MONITORING AND EVALUATION PROCESSES AND ACCOUNTABILITY MECHANISM IN THE NGO SECTOR: A CASE OF FOOD AND AGRICULTURE ORGANISATION IN SOUTH SUDAN

DUT MALUIL AKOON

A thesis submitted in partial fulfilment of the requirements for the award of the degree of Master of Arts in Monitoring and Evaluation in the School of Business of Africa Nazarene University

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DECLARATION

I declare that this document and the research that they describe are my original work and that they have not been presented in any other university for academic work.

Name: Dut Maluil Akoon

Student signature Date 23rd June, 2023

This research was conducted under our supervision and is submitted with our approval as university supervisors.

Supervisor name: Dr. Kiplimo Sirma

University supervisor signature Date 23rd June, 2023

Africa Nazarene University

Nairobi, Kenya

Supervisor name: Dr. Wanjiru Nderitu

University supervisor signature Date: 23rd June, 2023

Africa Nazarene University

Nairobi, Kenya

DEDICATION

This research is dedicated to my beloved mother Ator Dhel, wife Abuk Kuol, daughter Abuk Dut and son Maluil Dut whose support and backing ensured that the research is a success despite enormous challenges from both economic and social aspects. Secondly, I also dedicate the research to all the actors that are exerting effort in strengthening accountability mechanism in the humanitarian sector.

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ABSTRACT

This research studies focused on monitoring and evaluation processes and accountability mechanism in the NGO sector with emphasis on Food and Agriculture Organisation in South Sudan. The study has three objectives, the first objective examines influence of routine monitoring on accountability mechanism, the second objective determines the influence of evaluation on accountability mechanism while the third objective assesses the influence of learning on accountability mechanism. The study adopted stakeholder and accountability theories. The research applied Krecjie and Morgan formulae and table in determining the sample size. The study used descriptive research design and targeted 59 program staffs drawn from widespread department of Food and Agriculture Organisation in South Sudan. The respondents were group into different clusters composed of departments within the organisation and selection was done using simple random techniques of sampling with questionnaires administered through kobo collect application. Data was analysed using statistics and data (STATA) software. The data analysis involved both descriptive and inferential statistics and was presented using frequencies, proportions, mean and standard deviations. A correlation analysis was performed to test relationship between variables. The correlation analysis results indicates that routine monitoring, evaluation and learning have significant and positive relation to the implementation of accountability mechanism. A simple linear regression analysis was applied in testing hypothesis. The results revealed that routine monitoring, evaluation and learning have positive impact on accountability mechanism at 5% level of significance an indication that organisation has an effective accountability mechanism in place. The research will contribute to the design of NGOs accountability policies that will be successful in reducing human suffering in underprivileged states through aid funding. The study recommends periodic provision of on job training and technical backstopping to staffs on the emerging trends in the monitoring systems to ensure adoption of best monitoring techniques and practices that not only supports gathering of quality and evidence-based information but enhancing accountability mechanism. Secondly, the study recommends strengthening of the evaluation processes through adequate allocation of resources to evaluation systems in order to support and unravels attribution and contribution factors on evaluation and accountability mechanism. The scope of the study focused on single organisation therefore the generalisability of the findings is limited hence forthcoming studies should contemplate of including more humanitarian agencies in their sample population.

DEFINITION OF TERMS

Monitoring: defined as routine collection of data, refining the data, analysing data to produce information that measure progress of activities.

Evaluation: defined as an assessment of an ongoing or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability.

Accountability Mechanism: defined as processes through which an organisation makes a commitment to respond to and balance the needs of stakeholders in its decision-making processes and activities, and delivers against this commitment.

Transparency: for the purpose of this study, it is defined as provision of accessible and timely information to stakeholders and granting access to organisational procedures, structures and processes to their assessment.

Active Participation: defined as procedures through which an organisation permit key stakeholders to play an active role in the decision-making processes and activities that affect them.

Feedback Mechanism: are the systems and processes that give the recipients of aid the opportunity to comment, make suggestions, express gratitude or criticise the products, services or targeting of an aid project of which they may be recipients.

Information sharing: creating awareness among stakeholders on organisation's commitments, programming, rights and responsibilities of the stakeholders including entitlements.

ACROYMNS

AAP Accountability to Affected Populations

APPC Asia Pacific Philanthropy Consortium

CSOs Civil Society Organisations

DAC Development Assistance Committee

ECDPMs European Centre for Development Policy Management

FAO Food and Agriculture Organisation

GCF Green Climate Fund

GRI Global Report Initiative

HAP Humanitarian Accountability Partnership

IASC Inter Agency Standing Committee

IFAD International Fund for Agriculture Development

IOM International Organisation for Migration

KEWSNET Kenya CSO networks

M&E Monitoring and Evaluation

NGOs Non-Governmental Organisations

OECD Organisation for Economic Cooperation and Development

ODI Overseas Development Institute

PM&E Planning, Monitoring and Evaluation

PSEA Protection from Sexual Exploitation and Abuse

TEC Tsunami Technical Evaluation

UNDP United Nations Development Programme

UNFPA United Nations Population Agency

UNICEF United Nations Children Funds

UN United Nations

CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1 Introduction

NGOs are increasingly renowned universally as vital actors in a country's social, economic, political and intellectual development. NGO activities aid to rally, sensitise, consult and amassed citizen interest and action. Despite its actions in lessening human suffering, NGOs have faced wider scrutiny from multiple sources that includes donor community, government and other stakeholders such as beneficiaries on the utilization of aid given in excess of millions of dollars. This scrutiny arise as a result of inadequate beneficiary consultation during activity implementation especially stakeholder engagement as observed by past scholars (Rist, 2004).

A study conducted by (Abouassi and Trent, 2015), on NGOs Accountability and their perceptions and practices, observed that NGO accountability focuses on upward accountability to donors because they rely on donors for financial resources and additionally, donors needs their interest and reputation to be protected. This weakens NGO accountability capacity due to financial strings attached to it and therefore subjects NGOs to dilemma on who to account to donors or the beneficiaries.

This chapter focuses on the historic experience of the topic. Furthermore, the section will highlight accountability mechanism as understood in the NGO sector, statement of the problem, rationale of the study, objectives of the study, significance of the study, limitations and delimitations of the study, conceptual and theoretical frameworks of the study.

1.2 Background of the Study

1.2.1 Accountability Mechanism

The function of Non-Governmental Organisations (NGOs) in providing development goals beside government and other institutions is becoming progressively important (Banks, Hulme &Edwards, 2015). With their capacity for voluntary and communal innovation, NGOs especially those executing development and humanitarian programmes have become important actors to fill gaps in governments' provision of services to society. With inadequate resources, NGOs are constraint to work on a more national or international scale. They are necessitated to provide efficient and viable programmes that would fulfil their duty while demonstrating accountability to a variety of stakeholders, including government, donors and beneficiaries.

Accountability mechanism is the process of using power responsibly. It involves respecting and accounting for different stakeholders' opinions and needs, being accountable to those affected by the exercise of power (HAP International, 2010). Beneficiary accountability is a key component for effective delivery of humanitarian aid. Beneficiary accountability is a core element of NGOs humanitarian work in the last few years.

In Latin America countries, there is no mandatory legislation that mentions the requirements for enhanced transparency in the NGOs as it happens in other sectors. However, the sector is willingly adopting accountability mechanism developed by external agents or NGOs themselves. Those mechanisms developed by the sector itself includes self-regulation mechanisms (Ebrahim, 2003). Focusing on the Colombian case, additional regulatory mechanism have been developed by NGOs such as code of conduct in 2007. The main priority of this code is to enhance the transparency of NGO's and entities interested need to adopt the code , therefore, NGOs interested in being part of this organisation need to adopt this code (Mar, 2016).

In Asia, the conversation of Asian experience with non-profit self-regulation is a result of study supported by Asia Pacific Philanthropy Consortium ("APPC") which use data generated from a survey on NGO self-regulation in Asia. The assessment report disclosed tons of codes of conduct and ethics, disclosure mechanism, organisation standards, accounting and other regulatory charters. This examination of NGOs self-regulations aims at granting access and transparency in the sector widely regarded as opaque and furthermore improving its functioning and effectiveness.

In Lebanon a study conducted on NGOs Accountability and their perceptions and practices by (Abouassi and Trent, 2015), observed that NGO accountability focuses on upward accountability to donors because they rely on donors for financial resources and additionally, donors needs their interest and reputation to be protected. This weakens NGO accountability capacity due to financial strings attached to it and therefore subjects NGOs to dilemma on who to account to donors or the beneficiaries. Similarly, Howell, Fisher and Shang, (2018) in their study on NGOs Accountability in China concluded that priority is given to monetary and managerial accountability over downward accountability to users. This has constrained supply of services to beneficiaries due to uncertainty of donors withdrawing funds.

In china, the government established Foreign NGO management law in 2016 to regulate activities of the NGO in the country. This laws have constrained the development and growth of NGOs in China. The NGOs faced the threat of less outside funding and losing access to international best practice in child welfare and accountability (Howell et al., 2018).

In Indonesia, beneficiary accountability is perceived by most stakeholders as a mechanism for helping beneficiaries to recover their self-dependence after a period of vulnerability. This is also in line with a recent observation by (O'leary, 2017) using the alternative theoretical

perspective of transformation. This study, moreover, reveals that self-reliance is not necessarily stimulated by the involvement of beneficiaries in the final decision-making process.

In Ireland, demand for accountability from the NGO by the community beneficiaries has intensified due to factors that ease greater accountability to the communities. For instance as stated by (Leen, 2006), accountability is viewed as a means of raising legitimacy and credibility among policy makers in efficacy of their work. Secondly, accountability permits opportunities for learning from project implemented and promoting organisation performance and future learning. Many NGOs are reviewing their contribution to the development process if valuable and drawing lessons from the process. This thoughtful learning process is supplemented by a development in the range of investigation and academic courses on international development.

In Sub-Saharan Africa, civil society organisations promotes accountability through legal processes, use of media, advocacy and local NGOs to appeal for policy reforms (aidspan, 2015). The use of these methods differed across countries, for example, South Africa adopted litigation measures to reinforce implementation of Child Support Grant Initiative and in influencing the South African government to avail free medication to persons living with HIV/AIDS. However, the study noted that civil society accountability mechanism are not restricted to aggressive interaction with the government but other approaches that involve synergy with government. Civil society groups promote accountability, for instance, through offering evidence to the executive and other government agencies, solidifying capacity of government actors on crucial policies and governance issues.

