4 per cent and the percentage that concurred ranged from 71.6 per cent to 79.4 per cent. From these comparisons, it is evident that the range of percentages of those that opposed and those that were not decided is lower compared to those who concurred. The study respondents noted that SAO- Uganda uses evaluation results: to solve

problems relating to programme interventions (mean=3.92); to take actions for improving programme interventions (mean =4.02); to inform the policymakers' opinions about the feasibility of implementing the programme (mean=3.92). They still noted that in SAO-Uganda, evaluation reports stimulate individuals to think more about the programme work (mean=4.09); to think more about their expectations for the programme outcomes (mean=3.71); and that policymakers shift their attitudes about work-oriented reforms when they read evaluation reports (mean=3.71). Almost all interviewees agreed in line with this finding as they mentioned related uses of evaluation findings like programme planning. *"In programme design (Basis for certain choices) and change in some implementation strategies for on-going projects are based on evaluation reports "*- Interviewee.

4.4.3.2 Conceptual Use of Evaluation Results

 The respondents were asked conceptual use of evaluation results where respondents responded on dimensions of   their personal knowledge, abilities, change of beliefs, attitudes and gaining of new skills. The responses are as summarized in Table 13 below.

Table 13: Responses on Conceptual Use of Evaluation Results

Key:(SD)Strongly disagree, (D) Disagree, (NS) Not sure (A) Agree (SA) Strongly Agree							
Conceptual Use of Evaluation Results	N	SD	D	NS	A	SA	M
Stakeholders improve their personal knowledge through participating in evaluation of SAO projects	95		3 3.2%	8 8.4%	62 65.3%	22 23.2%	4.08
Stakeholders improve their personal abilities through participating in evaluation of SAO projects.	95		2 2.1%	13 13.7%	63 66.3%	17 17.9%	4.00
Project stakeholders change their beliefs based on their participation in evaluation of SAO projects.	95		3 3.2%	16 16.8%	61 64.2%	15 15.8%	3.93
Evaluation findings constitute an authoritative source that one relies upon to try to change the attitudes and behaviors of others.	94		1 1.1%	8 8.5%	71 75.5%	14 14.7%	4.09
Project Stakeholders learn new skills, such as collaboration, survey techniques through participation in evaluation of SAO projects.	95		3 3.2%	11 11.6%	64 67.4%	17 17.9%	4.00
Evaluation findings from SAO projects change stakeholders' attitude from positive to negative.	93	12 12.9%	15 16.1%	13 14.0%	47 50.5%	6 6.5%	3.34
Evaluation findings from SAO projects change stakeholders' attitude from negative to positive.	93		7 7.5%	12 12.9%	51 54.8%	23 24.7%	4.03

Source: Field Data

The study findings in Table 13 show the respondents agreement to high conceptual use of

evaluation findings in SAO- Uganda (aggregated mean=3.92)

A comparison on the items under conceptual use of evaluation shows that the percentage of

respondents that opposed ranged from 3.2 per cent to 29.0 per cent, while the percentage of those

that were not decided ranged from 8.4 per cent to 16.8 per cent and the percentage that concurred

ranged from 74.1 per cent to 90.2 per cent. From these comparisons, it is evident that the range of percentages of those that opposed and those that were not decided is lower compared to those who concurred. The study respondents pointed out that stakeholders improve their personal knowledge (mean=4.08), improve their personal abilities (mean=4.00), change their beliefs (mean=3.93) through participating in evaluation. They further noted that evaluation findings constitute an authoritative source that one relies upon to try to change the attitudes and behaviours of others (mean=4.09). They further agreed that project stakeholders learn new skills, such as collaboration, survey techniques through participation in evaluation (mean=4.00) and that evaluation findings change stakeholders' attitude from negative to positive (mean=4.03). This was further confirmed by all the interviewees when they mentioned that they learn through evaluation. It was further confirmed by all evaluation reports as they had sections for lessons learnt.

4.4.3.3 Symbolic Use of Evaluation Results

The respondents were again examined on symbolic use of evaluation findings on dimensions of convincing donors; solicit for public support, improvement of child welfare, support of concluded issues, justification of proposals, persuasion of policy makers and defence of minorities. The results are summarised in table 14 below.

Table 14: Responses on Symbolic Use of Evaluation Results

Key:(SD)Strongly disagree, (D) Disagree, (NS) Not sure (A) Agree (SA) Strongly Agree							
Symbolic Use of Evaluation Results	**N**	**SD**	**D**	**NS**	**A**	**SA**	**M**
SAO Uganda uses evaluation results to convince donors to give financial support for the programmes .	95	3 3.2%	8 8.4%	23 24.2%	48 50.5%	13 13.7%	3.63
SAO uses evaluation findings to solicit public support for the cause specific interventions.	95	1 1.1%	8 8.4%	13 13.7%	59 62.1%	14 14.7%	3.81
In SAO Uganda outcome of evaluation provides a basis for improvement of welfare of the children.	95		1 1.1%	13 13.7%	61 64.2%	20 21.1%	4.05
SAO Uganda uses evaluation findings to support previously concluded issues.	95	1 1.1%	3 3.2%	23 24.2%	52 54.7%	16 16.8%	3.83
In SAO Uganda, evaluation findings are used to justify her proposals	93	1 1.1%	2 2.1%	16 17.0%	58 62.4%	16 17.2%	4.03
SAO uses evaluation findings to persuade policymakers that program should be supported	95	5 5.3%	7 7.4%	27 28.4%	43 45.3%	13 13.7%	3.55
In SAO opinion minorities use evaluation findings to counter widely held attitudes/ practices.	95	1 1.1%	10 10.5%	35 36.8%	42 44.2%	7 7.4%	3.46
In SAO persuasive arguments are developed based in data from evaluation	95	2 2.1%	9 9.5%	33 34.7%	40 42.1%	11 11.6%	3.52

Source: Field Data

It can be seen from the results that the respondents concurred that SAO uses evaluation results for symbolic purposes (aggregated mean=3.74).

A comparison on the items under symbolic use of evaluation shows that the percentage of respondents that opposed ranged from 3.2 per cent to 11.6 per cent, while the percentage of those that were not decided ranged from 1.1 per cent to 10.5 per cent, and the percentage that concurred ranged from 51.6 per cent to 85.3 per cent. From these comparisons, it is evident that

the range of percentages of those that opposed and those that were not decided is lower compared to those who concurred. However, the study respondents pointed out that SAO uses evaluation results to convince donors to give financial support for the programmes (mean=3.63); to solicit public support for the cause specific interventions (mean=3.81); to provide a basis for improvement of welfare of the children(mean=4.05); to support previously concluded issues(mean=3.83) to justify proposals(mean=4.03); to persuade policymakers that programme should be supported (mean=3.55); to counter widely held attitudes/ practices by minorities (mean=3.46); and to develop persuasive arguments (mean 3.52) . It is also noted that SAO uses evaluation results for symbolic purposes more on improving the welfare of children (mean=4.05); justify proposals (mean=4.03); support previously concluded issues(mean=3.83); and to solicit public support (mean=3.81). SAO uses the results less on countering widely held practices (mean=3.46); developing persuasive arguments (3.52); and persuading policymakers that the programme should be supported. Indeed, several evaluation reports indicated use of evaluation findings for advocacy. For example, SAO-REK end of phase 2015 report stated that, "*SAO will have to make the documentation process more systematic; collecting and recording these changes as directly presented by beneficiaries at frequent intervals. These stories could in turn be used for advocacy, results based reporting and for social media campaigns*" (p.25-26).