Daoud (2018) stated that accountability in Francophone NGOs is describe by five terms. Donor compliance, which is reporting to funders, accountability to beneficiaries, communication with populations, community engagement, Participation and safeguarding.

In 2008, at the third high level forum on aid effectiveness held in Ghana, the importance devoted to accountability and transparency was asserted. The agreement stated that achieving development results and openly accounting for them must be at the core of what we do (Gloria Agyeman, Awumbila, Unerman and O'Dwyer , 2009). However, the declaration only covered mutual accountability between donors and recipients at the national level and did not address suitable accountability mechanism at the project level despite much of aid funding being done at the project level through NGOs.

Ghasemi, Marie and Rokni (2022) in their study on NGOs accountability in Cameroon, noted that NGOs in the country confront difficulties in coordinating and distributing assistance from funders to the rightful recipients due to unstructured control systems and the existing accountability mechanism to provide appropriate reports on relief delivery, transparency and accountability for funders.

In Uganda, the government developed national NGO policy to reinforce the relationship between the NGO sector and government to improve capacities and effectiveness in the areas of service provision, activism and empowerment. The government of Uganda perceived NGOs as critical partner in institutionalisation of a culture of public inclusiveness, participation and joint accountability by all stakeholders in the significant processes impacting lives of the citizens.

In South Sudan Humanitarian Accountability Partnership (HAP) was formed in 2003 with objective of promoting higher standards of accountability and better management structures of the NGOs chiefly providing humanitarian aid. The standards necessitate NGOs to prioritise recipients of relief as stakeholders. However, this is not the case as depicted by a study conducted by (Beattie, 1999) who reveals that beneficiaries shy away from giving negative feedback on the work of NGO due to retaliation from the humanitarian agency through deprivation of aid.

The existing academia literature on accountability in the NGOs advocates for accountability mechanism that captures and incorporate views of beneficiaries and NGO staffs in order to enhance delivery of aid (Gloria et al, 2009).

Fenton, Foley, Knox-Clarke and Mitchel (2011) stated that humanitarian aid is delivered in crises where state capacities are weak and therefore accountability rests with beneficiary, agency and donor. Therefore, organisations are mandated to use power more sensibly and to be more accountable to what they do.

1.2.2 Monitoring and Evaluation Processes

The Organization for Economic Cooperation and Development (OECD) defines monitoring as a continuous function that systematic collects data on specified indicators to provide management, stakeholders about an ongoing development intervention on its extent of progress, achievement of objectives and use of allocated funds. Evaluation is the systematic and objective assessment of an ongoing or completed project, program or policy, including its design, implementation, and results. The aim is to determine the relevance, efficiency, effectiveness, impact, and sustainability of the project, program or policy (OECD, 2002).

Globally, Monitoring and Evaluation processes have been in existence since the ancient times (Rist, 2004). However, the requirements for M&E systems as a management tool to show performance has grown with demand by stakeholders for accountability and transparency through the application of the monitoring and evaluation by the NGOs and other institutions including the government (Kusek, 2010). Development banks and bilateral aid agencies also regularly apply M&E to measure development effectiveness as well as demonstrate transparency (Bricenno, 2010).

In Kenya, the Ministry of State for Planning, National Development and Vision 2030 developed a policy to guide the implementation of National Integrated Monitoring and Evaluation (NIMES). The Policy articulates government's commitment to accountability for development results defines mechanisms for measuring the efficiency and effectiveness of public policies, programmes and projects. Furthermore, the policy provides channels for effective policy implementation including feedback and efficient allocation of resources (Ministry of States for Planning, National Development and Vision 2030 Kenya, 2012).

In South Sudan M&E processes are mostly perform by the NGOs and UN agencies operating in the country while there is limited knowledge on M&E as demonstrated by the government ministries who mostly rely on technical assistance from specialised agencies such as World Bank, UN agencies and NGOs on M&E functions.

1.2.2.1 Routine Monitoring

The routine monitoring variable was determined by a set of the following indicators; beneficiary contact monitoring, participatory monitoring and beneficiary consultation. The objective was to determine the extent of routine monitoring influence on accountability mechanism.

Care International (2015) while providing its inputs into monitoring and accountability framework of Green Climate Fund (GCF), elaborated that participatory monitoring allows beneficiary communities to assess the quality of service provision and provide accurate information about their own satisfaction, while also offering service providers and district and national officials the opportunity to assess the perception of users in terms of quality of services, to track outcomes, and to take corrective measures to improve performance.

1.2.2.2 Evaluation

The evaluation variable was determined by a set of following indicators; use of evaluation results, evaluation dissemination and participatory evaluation. The objective was to assessed the influence of evaluation on accountability mechanism.

One of the most important reasons for carrying out monitoring and evaluation (M&E) is to demonstrate accountability. Monitoring and evaluation (M&E) information is routinely used to provide information for upwards accountability. M&E usually plays an important role within upwards accountability (Simister, 2018).

Monitoring and evaluation (M&E) is a powerful public management tool that can be used to improve the way governments and organizations achieve results. Just as governments need financial, human resource, and accountability systems, governments also need good performance feedback systems (Rist, 2004).

1.2.2.3 Learning

The learning variable was determined by a set of the following indicators; reporting tools used, internal reviews conducted and incorporation of lessons learned into programming. The objective was to determine the extent of learning influence on accountability mechanism.

Learning can be defined as a social process by which we develop knowledge, skills, insights, beliefs, values, attitudes, wisdoms, habits and self-awareness. One of the most important reasons for NGOs to invest in organisational learning is to increase the effectiveness of their organisation (Britton, 2005).

1.3 Statement of the Problem

Organisations all over the world are grappling with internal and external demands and pressures for improvements and reforms in public management. These demands come from a variety of sources including multilateral development institutions, donor governments, parliaments, the private sector, NGOs, citizens' groups, civil society, the media, and so forth. Hence, institutions including NGO need to be responsive to internal and external stakeholders by ensuring transparency, accountability and enhancing effectiveness of their programs.

Concerns about accountability in non-governmental organisations (NGOs) have increased over the past two decades, due in part to a series of highly publicised scandals that have eroded public confidence in non-profit or organisations, coupled with a rapid growth in NGOs around the world (Gilbeman & Gelman, 2001).

According to Agyeman et al, (2009), the predominant arguments in support of broader form of NGO accountability have been established devoid of directly considering the views and experiences of those who these arguments affirm play critical role in the NGO accountability. In South Sudan, an evaluation strategy for Danish Humanitarian action 2010-2015 also noted that presence of inadequate systematic beneficiary accountability mechanisms. The research sought to ascertain whether systems that are accountable and responsive to the needs of all stakeholders including beneficiaries do exist and are effective.

1.4 Purpose of the Study

The rationale of this research is to measure M&E processes chiefly, routine monitoring, evaluation and learning and how they influence accountability mechanism. Furthermore, the study

explored the accountability mechanisms that are currently in place at the organisation of study, their effectiveness and proposed remedies to the challenges culminated from the study.

1.5 Objectives of the Study

The research measured monitoring and evaluation processes influence on the accountability mechanisms in the NGO sector in Juba, South Sudan. Specifically, the study sought to:

i. To determine the extent of routine monitoring influence on accountability mechanism in NGOs in Juba County
ii. To ascertain the extent of evaluation influence on accountability mechanism in NGOs in Juba County
iii. To assess the level of learning influence on accountability mechanism in NGOs in Juba County

1.6 Research Hypothesis

This study sought to test the following hypothesis

i. There is no significant relationship between routine monitoring and accountability mechanism in NGOs in Juba County
ii. There is no significant relationship between evaluations and accountability mechanism in NGOs in Juba County
iii. There is no significant relationship between learning and accountability mechanism in NGOs in Juba County

1.7 Significance of the Study

The findings of this study will inform Food and Agriculture Organisation South Sudan (FAOSS) on the contending issues in the implementation of the accountability mechanism and propose strategies of strengthening the mechanism to be responsive, efficient and effective.

Furthermore, the study will be beneficially to International and National non-governmental organisations, Community Based organisation and civil society organisations who have or are planning to adopt accountability mechanisms systems in their programming. The research will contribute to the design of NGO accountability policies that will be effective in improving the effectiveness with which aid funding is transformed into a reduction in human suffering in underprivileged states. Finally, the findings will be valuable to the donor community who provides assistance to humanitarian organisations and hence demands compliance in terms of accountability from the organisations on how the assistance is utilise and reaching the intended beneficiaries through right channels and academia who could be interested in expounding on the topic.

1.8 Scope of the Study

The research study targeted program staffs of Food and Agriculture Organisation including project managers who mostly participates in the implementation of the programming and are stationed in Juba County.

1.9 Delimitation of the Study

This research only engaged program staffs of Food and Agriculture Organisation and managers and excluded support staff who offer administrative and logistics functions in the organisation. Furthermore, the study dwelled on staffs stationed in Juba and omitted staffs deployed in other field offices outside Juba. Participation of program staffs is crucial due to active role they play in the implementation of programme phases starting with designing phase, implementation, monitoring, evaluation and conclusion. Furthermore, they are the linkages between the donor community and the beneficiaries in terms of programming; possess in-depth knowledge on the accountability mechanism including its existence, effectiveness, efficiency and responsiveness.

1.10 Limitations of the Study

The study encountered limitations in terms of access to respondents, low response rates and time constraint emanating from institution's accessibility and respondents refusal to participate in the research. This was limited by seeking consent from the management of Food and Agriculture Organisation in South Sudan and explained the aims of the study to them and secondly, consent was sought from organisation's staffs and it was clarified to them that participation was voluntarily and that they can exit the interview at their will. In order to address time factor, the study used digital questionnaire by sharing links to the respondents through generic electronic email address shared by the organisation.

1.11 Assumptions of the Study

The research study made the following assumptions that, all the respondents involved in the study will be transparent, forthcoming with information and truthful with their responses. They would also not be fearful about the research and their participation.

Additionally, the study assumed that information provided by the respondents is precise and consistent with similar studies conducted in the country. The study ensured that responses were validated with past studies conducted by humanitarian actors to check for consistencies and secondly, relate the findings with results of pre-test study conducted with staffs of another NGO located in Juba..

1.12 Theoretical Framework

Multiple theories and models have been develop to guide the accountability mechanism and evaluation practices by various scholars. The study adopted both stakeholder theory and Accountability theory.

1.12.1 Stakeholder Theory

Edward Freeman in 1984 initially explained the stakeholder theory comprehensively as management of organisation and business ethics to address moral values in an entity. Stakeholder theory is viewed as interconnection between different individuals with stake at an organisation. The theory values importance of every element within an organisation setup irrespective of one's status rather than individuals with influence. Stakeholder theory supports concrete, effective and moral ways to manage organisations in highly intricate and turbulent contexts (Freeman et al., 2007). The theory is efficient as noted by the authors since stakeholders are accorded with respect, are likely to respond with positive approach and behave appropriately towards the organisations such as sharing important information, purchasing products or services and remaining faithful to the organisation. It is effective because it bind the energy of stakeholders towards the satisfaction of the organisation's objectives.

Various scholars have defended stakeholder theory using a wide variety of theoretical perspectives, including integrated social contract theory by (Donaldson & Dunfee, 1999) who stated that the goal of the theory is to provide charter by which business choices are made with respect to their impact on relevant communities, ethical norms and moral standards. Integrated social contract theory provides methods for ethical decisions. Primarily, one must identify the communities who the decision will influence. Secondly, it is essential to identify the customs by which those communities adapt. Those customs must not differ with the universal morals pertinent to everyone. Finally, if there are difference with the customs, priority is given to norms that are rational to macrosocial contract. This process would theoretically permit decision-makers to act in accordance with conventional set of values, practices and standards.

Donaldson and Preston (2001) have recently differentiate between descriptive, instrumental and normative methods to stakeholders' theory. The descriptive informs if stakeholders interest are considered, while the instrumental approach is concern with effect of stakeholders on corporate effectiveness. The normative approach handles reasons corporations should consider stakeholders interest in the absence of any apparent benefit.

Freeman, et al (2010) found a mass of academics that have use stakeholder theory in multiple disciplines ranging from human resource, finance, law, accounting, information technology and marketing. Despite only about half a decade old, recently there is surge in literature related to stakeholder theory publications.

Traditional theories of the firms affirmed that the main function of the business is to capitalise the return to venture to the proprietors of the business, which is stakeholders (Friedman, 1980). In contrast, stakeholder theory stresses that business should consider needs of those affected by the firm.

Hilman and Kieman (2001), compared and contrasted stakeholder theory with corporate social responsibility and found great difference in the two terms since corporate social responsibility was developed to promote policies or organisation behaviours related to social goals and philanthropic work while stakeholder theory is a management theory founded on moral treatment of stakeholders.

NGO accountability has been seen in form of stakeholder theory. This theory emphasise and advocates for an inclusive accountability that account to and for all agencies' constituents and not just those holding positions of authority. (Edwards & Humes, 1996b); Najam, 1996).

Stakeholder theory is relevant to this research since the most significant aspect of the theory, embraces treatment of all stakeholders with fairness, honesty and generosity. These principles of stakeholder's theory are consistent with principles of accountability mechanism, which advocates for transparency, integrity and respect for humanity. Additionally, stakeholder theory proposes that treating all stakeholder fairly, creates collaboration.

1.12.2 Accountability Theory

This theory was developed by Tetlock, Learner and colleagues and has been extensively used in organisational research. As explained by Vance, Lowry and Eggett (2015), accountability theory expounds how the apparent need substantiate one's conduct to another party cause one to ponder and feel accountable for the course by which verdicts and decision have been reached. In turn, this apparent need to justify a decision-making process and effect increases the probability that one will think totally and thoroughly about one's procedural actions. A convenient means to understand accountability is to differentiate between its two most predominant uses: (1) as a virtue and (2) as a mechanism. As a virtue, accountability is viewed as a feature in which an individual demonstrate readiness to accept obligation, a needed attribute in government agencies or organisations. Therefore, in this form, accountability is a constructive feature of an entity. As a mechanism, accountability is viewed as a procedure in which a person has an obligation to clarify his or her deeds to another party that has a right to pass verdict on the consequences of someone's actions.

According to Adelberg and Boston (1978), accountability have a tendency to rotate on two specific themes. One theme is on the context, that is, who and what is involved in a given condition, and the second theme comprises the concept of an evaluation and feedback activity. The first theme

concerns the interpersonal context and focuses on person on two distinct roles. One is often referred to as agent and the other as audience whose role is to evaluate the agent. Shlenker and Weigold (1989) add that people can evaluate their own behaviour and therefore self-accountability is a viable concept. Other issues of the personal situation include such concepts as the structural, social and interpersonal eventualities which embed the accountability phenomenon.

Accountability theory is entrenched in explanations for probable behaviour. Likewise, role theory and accountability both put great deal of emphasis on personal relations. Additionally, both assume essential role for interpersonal expectations, stress the significance of the magnitude of compliance and associate tasks and actions to individuals (Cummings & Anton, 1990; Ferris, Mitchell, Frink & Hopper, 1995). Besides these conspicuous resemblances regarding the organisation and operation of role systems and accountability systems in organisations, the former perception offers what we feel are important new intuitions regarding when and where accountability is produced and the organisational systems that are related. This appears to be a deficit in current views of accountability theory. Thus we feel that role systems theory perspective adds worth to any handling of accountability in work surroundings.

Multiple scholars such as (Klein & Day, 1987; Dubnick & Romzek, 1998; Lerner & Tetlock, 1999) see accountability as a social relationship because of its nature of holding someone accountable through a relationship in which an accountor feels an obligation to explain and to justify its conducts to an accountee (citizens). This can be illustrated with scenario in which public sector is obligated to provide services to its citizens while the citizens are obliged to hold the public sector accountable for the provision of quality services.

There has been shifting in accountability mechanism from a top-up to top-down approach as noted by Mulgan (2003). Furthermore, they reverse the usual power logics in relation to public

accountability and shape new forms of power in this fragmented landscape of actions, as public sectors act as accountee to the private sector and simultaneously as accountor ensuring their responsibilities to citizens.

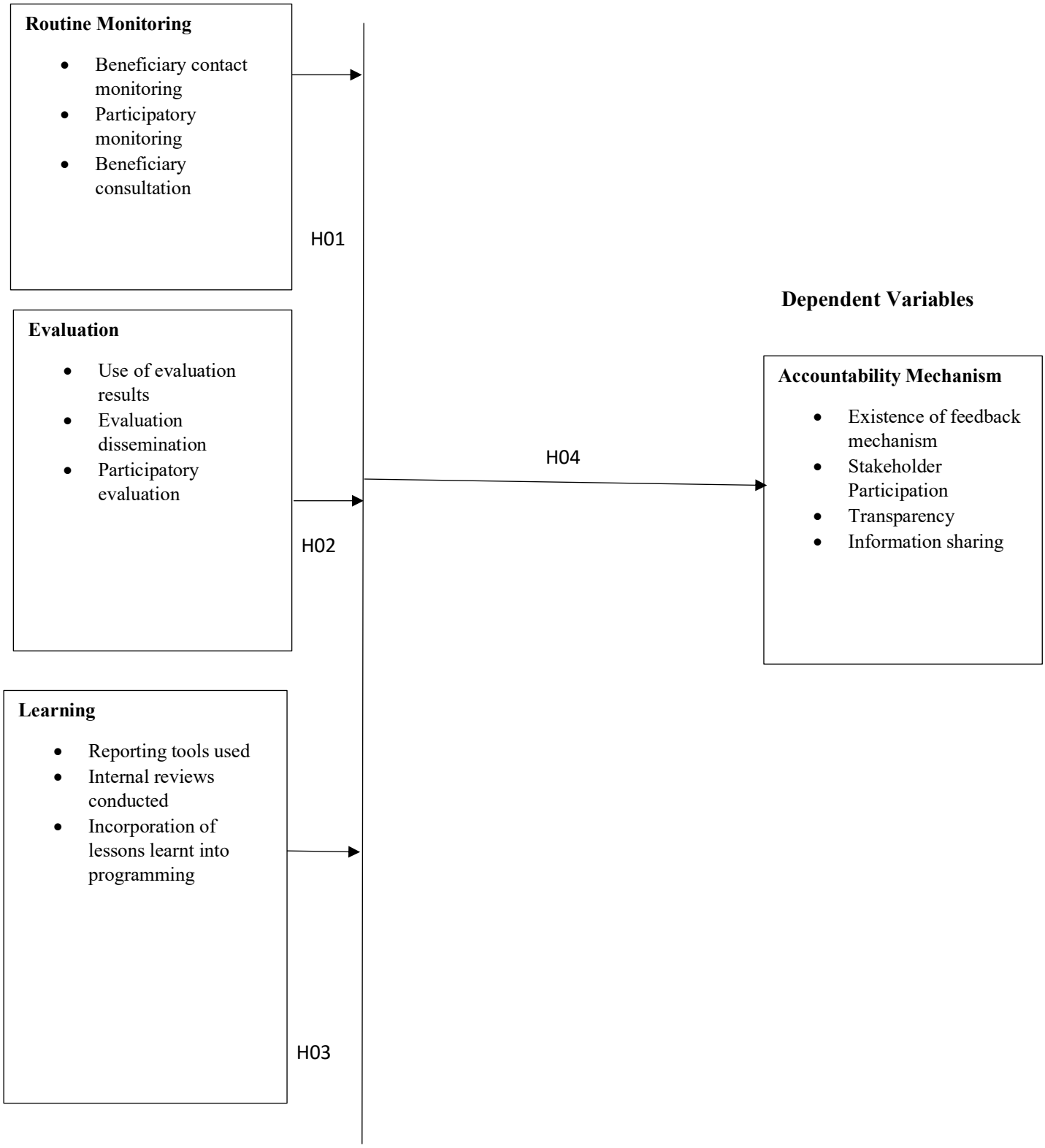
This model is suited to accountability mechanism since it advocates for beneficiary participation, information sharing and transparency. These principles are in line with accountability mechanism values that promotes stakeholder consultation and openness during service delivery. Effective participation lets NGOs to recognise the needs of the affected community's formulate appropriate response to them (Blagescu et al., 2005). This method lessens power inequalities, which occur within humanitarian sector.