It was established that the CCCD project in Najjembe and Osukuru has influenced some positive changes in access to and retention in school"(TAI Phase 2 Evaluation Report ,2015,p.24)

4.4.4 Resources, Participatory Evaluation and Utilization of Evaluation Results in SAO-Uganda

4.4.4 .1 Financial Resources, Participatory Evaluation and Utilization of Evaluation Results

The respondents were still examined on PE and utilization of evaluation results in relation to financial resources on dimensions of inclusiveness of evaluation, collaborativeness of evaluation, decisions, donor commitment, budgets, personal attitudes, sample sizes, length of time the evaluation takes, number of sites visited and number of interviews conducted . The results are as shown in Table 15 below.

Table 15: Responses on Financial Resources, Participatory Evaluation and Utilization of Evaluation Results

Key:(SD)Strongly disagree, (D) Disagree, (NS) Not sure (A) Agree (SA) Strongly Agree							
Financial Resources, Evaluation Participatory Evaluation and Utilisations of Evaluation Results	N	SD	D	NS	A	SA	M
SAO lacks of resources for making evaluation more inclusive.	91	9 9.9%	20 22.0%	30 33.0%	28 30.2%	4 4.4%	3.23
SAO lack of resources for making evaluation more collaborative.	92	9 9.8%	16 17.4%	30 32,6%	32 34,8%	5 5.4%	3.27
SAO uses evaluation results for decision making so common when they do not cause big changes in budgets.	92	2 2.2%	8 8.7%	37 40.2%	39 42.4%	6 6.5%	3.60
Donors commit enough financial resources to facilitate evaluation in SAO.	95	5 5.3%	14 14.7%	39 41.1%	28 29.5%	9 9.5%	3.23
The costs of evaluation are not factored into SAO program planning and budgeting.	93	6 6.5%	20 21.5%	33 35.5%	32 34%	2 2.2%	3.17
Some people in SAO look at evaluation as a luxury that could be done away with when faced with resource constraints.	95	12 12.6%	20 21.1%	36 37.9%	20 21.1%	2 2.1%	2.89
In SAO, Sample sizes decrease substantially during evaluation due to financial constraints.	95	6 6.3%	13 13.7%	32 33.7%	36 37.9%	8 8.4%	3.28
In SAO, the length of time the evaluation can last decreases due to the financial constraints.	91	6 6.6%	11 12.1%	34 37.4%	32 35.2%	8 8.8%	3.52
In SAO, the number of sites that can be visited during evaluation decreases due to financial constraints.	95	7 7.4%	15 15.8%	29 30.5%	37 38.9%	7 7.4%	3.23
In SAO, the number of interviews that are e conducted during evaluation decreases due to financial constraints.	93	8 8.6%	11 11.8%	38 40.9%	29 31.2%	8 8.4%	3.25

Source: Field Data

Results from Table 15 show that respondents fairly agree that financial resources affect PE and utilization of evaluation results (aggregated mean=3.30). However, when asked if SAO lacks resources for making evaluation more inclusive, 32 (43.6 per cent) concurred, 30 (33.0 per cent)

did not decide, while 29 (31.9 per cent) opposed. Related results were yielded when respondents were asked if donors commit enough financial resources to facilitate evaluation and when they were asked if the number of sites that can be visited during evaluation decreases due to financial constraints. Thirty seven (37) (40.2 per cent) of the respondents concurred, 30 (32.6 per cent) had no decision and 25 (27.2 per cent) opposed when asked if SAO lack of resources for making evaluation more collaborative. Forty five (45) (48.9 per cent) concurred that SAO uses evaluation results for decision making so common when they do not cause big changes in budgets, on which 37,(40.2 per cent) did not decide and 10 (10.9 per cent) opposed. Respondents were still asked if the costs of evaluation are not factored into SAO programme planning and budgeting and 34 (36.2 per cent) concurred, 33(35.5 percent) took no decision while 26 (28 per cent) opposed. Twenty two (22) (23.2 per cent) concurred with the statement that some people look at evaluation as a luxury that could be done away with when faced with resource constraints; while 36 (37.9 per cent) did not decide, and 32 (33.7 per cent) opposed. As to whether sample sizes decrease substantially during evaluation due to financial constraints, 44 (36.3 per cent) of the respondents concurred, 32 (33.7 per cent) were undecided, while 19 (20 per cent) opposed. To the statement that the length of time the evaluation can last decreases due to the financial constraints, 40 (44.4 per cent of the respondents concurred, 34 (37.4 per cent took no decision, while 17 (18.7 per cent) opposed. Again, on whether the number of interviews that are conducted during evaluation decreases due to financial constraints, 37 (39.6 per cent) of the respondents concurred, 38 (40.9 per cent) did not decide, while 19 (20.4 per cent) opposed. Comparison of items indicates that the respondents concur that SAO uses evaluation results for decision making so commonly when they do not cause big changes in budgets (mean=3.60), and that the length of time the evaluation can last decreases depending on financial constraints

(mean=3.52). When informants were interviewed, they agreed with this, mentioning a number of evaluation recommendations that have not been implemented due to lack of finances, like SAO undertaking research as recommended by REK end of phase report (2015). Respondents did not agree that some people in SAO look at evaluation as a luxury that can be done away with when faced with resource constraints (mean=2.89).

4.4.4.2 Time, Participatory Evaluation and Utilization of Evaluation Results

The respondents were also examined on PE and utilization of evaluation results in relation to the dimensions of responsibility for evaluation, committing time for evaluation, process of negotiation among stakeholders, sample sizes and number of interviews. Responses were as summarised in Table 16 below.

Table 16: Time, Participatory Evaluation and Utilization of Evaluation Results

Key:(SD)Strongly disagree, (D) Disagree, (NS) Not sure (A) Agree (SA) Strongly Agree							
Time, Participatory Evaluation and Utilization of Evaluation Results	**N**	**SD**	**D**	**NS**	**A**	**SA**	**M**
Evaluation is treated as an add-on responsibility to the already overburdened program staff.	95	7 7.4%	36 37.9%	22 23.2%	19 20.0%	11 11.6%	2.91
Project stakeholders do commit enough time to participate in evaluation.	95	9 9.5%	15 15.8%	24 25.3%	41 43.2%	6 6.3%	3.21
Stakeholder participation in SAO evaluation is hindered by lengthy process of negotiations among various stakeholders	95	6 6.3%	32 33.7%	23 24.2%	24 25.3%	10 10.5%	3.00
During evaluation in SAO, there is often time allowed to bring stakeholders with no experience in evaluation to the same pace with those who know.	95	10 10.5%	29 30.5%	24 25.3%	28 29.5%	4 4.2%	2.86
In SAO, the sample size decreases during evaluation due to time constraints.	95	13 13.7%	19 20.0%	29 30.5%	20 21.1%	14 14.7%	3.03
In SAO the choice of interview sites decreases during evaluation due to time constraints	94	15 16.0%	18 19.1%	27 28.7%	27 28.7%	7 7.4%	2.99

Source: Field Data

Results from Table 16 show that the respondents did not take a clear decision on whether time affects PE and utilization of evaluation results(aggregated mean=3.00). However, examination of individual items indicates that respondents tend to disagree that evaluation is treated as an add-on responsibility to the already overburdened programme staff (mean=2.99); that there is often time allowed to bring stakeholders with no experience in evaluation to the same pace with those who know (mean=2.86); and that the number of interview sites decreases during evaluation due to time constraints (mean=2.99). This contradicted with the majority of interviewees who

said that interview sites decrease due to time constraints. This implies SAO better considers support to participation by building stakeholders' skills. The respondents, however, agreed that the sample size decreases during evaluation due to time constraints (mean=3.03). This is in agreement with most interviewees. However, the findings show that respondents feel the need to take more samples of participants from the considered interview sites before increasing the number of sites.

4.4.4.3 Human Resources, Participatory Evaluation and Utilization of Evaluation Results

The respondents were still   examined on PE and utilization of evaluation results in relation to human resources on the dimensions of literacy skills, training skills and expertise, cumbersomeness of evaluation activities, empowerment of local people, sample sizes; number of interview sites and length of time the evaluation lasts. Responses were as summarized in Table 17 below.

Table 17: Responses on Human Resources, Participatory Evaluation and Utilization of Evaluation Results

Key:(SD)Strongly disagree, (D) Disagree, (NS) Not sure (A) Agree (SA) Strongly Agree							
Human Resources, Participatory Evaluation and Utilization of Evaluation results.	**N**	**SD**	**D**	**NS**	**A**	**SA**	**M**
Stakeholder participation in SAO evaluation is constrained by lack of literacy skills.	95	20 21.1%	28 29.5%	15 15.8%	27 28.4%	5 5.3%	2.67
Evaluators in SAO Uganda lack enough training, skills and expertise to involve all stakeholders in evaluation as required.	94	14 14.9%	27 28.7%	15 16.0%	34 36.2%	4 4.3%	2.93
In SAO, some evaluation activities are too cumbersome for stakeholder to participate.	95	7 7.4%	33 34.7%	18 18.9%	30 31.6%	7 7.4%	2.97
In SAO, there is empowerment of local people by using simple data collection methods.	95	2 2.1%	10 10.5%	15 15.8%	55 57.9%	13 13.7%	3.71
In SAO, stakeholders who are invited to participate in evaluation have no experience in evaluation.	95	10 10.5%	32 33.7%	20 21.1%	29 30.5%	4 4.2%	2.84
In SAO, the sample size during evaluation decreases due to unavailability of human resources	95	6 6.3%	22 23.2%	27 28.4%	32 33.7%	8 8.4%	3.15
In SAO, the number of interview sites during evaluation decreases due unavailability of human resources.	95	5 5.3%	26 27.4%	24 25.3%	39 41.1%	1 1.1%	3.05
In SAO, the length of time the evaluation lasts decreases due to unavailability of human resources.	95	7 7.4%	26 27.4%	22 23.2%	30 31.6%	10 10.5%	3.11

Source: Field Data

The results in Table 17 above portray a general picture that respondents slightly agreed that

human resources affect PE and utilization of evaluation results (aggregated mean=3.10). When

asked if stakeholder participation is constrained by lack of literacy skills, 32 (32.7 per cent) of the respondents concurred, 15 (15.8 per cent) took no decision, while 45 (50.6 per cent) who constitute the majority opposed. This result however contradicted SAO-REK 2015 end of phase report which clearly stated that

"*Lastly language was a challenge during the use of some of these tools and because we had not done any back translations; it is possible that there could have been a certain level of misinterpretation of some questions. The field teams tried to mitigate this challenge through the use of translators*" (P.6 paragraph 5).

The researcher's argument here is if these people had literacy skills, the tools would be self administered. Literacy could be an issue but in view of the respondents, it may not be the main one. Thirty eight (38) (40.5 per cent) of the respondents concurred that evaluators in SAO lack enough training, skills and expertise to involve all stakeholders in evaluation as required,15 (16.0 per cent) took no decision and 41 (43.5 per cent) opposed. Similar results were obtained when they were asked if some evaluation activities are too cumbersome for stakeholders to participate in. More similar results were got when respondents were asked if stakeholders who are invited to participate in evaluations have no experience in evaluation. It can be seen from the results that the majority, 68 (71.6 per cent) of the respondents concurred that there is empowerment of local people by using simple data collection methods, though 15 (15.8 per cent) did not decide and 12 (12.6 per cent) opposed. Forty (40) (42.3 per cent) of the respondents concurred that the sample size during evaluation decreases due to unavailability of human resources, while 27 (28.4 per cent) took no decision and 28 (28.9 per cent) were opposed. When asked if the number of interview sites during evaluation decreases due unavailability of human resources, 40 (42.2 per

cent) of the respondents concurred, 24 (25.3 per cent) did not decide and 31 (32.7 per cent) opposed it. Results further indicated that 50 (42.1 per cent) of the respondents concurred that the length of time the evaluation lasts decreases due to unavailability of human resources, 22 (23.2 per cent) had no decision, while, 33(34.8 percent) opposed.

Respondents concurred that there is empowerment of local people by using simple data collection tools (mean=3.71) as recognised by evaluation report.

> *"Prior to data collection, community M&E committees with representation of different key community groups were formed and trained to guide the evaluation process with tasks like deciding on the purpose and use of the data, input in the development of the key evaluation questions and data collection tools , identify data collectors and giving feedback to communities"*(TAI Phase 2 evaluation report - Najjembe and Osukuru, 2015, p.5)

Generally, respondents tend to concur that due to unavailability of human resources; the number of interview sites (mean=3.05), the length of time the evaluation lasts (mean=3.11) and the sample size (mean=3.15) all decrease during evaluation. This is in agreement with all interviewees who brought out all the said issues implying that SAO needs to look into human resource issues in regard to evaluation.

Respondents disagree that: evaluation is constrained by lack of literacy skills (mean=2.67); evaluation activities are too cumbersome for stakeholders to participate (mean=2.97); stakeholders who are invited to participate have no experience in evaluation (mean=2.84). The views from interviews were however contrary as they pointed out all these issues as constraints to evaluation. This in the researcher's view implies that to the respondents, lack of literacy skills,

nature of evaluation activities and experience in evaluation are not issues and the issue is use of methods and approaches that are appropriate for them.

4.4.5 The relationship Between Participatory Evaluation and Utilization of Evaluation Results in SAO-Uganda

4.4.5.1 The Relationship Between PE Planning and Utilization of Evaluation Results

The first objective of the study was to assess the relationship between Participatory Evaluation Planning (PEP) and utilization of evaluation results in SAO-Uganda. A Pearson correlation analysis was conducted to assess if there was a positive significant relationship between PEP and utilization of evaluation results in SAO- Uganda. The findings are shown in Table 18 below.

Table 18: Results Correlation Analysis Between Participatory Evaluation Planning and Utilization of Evaluation Results in SAO Uganda

		Participatory Evaluation planning	Utilization of Evaluation results
Participatory Evaluation Planning	Pearson Correlation		.194
	Sig. (2-tailed)		.059
	N		95
Utilization of Evaluation results	Pearson Correlation	.194	1
	Sig. (2-tailed)	.059	
	N	95	95

Source: Field Data

The result in Table 18 revealed that there is a weak positive statistically non-significant relationship (r=0.194, sig=0.059) between PEP and utilization of evaluation results in SAO-Uganda based on 95 respondents (N=95). Thus the hypothesis that there is a significant positive

relationship between PEP and utilization of evaluation results in SAO- Uganda is rejected .This means that higher level of participation in evaluation planning is not strongly associated with utilization of evaluation results and will cause no significant change.

4.4.5.2 The Relationship Between PE Implementation and Utilization of Evaluation Results

The second objective of the study was to examine the relationship between Participatory Evaluation Implementation (PEI) and utilization of evaluation results in SAO-Uganda.