1.13 Conceptual Framework

Conceptual framework is a hypothesize model categorising the theories under study and their relationship (Mugenda & Mugenda, 2013). It illustrates the connection between the variables under investigation and their interdependencies. The conceptual framework developed for this research shows the association between M&E processes and the accountability mechanisms in the NGO sector. The independent variables in this study are three constituents of M&E processes. These are routine monitoring, evaluation and learning. Routine monitoring will be determined through the following indicators; beneficiary contact monitoring, participatory monitoring and beneficiary consultation. Evaluation will be assessed through; use of evaluation results, evaluation dissemination and participatory evaluation. Learning will be determined through the following indicators; reporting tools used, internal reviews conducted and incorporation of lessons learnt into programming. Dependent variable will be accountability mechanism with the following indicators to be assessed; information sharing, existence of feedback mechanism, stakeholder participation and transparency.

Figure 1.1: conceptual framework depicting dependent and independent variables

Independent Variables



CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on monitoring and evaluation processes and accountability mechanism by looking at the following themes: routine monitoring and accountability mechanism in the NGOs, evaluation and accountability mechanism in the NGOs, learning and accountability mechanism in the NGOs, summary of the literature and knowledge gap.

2.2 Review of Literature

Accountability mechanism is the process of using power responsibly. It involves respecting and accounting for different stakeholders' opinions and needs, being accountable to those affected by the exercise of power (HAP International, 2010). Accountability is an association between an organisation and its stakeholder in which each side shoulders responsibility for its action. As NGO relationship with donors change, so do accountability practices (Abouassi &Trent, 2015).

Humanitarian Action Partnership (HAP) framework categorise accountability into four dimensions: transparency, participation, evaluation and complaint, response mechanism. The accountability dimensions ensures an organisation is demonstrating principles of accountability to its stakeholders. They are a replication of an organisation's practical approach to accountability (Blagescu, 2005).

Edwards (1996) assessed the accountability of NGOs and determined that accountability in the organisations is focused on the adherence to specific rules, transparency of decision-making and reporting on proper resource utilisation.

Ebrahim (2003) examined numerous ways in which accountability is practiced by NGOs and noted presence of five extensive mechanism of accountability as reports, evaluations, participation, social audit and participation.

2.2.1 Routine monitoring and Accountability Mechanism

Monitoring does not achieve proposed purpose if its intention is to appease outside actors rather than to support organisation internally. When linked to a theory of change and focused on building organisational learning, monitoring systems can provide reliable and actionable data, enabling organisations and donors to acquire significant understanding on managing and improving programs (Gugerty, Karlan & Welsh, 2016). Monitoring data has two prominent reasons, demonstrating program accountability and assisting program enhancement. Accountability seeks to answer a seemingly simple question. did an organisation do what it said it was going to do? Organisations face multiple challenges in addressing accountability mechanism from widespread stakeholders. For instance government needs organisations to account for financial resources, donors want to see their donations making a difference and lastly, institutional donors normally requires reporting on the use of their funds and success in the implementation (Gugertet al., 2016). The constraint with the accountability demands of this nature is they do not generate evidence organisations need to run high quality program. This gap is extra reason monitoring data are frequently observed as unhelpful or distinct to organisational needs. Furthermore, the authors concluded that organisation with accountable and transparent monitoring systems excels in meeting accountability needs of external stakeholders and performance.

One of the most important reasons for carrying out monitoring and evaluation (M&E) is to demonstrate accountability (Intrac, 2018). One way in which NGOs can develop sustainable

programmes is by consulting beneficiaries from the inception stage forward (UNDP, 2014). Recipients of NGOs' services are crucial to the effective need assessments for the justification of service design and delivery (Hall & Dwyer, 2017; Wellens & Jegers, 2014). Participation of communities during programme design and monitoring systems supports accountability, organisational learning and satisfaction of the population needs. These guarantees incorporation of feedback from ongoing activities in the design and implementation of programmes (Leslie, 2022).

Participatory monitoring has received credit globally as an essential instrument in several global legal frameworks. For instance, Colombia has lawfully recognised the mechanisms, for monitoring its democratic systems and public service. Additionally, multilateral development organisations, such the World Bank are placing an importance to community initiative monitoring that is consultative (Care International, 2015). The agency further explained that participatory monitoring, evaluation and social accountability mechanism are essential factors in championing beneficiary to advocate for their rights. Moreover, participatory monitoring permits beneficiary communities to evaluate the quality of services provided to them and an opportunity to criticise if dissatisfied. Strategy of the monitoring and accountability framework should advocates for beneficiary consultation and involvement. Beneficiary involvement in the monitoring systems should not solitary focus on feedback provision on the performance only but should involve every stakeholder in all stages of implementation.

In Pakistan, there is always limited opportunity for CSOs to participate in accountability mechanisms, and no forums are held to discuss data results in the reports from the Pakistan Social and Living Standard Measurements (PSLM) and Multiple Cluster Indicator Survey (MCIS) (Poverty, 2018)..

In Benin for instance features of the accountability mechanisms needing enhancement include: consultation of actors in monitoring processes including collection of consistent data; improvement of quality of information published in management reports; and performance measurement essential in planning, decision-making and evaluation.

In Kenya, CSOs are crucial actors in any county's developmental agenda. They play critical role economically, socially and politically. Kenya CSO network's (KEWASNET) accountability mechanism monitors the government's performance on delivering its pledges on rights to access to water and sufficient hygiene and gathers annual CSO sector report. The CSOs have the obligation of monitoring the development made and acts as ombudsman to the commitments made by the government and development partners (End water Poverty, 2018). Furthermore, the same report observed that CSOs' active participation in monitoring progress of Standard Development Goal 6 has guaranteed effective accountability mechanism through data collection and monitoring of results due to pressure CSOs give to the government to implement policies. However, Monitoring is stalled by inadequate information on baseline and use of obsolete monitoring tools. Progress monitoring is often limited, hence forming a barrier to effective accountability mechanisms.

2.2.2 Evaluation and Accountability Mechanism

Another broadly used tool for aiding accountability comprises evaluation whether performance or impact assessments (Ebrahim, 2003). Donors normally recommends evaluation of NGO programs as part of compliance towards the end of the program as well as midway of the implementation. Such evaluations intention is measure the extent to which the goals are achieve and are essential in influencing future funding to NGOs (Ebrahim 2003, as cited in Levy, Meltsner

and Wildavsky, 1974). NGOs also conduct internal evaluations to measure progress of their programming and assess their eligibility for funding from external donors.

In Asia, the Tsunami Evaluation Coalition (TEC) founds in its 2006 join evaluation that there had been inadequate beneficiary participation in the emergency response to the Indian Ocean Tsunami in 2004. The TEC noted that responding agencies were condemned for failing to engage affected communities during data collection, validation and inadequate consultation of locals on local coping strategies and for not sharing vital information with the communities. In conclusion, the TEC establish that this was a relentless problem that has been observed in many natural calamities.

(Morris, 2014) in his dissertation, investigation of evaluation as an accountability mechanism in the humanitarian relief observed that during evaluations, beneficiary participation was restricted to data collection phase and no indication of their participation in other evaluation processes such as developing evaluation scope and questions. Furthermore, the author divulges participation of beneficiaries at the conclusive phases was low.

According to a study conducted in Ghana by Ebrahim (2003), both internal and external evaluation processes face problems when measuring relevance. First, there are disagreements among NGOs and donors on what to assess between processes and results. Secondly, concerns over NGO perceptions on the significance of evaluation. Ebrahim (2003) as cited in (Riddel, 1999) lists reasons NGOs are unconvinced on the prerequisite for and purpose of evaluation. On one side, NGO values tends to emphasise action over examination. NGO role focuses on helping the poor rather than leading evaluations that are costly and time consuming. In addition, donor evaluations inclination on projects, bound their relevance in probing lasting results. A third, and more central, doubt focuses on the purpose of evaluation. There is a tendency to liken evaluation

with assessment of performance. Performance assessments have a tendency to dwell on projects or programs, whereas neglecting the organisation itself (Ebrahim, 2003 as cited in Fowler, 1996).

The Organisation for Economic Cooperation and Development (OECD) developed six principles that guides the implementation of the evaluation processes. The six principles stress upwards accountability (OECD, 2010). Guideline 5 considers donor and partner synergies but does not refer to intended beneficiaries while guideline 4 refers to significance of sharing results with decision makers. Both of these guidelines dwell on upwards accountability and upper echelon management. The only guideline that consist of downward accountability is guideline 3, which advocates for extensive dissemination of results. Nevertheless the scope of this guideline does not emphasise dissemination to intended beneficiaries and can easily be construed as just lesson learning among other agencies.

In South Sudan Food and Agriculture Organisation (FAO) conducted an evaluation of its programming and observed that there was largely limited consultation of affected people in needs assessments, and in neither 2014 nor 2015 was there evidence of community consultation taking place before formulation of the emergency programme (Office of Evaluation, 2016). Furthermore, response to feedback takes ages to address or even no response completely. Similarly, in South Sudan, an evaluation strategy for Danish Humanitarian action 2010-2015 also noted that presence of inadequate systematic beneficiary accountability mechanisms. However, despite the absence of precise complete and systematic accountability mechanisms, the evaluation team noted presence of structures at the field for information beneficiaries on project activities and lodging of complaints. An example of this was noted in a refugee camp where outreach workers collate feedback from beneficiaries and communicate them to the NGO.

Evaluations have the potential for aiding wider organisational change, mainly through trainings and organisational learning. Donors can hence improve NGO accountability both upward and downward not only by measuring performance, but also by technically supporting NGOs to perform self-evaluations and display their failures as part of learning. In order to realise this, however, donors should make funding less dependence on assessment of achievement and further strictly related to principles of capacity building and learning (Ebrahim, 2003).

Until more recently, evaluation in the social accountability sector tends to focus on outputs at the expense of both impact and outcomes which results to insufficient evidence on the change attributed to social accountability program. Evaluation of social accountability program will on generate useful findings if it examines most aspects of the program including program objectives of achieving long term changes (Search for Common Ground, 2020).