A Pearson correlation analysis was conducted to examine if there was a positive significant relationship between PEI and utilization of evaluation results in SAO-Uganda and the findings are shown in Table 19 below

Table 19: Results Correlation Analysis Between participatory Evaluation Implementation and Utilization of Evaluation Results in SAO Uganda

		Participatory evaluation implementation	Utilization of evaluation findings
Participatory Evaluation Implementation	Pearson Correlation	1	.366**
	Sig. (2-tailed)		.000
	N	94	94
Utilization of Evaluation results	Pearson Correlation	.366**	1
	Sig. (2-tailed)	.000	
	N	94	95

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Field Data

The result in Table 19 above revealed that there is a weak positive statistically significant relationship (r=0.366, sig=0.000) between PEI and utilization of evaluation results in SAO-Uganda based on 95 respondents (N=95). Thus we accept the hypothesis that there is a

significant positive relationship between PEI and utilization of evaluation results in SAO-Uganda. This means that higher levels of participation at evaluation implementation are correlated with utilization of evaluation results and will cause significant change.

4.4.5.3 Regression Analysis Between Participatory Evaluation and Utilization of Evaluation Results

Regression analyses were conducted to determine the extent to which participatory evaluation (PEP and PEI) affect utilization of evaluation results in SAO- Uganda. The results are indicated in Tables 20 and 21 below.

Table 20: Model Summary of Regression Between Participatory Evaluation and Utilization of Evaluation Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.367[a]	.135	.116	6.87476

a. Predictors: (Constant), P. Evaluation planning, P. Evaluation Implementation

Source: Field Data

Results from Table 20 above indicate that the proportion of variation in utilization of evaluation as explained by PE is (R=0.116). This means that the combined effect of PEP and PEI on utilization of evaluation results in SAO Uganda is 11.6 per cent.

Table 21: Results of ANOVA Between Participatory Evaluation and Utilization of Evaluation Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	669.049	2	334.525	7.078	.001[b]
	Residual	4300.876	91	47.262		
	Total	4969.926	93			

a. Dependent Variable: Utilization of Evaluation

b. Predictors: (Constant), P. Evaluation Planning, P. Evaluation Implementation.

Source: Field Data

Results from Table 21 above indicate that the overall effect of PE (PEP and PEI combined) significantly influences overall utilization of evaluation results in SAO-Uganda (p=0.001 0.5) so the overall model is statistically significant.

Table 22: Results of Individual Effects of Participatory Evaluation Planning and Participatory Evaluation Implementation on Utilization of Evaluation Results in SAO-Uganda

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	59.440	6.407		9.277	.000
	PEP	.018	.077	.027	.239	.812
	PEI	.166	.052	.353	3.172	.002

a. Dependent Variable: Utilisation of Evaluation Results

Source: Field Data

The results in Table 22 above indicate that Participatory PEP is a weaker determinant of utilization of evaluation results in SAO-Uganda (B=0.027). This shows that PEP contributed to 2.7 per cent variance in utilization of evaluation results in SAO- Uganda.

The results in Table 22 above still indicate that PEI is a stronger determinant of utilization of evaluation results in SAO Uganda (B=0.350). This shows that PEI contributed to 35.3% variance in utilization of evaluation results in SAO- Uganda.

4.4.5.4 The Effect of Resources on the Relationship PE and Utilization of Evaluation Results in SAO-Uganda

The third objective of the study was to find out the effect of resources on the relationship between PE and utilization of evaluation results in SAO-Uganda.

In order to find out if there was a positive significant effect of resources on the relationship between PE and utilization of evaluation, a regression analysis was conducted between PE and utilization of evaluation results while factoring in the resources. The findings are shown in Table 23 below.

Table 23: Model Summary of Regression Between Participatory Evaluation and Utilization of Evaluation Results in SAO-Uganda with Resources Factored in

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.370[a]	.137	.108	6.90460

Results from Table 23 above indicate that the proportion of variation in utilization of results as explained by PE when resources are factored in is(R=0.108). This means that the combined effect of PEP and PEI on utilization of evaluation results in SAO-Uganda when resources are factored in is 10.8 percent.

This compared with the 11.6 percent without the factor of resources implies that the resources are not solely the major determinant of improving utilization of evaluation in SAO-Uganda

Table 24: Results of ANOVA Between Participatory Evaluation and Utilization of Evaluation Results in SAO Uganda with Resources Factored in

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	679.305	3	226.435	4.750	.004[b]
Residual	4290.620	90	47.674		
Total	4969.926	93			

a. Dependent Variable: Utilization of Evaluation Results

b. Predictors: (Constant), Resources, PE Planning, PE Implementation

Source: Field Data

Results from table 24 above indicate that the overall effect of PEP and PEI combined together with resources significantly influences overall utilization of evaluation results in SAO-Uganda (p=0.004 0.5) so the overall model is statistically significant. The hypothesis that resources have a positive significant effect on the relationship between participatory evaluation and utilization of evaluation results is accepted.

Table 25: Results of Individual Effects of Participatory Evaluation Planning and Participatory Evaluation Implementation on Utilization of Evaluation Results in SAO Uganda with Resources factored in

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	61.198	7.469		8.194	.000
PE Planning	.014	.078	.021	.185	.853
PE Implementation	.172	.054	.366	3.180	.002
Resources	-.028	.061	-.047	-.464	.644

a. Dependent Variable: Utilization of Evaluation

Source: Field Data

The results in Table 25 above indicate that the moderating effect of resources makes PEP a weaker determinant of utilization of evaluation results in SAO- Uganda (B=0.021). This means that with modulating effect of resources, PEP contributed to 2.1 per cent variance in utilization of evaluation results in SAO-Uganda as compared to 2.7 per cent without modulating effect of resources.

The results in Table 25 still indicate that the modulating effect of resources makes PEI is a stronger determinant of utilization of evaluation results in SAO-Uganda(B=0.366). This shows that with moderating effect of resources, PEI contributed to 36.6 per cent variance in utilization of evaluation results in SAO-Uganda as compared to the 35.3 per cent without the moderating effect of resources.

The overall result indicates that resource investment is PE in SAO-Uganda is associated with improving utilization of evaluation results. However, SAO needs to invest more in

PEI than PEP.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of discussion of the study findings, conclusions and recommendations. Further it includes limitations of this study, areas for further study and contributions of the study based on specific objectives of the study.

The study established the relationship between PE and utilization of evaluation results in SAO-Uganda. Specifically, the study set out to: assess the relationship between PE planning and utilization of evaluation results in SAO-Uganda; examine the relationship between PE implementation and utilization of evaluation results in SAO-Uganda; establish how resources affect the relationship between PE and utilization of evaluation results in SAO-Uganda. Quantitative data was collected from respondents through questionnaires and qualitative data through interviews. Other information was collected through documentary review. SPSS was used to analyse the data using frequencies, means and percentages. Interview responses were arranged according to themes. Pearson correlation product moment and regression techniques were used to establish the relationship and variation between the variables.

5.2 Summary of the Findings

Below is the summary of findings of the study

5.2.1. The Relationship Between PE Planning and Utilization of Evaluation Results in SAO-Uganda

A Pearson correlation analysis revealed that there is a weak positive (p= 0.194) statistically non-significant (0.059) relationship between PEP and utilization of evaluation results in SAO-Uganda, rejecting the hypothesis that there is a significant positive relationship between PE planning and utilization of evaluation results in SAO-Uganda. The study showed that PEP contributed to 2.7 per cent variance in utilization of evaluation results in SAO-Uganda. The study indicated that at evaluation needs identification, stakeholders discuss the purpose of evaluation, they decide whether or not to carry out evaluation, they decide for whom evaluation should be done and on what to evaluate in SAO. They further discuss their needs and interests during evaluation. At evaluation team formation, the study found that: stakeholders identify people to participate in the evaluation, select respondents and clarify the different roles during evaluation. The study further revealed that at design stage, the stakeholders determine: the sources of information, how and when data will be collected and how the collected data will be used during evaluation. The study showed that stakeholders; create a plan for stakeholder involvement, make choice of tools and techniques to be used, develop questionnaires and interview schedules, review existing data , agree on data collection strategy and identify respondents during evaluation of SAO projects.

5.2.2 The Relationship Between PE Implementation and Utilisation of Evaluation Results in SAO-Uganda

A Pearson correlation analysis revealed a weak positive (p= 0.366) statistically significant (0.000) relationship between PEI and utilization of evaluation results in SAO-Uganda, accepting the hypothesis that there is a significant positive relationship between PEI and utilization of evaluation results in SAO-Uganda. This means that higher levels of participation at evaluation implementation are correlated with utilization of evaluation results and will cause significant change. PEI contributed to 35.3 per cent variance in utilization of evaluation results in SAO-Uganda. The study found that stakeholders participate in all aspects of PEI. At data collection, it was revealed that project stakeholders distribute questionnaires to   respondents, record responses, conduct interviews, conduct focus group discussions, review of project documents and provide information on projects during evaluation of SAO projects. The respondents noted that   stakeholders verify   the collected data, get an opportunity to express what is new to them about the collected data, express what is confirmed by the collected data that they already knew, what is missing in the collected data that they thought they would see, organize data into frequency, bar charts, line charts, pie charts, pictograms during data analysis. The respondents further noted that, stakeholders use their own criteria to   interpret   data independently ponder upon   the collected data to enable them make meaning of it. The study revealed that stakeholders are provided with data prior to data discussion sessions to help them make sense of it , express the   meanings of collected data   based on own experience / perspectives and discuss potential conflicts related to meanings of data collected on SAO supported projects. The study indicated that project stakeholders; participate in formulation of lessons learnt, the evaluator develops and presents the agenda that elicits constructive discussion of the evaluation report. It further

revealed that project stakeholders are presented with first drafts of evaluation findings, giving them the chance to provide their input on recommendations and are asked to reflect on which recommendations are most relevant to SAO's work.

5.2.3 The Effect of Resources on the Relationship Between PE and Utilization of Evaluation Results in SAO-Uganda

A regression analysis conducted between participatory evaluation and utilization of evaluation while factoring in the resources revealed that resources significantly influence overall utilization of evaluation results in SAO Uganda ($p=0.004 \quad 0.5$), accepting the hypothesis that resources have a positive significant effect on the relationship between participatory evaluation and utilization of evaluation results.

The study revealed that the proportion of variation in utilization of evaluation as explained by PE with resources factored in is ($R=0.108$), meaning that with resources factored in, PE contributes 10.8 per cent to utilization of evaluation in SAO-Uganda. This compared with the 11.6 per cent without the factor of resources means that generally resources are not the sole factor for improving utilization of evaluation results in SAO. Other factors such as organization culture, stakeholders' attitudes could influence utilization of evaluation results in SAO-Uganda.

The study revealed that the moderating effect of resources made PEI a stronger determinant of utilization of evaluation ($B=0.366$) as compared to PEP ($B=0.021$), meaning that the moderating effect of resources reduced the PEP variance contribution to utilization of evaluation from 2.7 per cent to 2.1 per cent while it increased that of PEI from 35.3 per cent to 36.6 per cent.

The respondents noted that: SAO lacks of resources for making evaluation more inclusive and collaborative; SAO uses evaluation results for decision making so common when they do not cause big changes in budgets. Respondents further expressed that sample sizes, the length of time the evaluation can last, the number of sites that can be visited during evaluation and the number of interviews that are e conducted during evaluation decrease due to financial constraints.

It was also noted that project stakeholders commit enough time to participate in evaluation and that participation in evaluation is hindered by lengthy process of negotiations among various stakeholders. Respondents still noted that the sample size and the choice of interview sites decrease during evaluation due to time constraints. They expressed that evaluation is not treated as an add-on responsibility to the already overburdened programme staff and that there is often time allowed to bring stakeholders with no experience in evaluation to the same pace with those who know.

Respondents expressed that evaluation is constrained by lack of literacy skills; there is empowerment of local people by using simple data collection methods; and that stakeholders who are invited to participate in evaluation have no experience in evaluation. They noted the sample size, the number of interview sites and the length of time the evaluation lasts decreases due to unavailability of   human resources. They however disagreed that evaluators in SAO Uganda lack enough training, skills and expertise to involve all stakeholders in evaluation as required and that some evaluation activities are too cumbersome for stakeholder to participate.

5.3 Discussion of Findings

5.3.1. The Relationship Between PE Planning and Utilization of Evaluation Results in SAO-Uganda

The study revealed that that there is a weak positive statistically non-significant relationship between PEP and utilization of evaluation results in SAO-Uganda. The study showed that PEP contributed to 2.7 per cent variance in utilization of evaluation results in SAO-Uganda.

Participatory evaluation planning was highest at evaluation team formation (mean=3.90), followed by evaluation needs identification (mean=3, 86) and lowest at evaluation design (mean=3.57). This could have caused low contribution of PEP to utilization of evaluation results.

Although the respondents agreed to participation in evaluation needs identification (mean=3.86), bigger numbers concur that stakeholders participate more at discussion of the purpose of the evaluation (mean=4.07) and discussion of their needs during evaluation (mean=4.06) and are relatively engaged less on deciding whether to do evaluation or not (mean=3.36), and on deciding what to evaluate (mean=3.78). According to UNPF (2001, p.8) staff and several community representatives should convene in evaluation planning meetings to answer the following key questions: Why undertake an evaluation and what should be the purpose? When should the evaluation take place? What indicators should be used? Failure to emphasize all stages of evaluation planning in SAO-Uganda leads to its low contribution of evaluation planning to utilization of results.

Evaluation design indicates higher stakeholder participation in review of existing data (mean=3.86), agreement on data collection strategy (mean=3.99) and identifying respondents (mean=3.81) and low stakeholder participation in development of questionnaires (mean=3.13) and interview schedules (mean=3.24). According to UNPF (2001, p.12) roles of stakeholders range from serving as a resource or informant to participating fully in all phases of the evaluation. The reason for less engagement of stakeholders in more technical aspects of evaluation planning according to interviewees is lack of skills. In the researchers' view, SAO could still involve them through use community participatory tools.

5.3.2 The Relationship Between PE Implementation and Utilization of Evaluation Results in SAO-Uganda

The study revealed that that there is a weak positive statistically significant relationship between PEI and utilization of evaluation results in SAO-Uganda. The study showed that PEI contributed to 35.3 per cent variance in utilization of evaluation results in SAO-Uganda.

Results indicate highest participation at data collection (mean=4.02), participation drops at data analysis (mean=3.39), further drops at data interpretation (mean=3.31) and again rises at data reporting (mean=3.50). Judi(1999, p.67) stresses that stakeholder 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 does not end until an action plan for future steps is formulated. This calls for SAO-Uganda scale up of participation at all stages in order to improve utilization of evaluation results.