2.2.3 Learning and Accountability Mechanism

Learning can be defined as a social process by which we develop knowledge, skills, insights, beliefs, values, attitudes, wisdoms, habits and self-awareness. One of the most important reasons for NGOs to invest in organisational learning is to increase the effectiveness of their organisation (Britton, 2005). This means that, finding ways of measuring the effect of investments in organisational learning has become a priority for many organisations. Understanding programme methods that work well during implementation informs learning and this should be at the core of NGO effectiveness.

Agencies have argued that accountability and learning are core functions of central evaluation unit and that the two terms are inseparable as new emphasis on learning comes from accountability and should not be seen as opposing it (DAC, 2001). However, others view it in a different perspective and highlighted that tension can arise between the two. For example,

International Fund for Agriculture Development (IFAD) is now putting learning at the top of its programme. The World Bank proposed that accountability should create inducement framework for learning. Lao PDR claimed that learning and accountability are two sides of the same coin.

In an ideal situation, learning and accountability (upwards) would be two sides of the same coin, and there would be no mismatch (Intrac, 2018). For most Civil Society Organisations (CSOs), effective learning is understood by changes it help to realise and what they are doing and which is the same information accountability address. As Guijt (2010, p277) states it: one cannot be accountable if they do not learn. Furthermore, one needs to understand how to live up to the performance and expectations in order to learn. The differences between accountability and learning is senseless since they coexist.

Bangladesh commented that learning and accountability are a little different in practice, since learning is a function under the Ministry of Planning implementation and monitoring unit while accountability is more the reserve of the Auditor General (DAC, 2001). While there are differences in approach, it was agreed both learning and accountability are significant. Among the two, learning is the theme which most agencies see paramount need for development. Accountability has long been a core concern for evaluation units, learning is now emerging field with widespread opportunities as well as challenges.

However, it has been observed that in NGOs, there is an imbalance between aspirations, capabilities, and resources. One of the most important discoveries of Twigg and Steiner (2002) is that learning is not incorporated in the organisational functions, and this leads to systemic weaknesses. Systems for accessing, storing, transferring, and disseminating learning are underdeveloped, under-resourced, and inefficient. External evaluators such as donors can therefore improve NGO accountability (upward and downward) not just by measuring performance, but by

building capacity of the NGO to conduct self-evaluations, and promoting the examination of failure as a means of learning. In order to effect this, donors need to detached conditions from their funds (Ebrahim, 2003).

A variety of mechanisms and exercises are available to help organisations make sense of data in order to come to conclusions that support learning. These include stakeholder reviews, workshops, peer reviews, exchange visits, seminars, conferences, and many mechanisms supported by new information technology. These processes create space for staff and other stakeholders to review and analyse information, and openly discuss successes, failures and lessons learned in a safe environment (Intrac, 2018). Monitoring and Evaluation activities are purposely planned to support accountability to institutional donors, but have no value for learning. This frequently occurs for one or two reasons. First, CSOs set objectives and indicators not representing what they intend to achieve out of fear of underfunding from donors. Second, after a project or programme begins CSOs often need to make revisions, or redesign working plans and approaches. Yet, some donors do not permit CSOs to effect changes to programme objectives and indicators. In such cases CSOs may continue to collect and report on information that is of no use to them, and has no value for learning purposes.

2.3 Summary of Review of Literature

In most of the literature reviewed, it was observed that evaluation processes dwell on upwards accountability to donors at the expense of downward accountability. Evaluation processes inadequately measure accountability fully for instance, relevance a criteria for evaluation is inadequately measured due to disagreements among NGOs and donors on what to assess between processes and results and secondly, concerns over NGO perceptions on the significance of evaluation (Ebrahim, 2003). Furthermore, there is a tendency to liken evaluation with assessment

of performance. Performance assessments have a tendency to dwell on projects or programs, whereas neglecting the organisation itself. Furthermore, Participatory monitoring has received credit globally as an essential instrument in several global legal frameworks. Multilateral development organisations, such the World Bank are placing an importance to community initiative monitoring that is consultative (Care International, 2015). The agency further explained that participatory monitoring, evaluation and social accountability mechanism are essential factors in championing beneficiary to advocate for their rights. Moreover, participatory monitoring permits beneficiary communities to evaluate the quality of services provided to them and an opportunity to criticise if dissatisfied. Strategy of the monitoring and accountability framework should advocates for beneficiary consultation and involvement.

Various scholars notably Organisation for Economic Cooperation and Development stressed that evaluation principles focuses on upward accountability mechanism. This was evident by evaluation of Food and Agriculture Organisation programmes in South Sudan which noted that there was largely limited consultation of affected people in needs assessments, and in neither 2014 nor 2015 was there evidence of community consultation taking place before formulation of the emergency programme (Office of Evaluation, 2016). In Asia, the Tsunami Evaluation Coalition (TEC) founds in its 2006 join evaluation that there had been inadequate beneficiary participation in the emergency response to the Indian Ocean Tsunami in 2004. The TEC noted that responding agencies were condemned for failing to engage affected communities during data collection, validation and inadequate consultation of locals on local coping strategies and for not sharing vital information with the communities.

2.4 Research Gaps

Despite widespread of literature advocating for participatory monitoring that involves all the stakeholders in all the processes, monitoring systems is stalled by inadequate information on baseline and use of obsolete monitoring tools. Progress monitoring is often limited, hence forming a barrier to effective accountability mechanisms. Hence the research addressed this constraint through examination of existing monitoring tools and their utilisation.

Most of the literature observed that evaluation processes dwell on upwards accountability to donors at the expense of downward accountability. The research addressed this by measuring participation of stakeholders including the community and beneficiaries in the evaluation processes notably from designing phase to validation and incorporation of their feedbacks into the final evaluation reports.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This section presents the methodology of the study. Specifically, the chapter concentrates on the research design, site of the study, target population, sampling, data collection, analysis and finally ethical concerns that the study assumed.

3.2 Research Design

The study used descriptive research design to investigate M&E processes specifically routine monitoring, evaluation and learning on accountability mechanism. Descriptive research studies are concerned with describing the features of a particular person or group (Kothari, 2014). Descriptive research design was adopted due to its nature of minimising bias and maximising reliability. Furthermore, descriptive research design allows investigation of associations between variables. For this study, one dependent variable (accountability mechanism) was examined on how it relates or associate with independent variables (staffs technical capacity, routine monitoring and evaluation).

3.3 Research Site

The research was conducted in Juba County since it is hosting headquarters of Food and Agriculture Organisation in South Sudan. The location was selected because it is where the organisation's policies and strategies are formulated. Secondly, most of non-governmental organisations operating in the country have their headquarters in Juba. Furthermore, most of FAO's programming are currently implemented in Juba.

3.4 Target Population

The unit of analysis for this research study were program staffs of Food and Agriculture Organisation in South Sudan. On a similar note, the unit of observation were program staffs based in Juba county comprising of project managers, coordinators, program officers and M&E officers drawn from existing units within the organisation. The sampled respondents provided a clear perspective of organisation's staffs on the monitoring and evaluation processes and accountability mechanism in organisation's programming. However, due to constraints of administering the survey to all the program staffs stationed in various field offices in the country, the survey solely sampled staffs located in Juba.

3.5 Study Sample

3.5.1 Sampling Procedure

A sample design is a certain plan for attaining a sample from a given population. It refers to the method or the process the researcher would assume in selecting items for the sample (Kothari, 2014). In this study, the research focused on 70 program staffs of Food and Agriculture Organisation. The study selected 59 staffs through clustering approach where staffs were clustered into their respective departments within the organisation and then selected using simple random techniques thereafter, questionnaire was administered to the selected respondents.

Table 3.1: target population

Department	Number of staffs
Gender and protection	8
Monitoring and evaluation	8
Plant production and protection	12
Fisheries	8
Livestock	8
Land and environment	7
Food security and Nutrition	7
Emergency	8
Cash and voucher	4
Total	**70**

Source: Food and Agriculture Organisation

3.5.2 Study Sample Size

Sampling is a process where a subset of population is selected for study and information obtain is generalise for the whole population. Each member of the population has an equivalent chance of selection when using random probability methods (Mugenda, 2013). For the sampling size, Krecjie and Morgan model was used. The Krecjie and Morgan formula was adopted because it is a better instrument that investigates variables at low cost, less time, precisely and finally, statistical inference can be drawn from the study results on the basis of confidence interval approach and test of significance approach (Singh & Masuku, 2014).

$n = \chi 2 * N*P(1-P) / (ME^2*(N-1)+XP(1-P) = 3.841*70*0.5(1-0.5)/(0.5^2*(70-1)+3.841*0.5(1-0.5)$

Where:

n = sample size

$\chi 2$ = Chi –the significance level set at 95% confidence interval which corresponded to value of 3.841

N = Population Size corresponding to value of 70

P = Population Proportion corresponding to value of 0.5

ME = desired Margin of Error (expressed as a proportion) corresponding to value of 0.5

n = 59

3.6 Data Collection

3.6.1 Data Collection Instruments

Main data was gathered through questionnaires. The first part of the questionnaire presented overall information on the purpose of the study, confidentiality and anonymity. The subsequent sections were organised according to the objectives of the study. Furthermore, the questionnaire entail Likert scales with responses coded as per respondents insights to the questions with a rating scale of 5,4,3,2 and 1 where 5 represent strongly agree, 4 represent agree, 3 represent neutral, 2 represent disagree while 1 represent strongly disagree. The questionnaire was mostly structured with a few open-ended questions to permit comments and suggestions

3.6.2 Pilot Testing of Research Instrument

According to Mugenda and Mugenda (2003), the rationale for piloting an instrument is to guarantee that instruments have the similar meaning and consistency. This approach minimises costly errors.

Prior to data collection, a pilot study was conducted targeting 25 staffs of Action for Children Development Foundation (ACDF) in South Sudan an NGO with presence in Juba. The primary objective of the pilot study was to verify that questionnaires were appropriate and clear, that the information sought was relevant, language used and content of the answers were valid. It was observed that the questionnaire measured its intended purpose since the responses were well understood by the respondents and consistent with issues pertaining to accountability mechanism and the monitoring and evaluation processes.