At data collection, higher participation is in conducting FGD (mean=4.33), providing information (mean= 4.13) and recording responses (mean =4.08) and relatively lower participation in review of project documents mean=3.93). In the researcher's view this is due to inability of stakeholders to do extensive reading.

Data analysis has   more participation in verifying the collected data (mean = 3.87), expressing what is new in the collected data (mean=3.71) and expressing what is missing in the collected data (mean=3.73). These tasks are after all done at time of presentation of evaluation reports according to interviewees. Respondents disagreed that stakeholders use of their own criteria for analyzing data and they were not aware whether data analysis is taken over by people outside SAO or staff, indicating low or even non-participation in data analysis. Marosol and John(2000, p.31) point 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 levels, all end users and stakeholders including beneficiaries.

At interpretation, stakeholder participate more in expressing meaning of collected data based on their own experiences /perspectives (mean=3.58), and discussing potential conflicts related to meaning of the collected data (mean=3.41). They however do not use their own criteria to interpret data (mean=3.13) and that data is not displayed in visually pleasing easy-to-follow format that allows stakeholders to independently interpret data (mean=3.17).

At reporting, higher stakeholder participation is at constructive discussion of evaluation report (mean=3.92), reflection what recommendations are most relevant for SAO's work (mean=3.88)

and formulation of lessons learned learnt during evaluation of SAO projects (mean=3.62). This is a good practice which enhances utilization as also supported by Pernelle (2008, p.229) that during the discussion of evaluation results, the co-constructed knowledge can be translated into decisions relevant to the specific context. Knowledge can be transformed into potential actionable knowledge if it makes sense to users after having been analyzed and interpreted

Stakeholders however do not determine what kind of reports to be produced during evaluation(mean=3.25) and when collected information will be reported on(mean=3.11) To this, 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.

5.3.3 The Effect of Resources on the Relationship between PE and Utilization of Evaluation Results in SAO-Uganda

The study revealed a positive statistically significantly effect of resources on utilization of evaluation results in SAO Uganda. This was complemented by (Rolf, 1997, p.117) who argues that PE if taken as a one-time only event will do little to build 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.

The study revealed that the moderating effect of resources made PEI a stronger determinant of utilization of evaluation results (B=0.366) as compared to PEP(B=0.021), meaning that the moderating effect of resources reduced the PEP variance contribution to utilization of evaluation

results from 2.7 per cent to 2.1 per cent, while it increased that of PEI from 35.3 per cent to 36.6 per cent.The study still revealed that SAO uses evaluation results for decision making so commonly when they do not cause big changes in budgets (mean=3.60), hence agreeing with John (2008, p3) that if evaluation findings suggest programme changes that require only limited additional expenditure, then the findings are more likely to be taken on board.

It was further echoed   by Carol (1998, p.256) who explains that instrumental use for decision making is fairly common if the environment of the programme is relatively stable, without big changes in leadership, budget, types of clients served, or public support.

It was also evident that the sample size, the number of interview sites and the length of time the evaluation lasts decreases due to unavailability of time, financial and   human resources. This is echoed by Judi (1999, p.69) that: 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. Also, Cullen (2009, p.162)   points it that sample size decreases substantially due to funding and time constraints.

The study found that there is empowerment of local people by using simple data collection methods (mean=3.71) while the respondents disagreed that stakeholders who are invited to participate in evaluation have no experience in evaluation (Mean=2.84). This however contradicted with Cullen (2009, p.205) who emphasizes that participants invited for PE often have no experience with evaluation. Respondents disagreed that some people in SAO look at evaluation as a luxury that can be done away with when faced with resource constraints (mean=2.89). This disagreed with Dindo(2000, p.165) that some programmes may even look at

evaluation as a luxury that could be done away with when faced with resource constraints. The respondents still disagreed that; evaluators in SAO lack enough training, skills and expertise to involve all stakeholders in evaluation as required(mean=2.93), some evaluation activities are too cumbersome for stakeholder to participate(mean=2.97)and that evaluation is constrained by lack of literacy skills (mean=2.67).

5.4 Conclusion

5.4.1. The Relationship Between PE planning and Utilisation of Evaluation Results in SAO-Uganda

Although PEP did not have a statistically significant influence on utilization of evaluation results in SAO-Uganda, stakeholder participation was not balanced at all aspects of evaluation planning, with stakeholders participating more in evaluation needs identification and evaluation team formation as compared to evaluation design. Stakeholder are relatively engaged less on major decisions on evaluation like whether to do evaluation or not and what to evaluate. They are again engaged less on technical aspects, questionnaires and interview schedules during planning of evaluation in SAO-Uganda.

5.4.2 The Relationship Between PE Implementation and Utilization of Evaluation Results in SAO-Uganda

PEI had a positive statistically significant influence on utilization of evaluation results in SAO-Uganda. However, SAO-Uganda realises a consistent drop in stakeholder participation from data collection, through analysis to interpretation, and then a rise in participation at reporting. This is explained by the technicality and rigour involved in data analysis and interpretation which many

stakeholders cannot cope with. SAO-Uganda needs to effectively engage stakeholders in data collection, data analysis, interpretation and reporting, in order to further influence utilization of evaluation results.

5.4.3 The Effect of Resources on the Relationship Between PE and Utilization of Evaluation Results in SAO-Uganda

The study concluded that resources significantly affect the relationship between PE and utilization of evaluation results in SAO-Uganda. It is evident that the sample size, the number of interview sites and the length of time the evaluation lasts decreases due to unavailability of time, financial and human resources. It is also clear that SAO- Uganda uses evaluation results for decision making so commonly when they do not cause big changes in budgets.

5.5 Recommendations

5.5.1. The Relationship Between Participatory Evaluation Planning and Utilization of Evaluation Results in SAO-Uganda

Share An Opportunity Uganda should improve stakeholder participation in evaluation planning to make its contribution to the utilization of evaluation results more significant. The following strategies are recommended.

I.   Involve stakeholders on major evaluation decisions like on whether or not to do evaluation and what to evaluate and evaluation on SAO-Uganda programmes other than engaging them as mere data collectors, respondents and evaluation guides.

II. Use appropriate tools that stakeholders can understand and apply.

III. Use community level indicator in evaluation of projects.

5.5.2 The Relationship Between PE Implementation and Utilization of Evaluation Results in SAO-Uganda

Share An Opportunity Uganda should scale up stakeholder participation in PEI through the following strategies:

I. Involvement of stakeholders in all stages of PEI, i.e. data collection, data analysis, data interpretation and reporting.

II. Use of community level indicators in analysing, interpreting and reporting on data.

III. Use of user-friendly tools during data collection process.

IV. Displaying data in a visually pleasing, easy-to-follow format that allows stakeholders to interpret the data.

V. Giving room to stakeholders to express alternative meanings of collected data based on their own experience and perspectives.

VI. Capacity building of stakeholders including staff in data collection analysis, interpretation and reporting.

VII. Introduction of developed PE design and execution manuals for program staff detailing all stages of evaluation and the relevant participants with clarity on roles and responsibilities and evaluation communication and dissemination procedures

VIII. Evaluation reports should have a section that evaluates implementation of the previous evaluation recommendations.

IX. Evaluators should make recommendations with action plan for follow up on their implementation.

X.   Introduction of more informal styles of conducting evaluations like adopting the local language and use more visual techniques.

XI.   Step up strategies for symbolic use of evaluation like regular fact sheets and building business cases to support advocacy efforts.

5.5.3 The Effect of Resources on the Relationship Between PE and Utilization of Evaluation Results in SAO-Uganda

Recommendations for improving participation and utilization of evaluation results with regard to finance, time and human resources are twofold;

1. Improving use of existing resources

2. Acquisition of additional resources

The strategies with use of existing resources are;

I.   Evaluation be conducted in a timely manner which ensures that results are relevant for use.

II.   Meaningful engagement of stakeholders and M&E committees in relevant stages and relevant tasks during evaluation, i.e. determining what is to be evaluated and when to evaluate.

III.   Capacity building of stakeholders including staff in basic knowledge and skills of planning, executing and utilizing evaluations results.

IV.   Early mobilization of and awareness raising among stakeholders to ensure maximum participation within the time allocated for evaluation.

The strategies for additional resources are:

I.   Lobby donors for supplementary funding to implement evaluation recommendations that may not fit in the normal project budgets.

II.   Lobby donors to increase budget allocated for evaluation to ensure inclusiveness, collaboration and ample time during evaluation.

III.   Add more staff to support the M&E function in SAO-Uganda.

5.6 Contribution of the Study

This study contributes to improving stakeholder participation and utilization of evaluation results in SAO- Uganda.

It provides information from which other local NGOs with similar contexts like SAO can learn.

It also provides empirical study reference for other researchers with interest in research topics related to participatory evaluation and utilisation of evaluation results.

5.6 Areas for Further Research

The study established the relationship between participatory evaluation and utilization of evaluation results in SAO-Uganda. Future studies should focus on the following areas.

I.   Other organizational factors that could impact on utilization of evaluation results like culture style of work and peoples' attitudes stakeholder knowledge and commitment.

II.   Study of participatory evaluation and utilization of evaluation results across organizations to enable a comparison between them.

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APPENDICES

Appendix 1: Questionnaire

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.

SECTION I: BACKGROUND INFORMATION

Tick Appropriately

1. Your Gender

1	Male	2	.Female

2. Your location

1	Buikwe	2	Tororo	3	Kolir	4	SAO Head Office

3. Your Level of education

1	Primary	2	Secondary	3	Tertiary	4	University	5	Others (Specify)…………

4. Your position of responsibility

1	SAO Staff	4	LC III Chairperson	7	Sub County SAS
2	Sub county Councilor	5	Youth Councilor	8	Community Volunteer
3	Sub county CDO	6	Village Council Executive Committee Member		

5. If SAO staff, What is your job position

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

	Indicate the extent to which you agree with the following statements(*Tick in the Boxes*) (1)Strongly disagree, (2) Disagree, (3) Not sure (4) Agree (5) Strongly agree	SD	D	NS	A	SA
	PARTICIPATORY EVALUATION PLANNING					
	Evaluation needs Identification					
1	Project stakeholders discuss the purpose of evaluation of SAO projects.					
2	Project stakeholders discuss whether or not to carry out evaluation of SAO projects.					
3	.Project stakeholders decide for whom evaluation should be done in SAO.					
4	Project stakeholders decide on what to evaluate in SAO projects.					
5	Project stakeholders discuss their needs during planning of evaluation in SAO					
6	Project stakeholders discuss their interests during planning of evaluation in SAO					
	Evaluation Team Formation					
1	Project stakeholders identify people to participate in the evaluation of SAO Projects					
2	Project stakeholders select people to participate in the evaluation of SAO projects.					
3	Project stakeholders clarify the different roles during evaluation of SAO projects.					
	Evaluation Design					
1	Project stakeholders determine the sources of information for evaluation of SAO projects					
2	Project stakeholders determine how data will be collected during evaluation of SAO projects					
3	Project stakeholders determine when data will be collected during evaluation of SAO projects,					
4	Project stakeholders determine how data intended to be collected on SAO projects will be used.					
5	Project stakeholders create a plan for stakeholder involvement in evaluation of SAO projects					
6	Project stakeholders make choice of tools to be used during evaluation of SAO projects.					
7	Project stakeholders make choice of techniques to be used during evaluation of SAO projects					
8	Project stakeholders develop questionnaires used during evaluation of SAO projects					
9	Project stakeholders develop interview schedules used during evaluation of SAO projects.					
10	Project stakeholders participate in review of existing data during evaluation of SAO projects					
11	Project stakeholders agree on data collection strategy during evaluation of SAO projects.					
12	Project stakeholders identify respondents during evaluation of SAO projects					

	Indicate the extent to which you agree with the following statements (*Tick in the Boxes*) (1)Strongly disagree, (2) Disagree, (3) Not sure (4) Agree (5) Strongly agree	SD	D	NS	A	SA
13	Project stakeholders select the respondents during evaluation of SAO projects.					
	PARTICIPATORY EVALUATION IMPLEMENTATION					
	Evaluation Data Collection					
1	Project stakeholders distribute questionnaires to respondents during evaluation of SAO projects					
2	Project stakeholders record responses during evaluation of SAO projects.					
3	Project stakeholder conduct interviews during evaluation of SAO projects.					
4	Project stakeholders conduct focus group discussions during evaluation of SAO projects.					
5	Project stakeholders review of project documents during evaluation of SAO projects.					
6	Project stakeholders provide information on projects during of evaluation of SAO projects.					
	Evaluation Data Analysis					
1	Project stakeholders verify the data collected on SAO projects during evaluation for accuracy.					
2	Project stakeholder get an opportunity to express what is new to them about the data collected on SAO projects during of evaluation.					
3	Project stakeholders get an opportunity to express what is confirmed by the collected data collected on SAO projects that they already knew.					
4	Project stakeholders get opportunity to express what is missing in the collected data on SAO projects that they thought they would see.					
5	Stakeholders organize data collected on SAO projects into frequency ,bar charts, line charts, pie charts, pictograms					
6	Stakeholders participate in identifying themes along which data collected on SAO projects is arranged					
7	Stakeholders participate in arranging the data collected on SAO projects according to the themes					
8	Project stakeholders use their own criteria to analyze data collected during evaluation of SAO projects.					
9	In SAO, evaluation, data analysis is often taken over by outsiders.					
10	In SAO, evaluation, data analysis is often taken over by stakeholders located at higher institutional levels within SAO.					
	Evaluation Data Interpretation					
1	Project stakeholders use their own criteria to interpret data collected during evaluation of SAO projects.					
2	Project stakeholders independently ponder upon the collected data to enable them make meaning of it during evaluation of SAO projects .					
3	Data is displayed in a visually pleasing, easy-to-follow format that allows stakeholders to independently interpret the data during evaluation of SAO projects.					
4	During evaluation of SAO projects, project stake holders are provided with data prior to data discussion sessions to help them make sense of the data collected.					
5	During evaluation of SAO projects, 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.					