3.6.3 Instrument Reliability

Reliability is an indicator of the dependability of the instrument in giving accurate findings. If a measure developed is consistent, it means that if used recurrently to measure occurrence, it would generate the same results (Gatara, 2010). There are three approaches for approximating reliability: test-retest reliability which is administering a test twice and determining correlation between set of scores, equivalent reliability calculates reliability by administering two forms of a test and determine the correlation between the scores while internal consistency calculates a reliability test based on a single form of a test (Brown, 2002). The questionnaire was subjected to a reliability test in order to check for consistencies and relevance. The researcher guaranteed that questions in the forms were developed using clear language that is easy to comprehend by the respondents. The questionnaire was subjected to reliability test using Cronbach alpha formula listed below.

$\alpha = k/(k-1) * s^2 - \Sigma(s^2) / s^2 = 21/(21-1) * (46.5-18.77)/46.5 = 0.7013$

Where α is the symbol of Cronbach alpha

Where k is the number of questions

S^2 is the total variance of questions

$\Sigma(s^2)$ is summation of individual variances

From the determination of Cronbach alpha, the value computed was 0.7013. The Cronbach value met the reliability threshold of consistency which states that a value of 0.7 implies good reliability among various items of the questionnaire.

3.6.4 Instrument Validity

Validity of research tool is a measure of extent to which the tools measure what they are intended to measure (Kathuri & Pals, 1993). The content validity for the instrument is the degree to which the instrument provides sufficient coverage of the investigation questions guiding the study. This is the accuracy and importance of research findings. The questionnaire was subjected to review by monitoring and evaluation practitioners as well as program specialists with extensive knowledge on the NGO accountability mechanism to extensively verify if the research questions are measuring the variables and evaluating the significance of each item in the instrument to the objectives.

3.6.5 Data Collection Procedures

This involved obtaining authorisation letter from the university, the letter acquired from Africa Nazarene University aided in obtaining research permit from the relevant authorities commissioning the study. Additionally, structured questionnaires were administered using digital

mobile platform particularly kobo collect application where a link was send to respondents through e-mail. The use of kobo collect application was justified because the application collects real time data, minimise possibilities of errors and missing responses since the questionnaires are coded with mandatory responses and skip logic questions that appropriately generate intended responses.

3.7 Data Processing and Analysis

Data analysis is the procedure of methodically searching and organising field findings for presentations (Bakdan & Biklen, 1992). It involves sorting the data, breaking it into classes and units and then probing for trends and patterns before deciding to report. It strive to accomplish the research objectives and provides answers to the research questions.

After finalisation of data collection, data was collated strictly following data quality control processes to check for completeness, validity, precision, credibility and integrity. In addition, data was organised into study objectives, cleaned, processed and analysed using STATA software. Descriptive statistics was presented using frequencies, proportions, means and standard deviation. Additionally, inferential statistics was performed with correlation statistics, regression modelling and ANOVA test performed to determine association and relationship among the variables. The regression model was determined using the equation below

$$Y= \beta_0+\beta_1X_1+ \beta_2X_2+ \beta_3X_3+\varepsilon$$

Where Y signifies dependent variable accountability mechanism, X_1 is routine monitoring, X_2 is evaluation, X_3 is learning, β_0 is the intercept or regression constant, $\beta 1$, β_2 and β_3 are the parameters unknown and also known as regression coefficient and ε is the error of margin.

3.8 Legal and Ethical Considerations

The research minimised steps that are detrimental to the participants and incorporated ethical consideration during study processes. These steps involved explanation of the rationale of the study, seeking respondents consent preceding data collection and permitting uncomfortable respondents to withdraw during interview. Secondly, the research instruments did not record names of the participants therefore remaining anonymous, the findings of the research were solely use for the purpose of the research. Additionally, the research sought approval from a relevant institution responsible for research and ethical matters. The permission of research for the study is an indicator that it complied with ethical standards expected of research studies.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents and discusses findings deduced from the questionnaire with regard to research objectives specifically; routine monitoring, evaluation and learning influence on accountability mechanism in the NGO sector in Juba County South Sudan. The information collected was analysed using STATA and presented in frequency tables, proportions, averages, correlations and regression.

4.2 Characteristics of the respondents

4.2.1 Response Rate

The research intends to sample 59 respondents from program staffs composed of monitoring and evaluation unit, plant production and protection unit, food and nutrition security unit, livestock unit, cash and voucher unit, emergency unit and market and trade units. A total of 48 questionnaires were responded. Those that were unsuccessful were attributed to absence of staffs as a result of leave and visit to the field sites which are not part of the research study. This equates to 81% response rate. According to Mugenda and Mugenda (2013) a research study with a response rate of 50% is deemed to be sufficient. Hence the response rate for this study is adequate since it has surpassed the adequacy rate.

Table 4.1: response rate

Response status	No of questionnaires	Percentage (%)
Completed	48	81%
Incomplete	11	19%
Total	**59**	**100%**

Source: data (2023)

4.2.2 Gender of Respondent

Gender of respondent was inquired during the study. The findings revealed that majority of respondents were male who constituted about two-thirds (62.5%) of the respondents with remaining third (37.5%) being female. This indicates that the majority of organisation's staffing is composed of male. However, presence of significant proportion of female respodent is an indicator that organisation is gender balance.

Table 4.2: gender of the respondent

Gender	n	Percentage (%)
Male	30	62.5%
Female	18	37.5%
Total	**48**	**100%**

4.2.3 Work Experience

The research intend to determine the number of years of experience of the respondents. The findings indicate that majority of the respondents had 5-9 years of experience (56%) followed by those with 0-4 years of experience (29%) while respondents with 15 years and above constituted less proportion (4%).

Table 4.3: respondents' years of experience

Years of experience	n	Percentage (%)
0-4 years	14	29%
5-9 years	27	56%
10-14 years	5	10%
15+ years	2	4%
Total	**48**	**100%**

Source: data (2023)

4.2.4 Department of Respondent

The department where respondents worked was explored. The findings indicates majority of the respondents worked in food and nutrition department (25%) followed closely by monitoring and evaluation department (23%), gender and protection (17%), plant production and protection (15%), livestock (13%) while market and trade department (8%) had the smallest proportion of respondents.

Table 4.4: department respondents worked in

Department	n	Percentage (%)
Food and Nutrition security	12	25%
Gender and Protection	8	17%
Livestock	6	13%
Monitoring and Evaluation	11	23%
Market and Trade	4	8%
Plant production and protection	7	15%
Total	**48**	**100%**

Source: data (2023)

4.2.5 Level of Education

From the research findings, it was observed that nearly two-thirds (60.4 %) of the respondents completed bachelor degree with about a third (29.2%) completing diploma while the remainder (10.4%) completed masters level. This implies that significant proportion (70%) of the organisation's staffs either completed bachelor or master's degree. This is an indicator that they are conversant in implementing policies with ease.

Table 4.5: respondents' level of education

Level of education	n	Percentage (%)
Bachelor	29	60.4%
Diploma	14	29.2%
Masters	5	10.4%
Certificates	0	0.0%
Total	**48**	**100%**

Source: data (2023)

4.2.6 Age of Respondent

Age of the respondent was probed during research and it was observed that majority of the respondents 64.6% were in the age bracket of 30-40 years, 25.0% were of between ages of 20-29 years while 10.4% were of 41-50 years of age. The respondent's age is uniformly distributed and this implies that organisation recruitment policy considers a blend approach of both experience and less experience staffs.

Table 4.6: age of the respondent

Age of respondent	n	Percentage (%)
20-29 years	12	25.0%
30-40 years	31	64.6%
41-50 years	5	10.4%
Total	**48**	**100%**

Source: data (2023)

4.3 Presentation of Research Findings, Analysis and Interpretations

4.3.1 Influence of Routine Monitoring on Accountability Mechanism

The first objective sought to determine the extent of routine monitoring influence on accountability mechanism. Therefore, the respondents were asked to indicate the extent of their agreement to a series of questions depicting the nature of routine monitoring practices within their organisations. These statements were developed using 5-point Likert scale where 5 (strongly agree), 4 (agree), 3 (neutral), 2(disagree) and 1 (strongly disagree).

During the research data collection, respondents were asked if they participated in monitoring during project activities implementation. All the respondents (100%) acknowledged that they participates in monitoring of activities routinely with 40% conducting monitoring weekly, 31% conducting monitoring monthly, 23% conducting monitoring bi-weekly while 6% conducting monitoring on daily basis. Table 4.7 illustrates the results attained from the descriptive analysis of response.

Table 4.7: routine monitoring and accountability mechanism

Statements	SA f (%)	A f (%)	N f (%)	D F (%)	SD f (%)	M	Standard deviation
During monitoring, project stakeholders are consulted on the monitoring processes	14(29%)	20(42%)	4(8%)	6(13%)	4(8%)	3.708	**1.266**
Monitoring results are processed and released on regular basis to inform the ongoing development and decision making within project activities	18(39%)	15(31%)	9(18%)	5(10%)	1(2%)	3.916	**1.099**
Outputs resulting from monitoring visits are shared with beneficiaries/stakeholders	14(31%)	22(38%)	8(19%)	4(11%)	0(0%)	3.958	**0.8965**
Beneficiaries feedback is gathered on project activities and appropriate response is provided	17(35%)	15(31%)	8(17%)	5(10%)	3(6%)	3.791	**1.232**
Beneficiaries are inform of project activities regularly	15(31%)	16(33%)	9(19%)	4(8%)	4(8%)	3.816	**0.616**
Overall mean and standard deviation						**3.874**	**1.0219**

Source: data

The average score ranged from 3.816 to 3.958, an indicator that respondents had varied degree of agreement with various characterisation of routine monitoring in the organisation. Out of 48 respondents, majority 20(42%) agreed with the first statement "during monitoring, project stakeholders are consulted on the monitoring processes (designing of terms of reference for the activity, development of questionnaire, data collection and documentation", 14 (29%) strongly agreed with the statement, 6 (13%) disagreed, 4 (8%) were neutral while 4 (8%) strongly disagreed with the statement. The statement generated a mean score of 3.708 and a standard deviation of 1.266 which is lower than composite mean of 3.874 and standard deviation of 1.0219, implying

that the statement does not positively influence performance of routine monitoring. The findings are consistent with results of an evaluation study commissioned by Danish Humanitarian Action in 2015 who also noted that stakeholders are inadequate consulted during project implementation.

Concerning the second statement "monitoring results are processed and released on regular basis to inform the ongoing development and decision making within project activities", majority of respondents 18(39%) strongly agreed, 15(31%) agreed, 9(18%) were neutral, 5(10%) disagreed while 1(2%) strongly disagreed. This statement had a mean score of 3.916 and a standard deviation of 1.099 which is higher than composite mean of 3.874 and a standard deviation of 1.0219, implying that the statement positively influence performance of routine monitoring.

Majority 22(38%) agreed with the statement, "Outputs resulting from monitoring visits are shared with beneficiaries/stakeholders", 14(31%) agreed, 8(19%) remained neutral while 4(11%) disagreed. This statement had a mean score of 3.958 and a standard deviation of 0.8965 which is higher than composite mean of 3.874 and a standard deviation of 1.0219, implying that the statement positively influence performance of routine monitoring.

Relating to fourth statement "beneficiaries feedback is gathered on project activities and appropriate response is provided", majority of the respondents 17(35%) strongly agreed with the statement, 15(31%) agreed, 8(17%) were neutral, 5(10%) disagreed while 3(6%) strongly disagreed. This statement had a mean score of 3.791 and a standard deviation of 1.232 which is lower than composite mean of 3.874 and a standard deviation of 1.0219, implying that the statement negatively influence performance of routine monitoring.

Majority of respondents 16(33%) agreed with the statement, "beneficiaries are inform of project activities regularly", 15(31%) strongly agreed, 9(19%) were neutral, 4(8%) disagreed while 4(8%)

strongly disagreed with the statement. This statement had a mean score of 3.816 and a standard deviation of 0.616 which is lower than composite mean of 3.874 and a standard deviation of 1.0219, implying that the statement negatively influence performance of routine monitoring.

The findings indicates that monitoring results are shared with beneficiaries, beneficiary feedback is gathered and appropriate response is provided. These findings agrees with presentation of (Care International, 2015) to Global Green Climate Fund that elaborated importance of participatory monitoring which allows beneficiary communities to assess the quality of service provision and provide accurate information about their own satisfaction while also offering service providers and district and national officials the opportunity to assess the perception of users in terms of quality of services, to track outcomes, and to take corrective measures to improve performance. Furthermore, the findings concurs with findings of (Bossert and Brinkerhoff, 2008) that when systems engages stakeholders frequently, then projects or programs strive to be efficient, effective, transparent, accountable, responsive and inclusive.

4.3.1.1 Correlation Analysis between Routine Monitoring and Accountability Mechanism

Correlation analysis was done to determine the strength and direction of the association between routine monitoring and accountability mechanism. There is a weak and positive linear association between routine monitoring and accountability mechanism (r=0.475). The association was found to be statistically significant at 5% level of significance, r=0.475, p<0.05. The results of this correlation are shown in the table 4.10 below.

Table 4.8: correlation matrix between routine monitoring and accountability mechanism

Accountability mechanism	Accountability mechanism	Routine monitoring
Accountability mechanism	1	
Routine monitoring	0.475**	1
Sig. (2-tailed)	0.064	

** P < 0.05

4.3.1.2 Regression Analysis between Routine Monitoring and Accountability Mechanism

To test the hypothesis that there is no significant relationship between routine monitoring and accountability mechanism, a simple linear regression was performed. The results indicates that R^2= 0.225 which implies that the changes in routine monitoring accounted for 22.5% of the variation in accountability mechanism. The remaining 77.5% was explained by other factors.

Table 4.9: model summary for routine monitoring and accountability mechanism

Model summary				
Model	R	R square	Adjusted square	R standard error of estimate
1	0.475[a]	0.225	0.2091	0.3409
a. predictors routine monitoring				

Source: data (2023)

As to whether the model is significant in enabling predictions containing the independent and dependent variables, the ANOVA table indicates that routine monitoring had significant prediction on accountability mechanism in the NGO sector. The results indicate that the model was statistically significant in predicting the effect of routine monitoring on accountability mechanism at a 5% level of significance, $F(1, 46) = 13.426$, $p < 0.05$.

Table 4.10: ANOVA results for routine monitoring and accountability mechanism

ANOVA					
Model	SS	DF	MS	F	Sig.
Regression	1.5604	1	1.5604	13.4263	0.00064
Residual	5.3462	46	0.1162		
Total	6.9066	47			

Source: data (2023)

From the regression coefficients shown in table 4.15, the unstandardized beta coefficient for routine monitoring is 0.298. The t-value for routine monitoring is significant, indicating that for each unit increase in routine monitoring, accountability mechanism can increase by 0.298 units; $t(46) = 3.66$; $\beta = 0.298$; $p < 0.05$.

Table 4.11: regression coefficients for routine monitoring

Model	coefficients	Standard error	t	Sig.
Routine monitoring	0.298	0.081	3.66	0.001***
Constants	2.83	0.315	8.98	0***

***Correlation is significant at the 0.05 level (2-tailed)

Source: data (2023)

4.3.1.3 Hypothesis Testing

The study sought to measure influence of routine monitoring on accountability mechanism in the NGO sector in Juba County. Regression analysis was applied to test the relationship between routine monitoring and accountability mechanism. The hypothesis tested the relationship between routine monitoring and accountability mechanism as the main IV and DV respectively at 0.05 level of significance which stated that H_{01}:There is no significant relationship between routine monitoring and accountability mechanism in NGO sector in Juba County, South Sudan.

From the results of regression analysis, it can be revealed that routine monitoring significantly affects accountability mechanism; $t(46) = 3.66$; $\beta = 0.298$; $p < 0.05$. This hence implies that the null hypothesis which stated that H_{01}: There is no significant relationship between routine monitoring and accountability mechanism in the NGO sector in Juba County was rejected and the conclusion made was that: H_1: There is significant relationship between routine monitoring and accountability mechanism in the NGO sector in Juba County.

The findings concurs with findings of (Leslie, 2022) that states, participation of communities during programme design and monitoring systems supports accountability, organisational learning and satisfaction of the population needs. Furthermore, the findings are consistent with study conducted by (UNDP, 2014) that states that sustianbility in programmes can be achieved by NGOs if beneficiaries are consulted from the inception processes onwards. Furthemore, the research findings are consistent with findings of Simister (2015) who recommends that, as a best practice, an extensive engagement with different stakeholders should be regularly done, and definitely anyone expected to perform M&E tasks should be alerted or consulted during M&E plan design.

4.3.2 Influence of Evaluation on Accountability Mechanism

The second objective sought to determine the extent of evaluation influence on accountability mechanism. During the study, respondents' participation in the evaluation processes was probed with 96% reporting that they do participate in the evaluation processes while remainder 4% reported that they do not participate. Respondents who participated in the evaluation processes mentioned level of their participation especially in development of terms of reference, development of key evaluation parameters, participation in data collection, participation in data analysis and validation of evaluation findings.

The respondents' perspective on the extent of evaluation were analysed through a list of items based on a 5-point Likert scale and results depicted in table 4.8 below.

Table 4.12: evaluation and accountability mechanism

Statement	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)	Mean	Standard deviation
Relevant stakeholders/beneficiaries are involved in the evaluation of a specific activity	15(31%)	21(44%)	7(15%)	4(8%)	1(2%)	3.938	1.0087
The purpose and objectives of the evaluation are communicated clearly to the stakeholders/beneficiaries	20(42%)	17(35%)	8(17%)	3(6%)	0(0%)	4.125	0.9235
The evaluation results are processed and released on a regular basis to inform the ongoing development	22(46%)	16(33%)	8(17%)	2(4%)	0(0%)	4.208	0.8830
A precise report of the evaluation process is made available describing objectives, participants, methodology, approach, results, conclusion	21(45%)	20(43%)	4(9%)	2(4%)	0(0%)	4.229	0.8461
Evaluation reports are disseminated to key stakeholders on a timely basis	12(25%)	29(60%)	7(15%)	0(0%)	0(0%)	4.104	0.612
Actions agreed by stakeholders during validation of evaluation findings are implemented	12(25%)	29(60%)	4(8%)	3(6%)	0(0%)	4.041	0.7634
Overall mean and standard deviation						**4.107**	**0.839**

Source: data (2023)

The mean score ranged from 3.938 to 4.229, which indicates that respondents agreed with various description of evaluation in the organisation. Out of 48 responses, 21(44%) agreed, 15(31%) strongly agreed, 7(15%) remained neutral, 4(8%) and 1(2%) with the statement, “relevant

stakeholders/beneficiaries are involved in the evaluation of a specific activity". This statement had a mean score of 3.9375 and standard deviation of 1.0087, which is lower than composite mean of 4.107 and a standard deviation of 0.839, implying that the statement negatively influence performance of evaluation in the organisation. These results concurs with findings of The Evaluation Commission (TEC) which observed that

Pertaining to the second statement that "purpose and objectives of the evaluation are communicated clearly to the stakeholders/beneficiaries", majority of the respondents 20(42%) strongly agreed with the statement, 17(35%) agreed, 8(17%) were neutral while 3(6%) disagreed. This statement had a mean score of 4.125 and a standard deviation of 0.9235, which is higher than the composite mean of 4.107 and standard deviation of 0.839, indicating that the statement positively influence the performance of evaluation in the organisation.

Majority of the respondents 22(46%) strong agreed with the statement, "evaluation results are processed and released on a regular basis to inform the ongoing development", 16(33%) agreed, 8(17%) were neutral and 2(4%) disagreed with the statement. The statement had a mean score of 4.208 and standard deviation of 0.833, which is higher than the composite mean of 4.107 and standard deviation of 0.839, implying that the statement positively influence the performance of evaluation in the organisation.

Regarding the fourth statement, "precise report of the evaluation process is made available describing objectives, participants, methodology, approach, results, conclusion", majority of the respondents 21(45%) strong agreed with the statement, 20(43%), 4(9%) were neutral and 2(4%) disagreed. The statement had a mean score of 4.229 and a standard deviation of 0.8461 which is higher than the composite mean of 4.107 and a standard deviation of 0.839, implying that the statement positively influence the performance of evaluation in the organisation.

Concerning the fifth statement, “Evaluation reports are disseminated to key stakeholders on a timely basis”, majority of respondents 29(60%) agreed with the statement, 12(25%) strongly agreed while 7(15%) were neutral. The statement had a mean score of 4.104 and standard deviation of 0.612 which is lower than a composite mean of 4.107 and a standard deviation of 0.839, implying that the statement negatively influence performance of evaluation in the organisation.