	*Indicate the extent to which you agree with the following statements (**Tick in the Boxes**)* *(1)Strongly disagree, (2) Disagree, (3) Not sure (4) Agree (5) Strongly agree*	SD	D	NS	A	SA
6	During evaluation of SAO projects, project stakeholders express the meanings of collected data based on own experience / perspectives.					
7	Project stakeholders are allowed to express alternative meanings of collected data based on their own experience / perspectives.					
8	SAO Uganda evaluation, project stakeholders discuss potential conflicts related to meanings of data collected on SAO supported projects.					
	Evaluation Data Reporting					
1	Project stakeholders participate in formulation lessons learnt during evaluation of SAO projects.					
2	Project stakeholders determine what reports to be produced during evaluation.					
3	Project stakeholders determine who are responsible for production of evaluation reports					
4	Project stakeholders determine the recipients of the evaluation reports of SAO projects.					
5	Project stakeholders determine when collected information will be reported on.					
7	In SAO, the evaluator develops the agenda that elicits constructive discussion of the evaluation report by project stakeholders.					
8	In SAO,the evaluator prepares presentation that elicits constructive discussion of the evaluation report by project stakeholders.					
9	In SAO, project stakeholders are presented with first drafts of evaluation findings, giving them the chance to provide their input on recommendations.					
10	In SAO, project stakeholders are simply offered with a final evaluation report with findings and recommendations drawn.					
11	In SAO project stakeholders are asked to reflect on which recommendations are most relevant to SAO's work.					
	UTILIZATION OF EVALUATION					
	Instrumental Use of Evaluation Results					
1	SAO uses evaluation results to solve problems relating to programme interventions.					
2	SAO uses evaluation results to take actions for improving programme interventions					
3	In SAO evaluation findings inform the policymakers opinions about feasibility of implementing the program					
4	In SAO Uganda, evaluation reports stimulate individuals to think more about the program work.					
5	In SAO Uganda, evaluation reports stimulate individuals to think more about their expectations for the programme outcomes.					
6	In SAO Uganda policymakers shift their attitudes about work-oriented reforms when they read evaluation reports.					
	Conceptual Use of Evaluation Results					
1	Stakeholders improve their personal knowledge through participating in evaluation of SAO projects					
2	Stakeholders improve their personal abilities through participating in evaluation of SAO projects.					
3	Project stakeholders change their beliefs based on their participation in evaluation of SAO projects.					

	Indicate the extent to which you agree with the following statements (**Tick in the Boxes**) (1)Strongly disagree, (2) Disagree, (3) Not sure (4) Agree (5) Strongly agree	SD	D	NS	A	SA
4	Evaluation findings constitute an authoritative source that one relies upon to try to change the attitudes and behaviors of others.					
5	Project Stakeholders learn new skills, such as collaboration, survey techniques through participation in evaluation of SAO projects.					
6	Evaluation findings from SAO projects change stakeholders' attitude from positive to negative.					
7	Evaluation findings from SAO projects change stakeholders' attitude from negative to positive.					
	Symbolic Use of Evaluation Results					
1	SAO Uganda uses evaluation results to convince donors to give financial support for the programmes .					
2	SAO uses evaluation findings to solicit public support for the cause specific interventions.					
3	In SAO Uganda outcome of evaluation provides a basis for improvement of welfare of the children.					
4	SAO Uganda uses evaluation findings to support previously concluded issues.					
5	In SAO Uganda, evaluation findings are used to justify her proposals					
6	SAO uses evaluation findings to persuade policymakers that program should be supported					
7	In SAO opinion minorities use evaluation findings to counter widely held attitudes/ practices.					
8	In SAO persuasive arguments are developed based in data from evaluation					
	RESOURCES					
	Financial					
1	SAO lacks of resources for making evaluation more inclusive.					
2	SAO lack of resources for making evaluation more collaborative.					
3	SAO uses evaluation results for decision making so common when they do not cause big changes in budgets.					
4	Donors commit enough financial resources to facilitate evaluation in SAO.					
5	The costs of evaluation are not factored into SAO program planning and budgeting.					
6	Some people in SAO look at evaluation as a luxury that could be done away with when faced with resource constraints.					
7	In SAO, Sample sizes decrease substantially during evaluation due to financial constraints.					
8	In SAO, the length of time the evaluation can last decreases due to the financial constraints.					
9	In SAO, the number of sites that can be visited during evaluation decreases due to financial constraints.					
10	In SAO, the number of interviews that are e conducted during evaluation decreases due to financial constraints.					
	Time					
1	Evaluation is treated as an add-on responsibility to the already overburdened program staff.					
2	Project stakeholders do commit enough time to participate in evaluation.					
3	Stakeholder participation in SAO evaluation is hindered by lengthy process of negotiations among various stakeholders					

	Indicate the extent to which you agree with the following statements (*Tick in the Boxes*) (1)Strongly disagree, (2) Disagree, (3) Not sure (4) Agree (5) Strongly agree	SD	D	NS	A	SA
4	During evaluation in SAO, there is often no time allowed to bring stakeholders with no experience in evaluation to the same pace with those who know.					
5	In SAO, the sample size decreases during evaluation due to time constraints.					
6	In SAO the choice of interview sites decreases during evaluation due to time constraints					
	Human					
1	Stakeholder participation in SAO evaluation is constrained by lack of literacy skills.					
2	Evaluators in SAO Uganda lack enough training, skills and expertise to involve all stakeholders in evaluation as required.					
3	In SAO, some evaluation activities are too cumbersome for stakeholder to participate.					
4	In SAO, there is commitment to empower local people by using simple data collection methods.					
5	In SAO, stakeholders who are invited to participate in evaluation have no experience in evaluation.					
6	In SAO, the sample size during evaluation decreases due to unavailability of human resources					
7	In SAO, the number of interview sites during evaluation decreases due unavailability of human resources.					
8	In SAO, the length of time the evaluation lasts decreases due to unavailability of human resources.					

Thank You for Your Cooperation

Appendix 2. Interview Guide for Key Informants

PARTICIPATORY EVALUATION AND UTILISATION OF EVALUATION FINDINGS IN SHARE AN OPPORTUNITY UGANDA

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

1. In SAO, how are the evaluation needs of programmes identified?

2. Who are involved in SAO programmes evaluation process

3. How are the evaluation teams formed during evaluation in SAO?

4. In SAO, how are project stakeholders involved in designing of evaluation?

5. In SAO, how are project stakeholders involved in data collection during evaluation?

6. In SAO, how are project stakeholders involved in data analysis during evaluation?

7. In SAO, how are project stakeholders involved in data interpretation during evaluation?

8. In SAO, how are the evaluation reports produced?

9. In SAO, how are the evaluation findings disseminated?

10. How does SAO use evaluation findings for?

11. In your opinion, how does participation in evaluation influence utilization of evaluation findings?

12. In your opinion, how do these resources (**Financial, Time Human)** affect stakeholder participation in SAO evaluation?

13. In your opinion, how do these resources (**Financial, Time Human)** affect utilization of evaluation findings in SAO?

14. In your opinion, what are the gaps in SAO Uganda evaluation process?

15. What would you recommend for improvement of participation in SAO Uganda evaluation process?

16. What would you recommend for improvement of utilization of evaluation findings in SAO Uganda?

The End

Thank You for Your Cooperation.

Appendix 3: Certificate of Proof of Editing

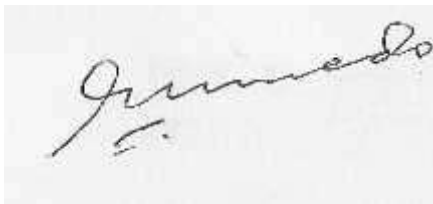<div align="right">

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</div>

CERTIFICATE OF PROOF THAT DISSERTATION HAS BEEN EDITED

This is to certify that the Master's Degree dissertation entitled, **Participatory Evaluation and Utilization of Evaluation Result in Share An Opportunity- SAO Uganda by Paul Patrick Luutu**, has been reviewed and corrected in order to ensure clarity of expression and consistency regarding key style aspects like general grammar, sentence construction, logical flow, tenses, punctuation, repetition, and consistency in word/term and name usage, punctuation, citation and referencing.

Mukotani Rugyendo

Professional Editor