Majority of the respondents 29(60%) agreed with the last statement, “Actions agreed by stakeholders during validation of evaluation findings are implemented”. The remaining 12(25%) strongly agreed with the statement, 4(8%) were neutral while 3(6%) disagreed. The statement had a mean score of 4.041 and a standard deviation of 0.7634 which is lower than the composite mean of 4.107 and a standard deviation of 0.839, implying that the statement negatively influence performance of evaluation in the organisation.

These findings indicates that stakeholders are consulted during evaluation processes from inception to validation of findings. These findings differed with findings of the Tsunami Evaluation Commission that noted failure of responding agencies to engage affected communities during data collection, validation and inadequate consultation of locals on local coping strategies and for not sharing vital information with the communities. In conclusion, the TEC establish that this was a relentless problem that has been observed in many natural calamities.

4.3.2.1 Correlation Analysis between Evaluation and Accountability Mechanism

Correlation analysis was done to determine the strength and direction of the association between evaluation and accountability mechanism. The results indicate that there is a weak and positive linear association between evaluation and accountability mechanism (r=0.423). The association was found to be statistically significant at 5% level of significance, r=0.423, p <0.05. The results of this correlation are shown in the table 4.11 below.

Table 4.13: correlation matrix between evaluation and accountability mechanism

Accountability mechanism	Accountability mechanism	Evaluation
Accountability mechanism	1	
Evaluation	0.423**	1
Sig. (2-tailed)	0.0028	

** P < 0.05

4.3.2.2 Regression Analysis between Evaluation and Accountability Mechanism

To test the hypothesis that there is no significant relationship between evaluation and accountability mechanism, a simple linear regression was performed. The results indicates that R^2= 0.177 which implies that the changes in evaluation accounted for 17.7% of the variation in accountability mechanism. The remaining 82.3% was explained by other factors.

Table 4.14: model summary for evaluation and accountability mechanism

Model summary				
Model	R	R square	Adjusted square	R standard error of estimate
1	0.421[a]	0.177	0.159	0.351

a. predictors evaluation

Source: data (2023)

As to whether the model is significant in enabling predictions containing the independent and dependent variables, the ANOVA table indicates that evaluation had significant prediction on accountability mechanism in the NGO sector. The results indicate that the model was statistically significant in predicting the effect of evaluation on accountability mechanism at a 5% level of significance, $F(1, 46) = 9.92$, $p < 0.05$.

Table 4.15: ANOVA results for evaluation and accountability mechanism

ANOVA					
Model	SS	DF	MS	F-ratio	Sig.
Regression	1.225	1	1.5604	9.92	0.0028
Residual	5.681	46	0.123		
Total	6.9066	47			

Source: data (2023)

From the regression coefficients shown in table 4.18, the unstandardized beta coefficient for evaluation is 0.370. the t-value for evaluation is significant, indicating that for each unit increase in evaluation, accountability mechanism can increase by 0.370 units; $t(46) = 3.15$; $\beta = 0.370$; $p < 0.05$.

Table 4.16: regression coefficients for evaluation

Model	coefficients	Standard error	t	Sig.
Evaluation	0.370	0.117	3.15	0.0028***
Constants	2.443	0.486	5.02	0***

***Correlation is significant at the 0.05 level (2-tailed)

Source: data (2023)

4.3.2.3 Hypothesis Testing

The study sought to measure influence of evaluation on accountability mechanism in the NGO sector in Juba County. Regression analysis was applied to test the relationship between evaluation and accountability mechanism. The hypothesis tested the relationship between evaluation and accountability mechanism as the main IV and DV respectively at 0.05 level of significance which stated that t H_{02}: There is no significant relationship between evaluation and accountability mechanism in NGO sector in Juba County, South Sudan.

From the results of regression analysis, it can be reveal that evaluation significantly affects accountability mechanism; $t(46) = 3.15$; $\beta = 0.370$; $p < 0.05$. This therefore implies that the null hypothesis which stated that H_{02}: There is no significant relationship between evaluation and accountability mechanism in the NGO sector in Juba County was rejected and the conclusion made was that H_2: There is significant relationship between evaluation and accountability mechanism in the NGO sector in Juba County was accepted.

These findings differed with findings of Tsunami Evaluation Coalition (TEC) which founds in its 2006 join evaluation that there had been inadequate beneficiary participation in the emergency response to the Indian Ocean Tsunami in 2004. The TEC noted that responding agencies were condemned for failing to engage affected communities during data collection, validation and inadequate consultation of locals on local coping strategies and for not sharing vital information with the communities. The finding supports the finding by a meta-evaluation of extension conducted by GFRAS in 2011, which observe that during evaluations, feedback was delivered to project staff but to a much lesser extent to local stakeholders and commissioning organisations (Pound et al., 2011). Additionally, the findings concurred with (Perrin, 2007), (Hanberger, 2011)

who argued that involvement of stakeholders' inputs wholly in the evaluation processes enrich the quality of data and generates evidence-based that are credible and acceptable by all.

4.3.3 Influence of Learning on Accountability Mechanism

The third objective intends to examine the influence of learning on accountability mechanism. The respondents' perception on the extent of learning were analysed through a list of items based on a 5-point Likert scale and results depicted in table 4.14 below.

Table 4.17: learning and accountability mechanism

Statement	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)	Mean	Standard deviation
Learning is embedded in culture and policies of the organisation	15(31%)	27(56%)	4(8%)	2 (4%)	0(0%)	4.145	0.751
Internal reviews are regularly conducted with participation of stakeholders	6(13%)	21(44%)	6(13%)	12(25%)	3(6%)	3.291	1.210
Tools for reporting and learning are available	15(31%)	23(48%)	3(6%)	7(15%)	0(0%)	3.958	0.999
The organization takes into consideration views, feedback and opinions of stakeholders/beneficiaries during learning events	20(42%)	20(42%)	7 (15%)	1 (2%)	0(0%)	4.187	0.832
Lessons and actions points agreed in the reviews are incorporated in future programming	9 (19%)	27(56%)	7 (15%)	5 (10%)	0 (0%)	3.833	0.867
Overall mean and standard deviation						**3.882**	**0.9318**

Source: data (2023)

The mean rating ranged from 3.291 to 4.187, an indication that respondents had varying degree of agreement with various description of learning within the organisation. Out of 48 respondents,

majority 27(56%) agreed with the statement, “Learning is embedded in culture and policies of the organisation”, 15(31%) strongly agreed with the statement, 4(8%) remained neutral while 2(4%) disagreed. The statement had a mean score of 4.145 and a standard deviation of 0.751 which is higher than the composite mean of 3.882 and a standard deviation of 0.9318, implying that the statement positively contributes to the performance of learning in the organisation.

Regarding the second statement, “internal reviews are regularly conducted with participation of stakeholders”, majority of the respondents 21(44%) agreed with the statement, 12(25%) disagreed, 6(13%) strongly agreed, 6(13%) remained neutral while 3(6%) strongly disagreed. The statement had a mean score of 3.291 and a standard deviation of 1.210, which is lower than composite mean of 3.882 and a standard deviation of 0.9318, denoting the statement negatively influence the performance of learning in the organisation.

On the third statement, “Tools for reporting and learning are available”, majority of respondents 23(48%) agreed with the statement, 15(31%) strongly agreed, 7(15%) disagreed while 3(6%) remained neutral. The statement had a mean score of 3.958 and a standard deviation of 0.999, which is higher than a composite mean of 3.882 and a standard deviation of 0.9318, implying that the statement positively influence the performance of learning in the organisation. This is in line with findings of (Moronge and Mwangi , 2019) who observed that monitoring and evaluation tools have positive and significant effects of performance of World Bank interventions in Nairobi County.

Majority of the respondents 20(42%) both strongly agreed and agreed with the statement that, “the organisation takes into consideration views, feedback and opinions of stakeholders/beneficiaries during learning events”, 7(15%) were neutral while 1(2%) disagreed with the statement. The

statement had a mean score of 4.187 and a standard deviation of 0.832 which is higher than the composite mean of 3.882 and a standard deviation of 0.9318, suggesting that the statement positively influence performance of learning in the organisation.

With the last statement, “Lessons and actions points agreed in the reviews are incorporated in future programming”, majority of the respondents 27(56%) agreed with the statement, 9(19%) strongly agreed, 7(15%) remained neutral while 5(10%) disagreed. The statement had a mean score of 3.833 and a standard deviation of 0.867 which is lower than the composite mean of 3.882 and a standard deviation of 0.9318, implying that the statement negatively influence the performance of learning in the organisation.

The findings indicates that internal reviews are conducted by organisation to learn from implementation, presence of tools for reporting and learning, consideration of stakeholders opinion during learning events and incorporation of lessons and actions points agreed in the reviews in future programming. These findings contrasted discoveries of Twigg and Steiner (2002) which argues that learning is not incorporated in the organisational functions, and this leads to systemic weaknesses in organisations’ policies and programs. Systems for accessing, storing, transferring, and disseminating learning are underdeveloped, under-resourced, and inefficient.

4.3.3.1 Correlation Analysis between Learning and Accountability Mechanism

Correlation analysis was done to determine the strength and direction of the association between learning and accountability mechanism. The results indicate that there is a weak and positive linear association between learning and accountability mechanism (r=0.317). The association was found to be statistically significant at 5% level of significance, r=0.317, $p < 0.05$. the results of this correlation are shown in the table 4.12 below.

Table 4.18: correlation matrix between learning and accountability mechanism

Accountability mechanism	Accountability mechanism	Learning
Accountability mechanism	1	
Learning	0.317**	1
Sig. (2-tailed)	0.028	

** $P < 0.05$

4.3.3.2 Regression Analysis between Learning and Accountability Mechanism

To test the hypothesis that there is no significant relationship between learning and accountability mechanism, a simple linear regression was performed. The results indicates that R^2= 0.100 which implies that the changes in learning accounted for 10% of the variation in accountability mechanism. The remaining 90% was explained by other factors.

Table 4.19: model summary for learning and accountability mechanism

Model summary				
Model	R	R square	Adjusted square	R standard error of estimate
1	0.371[a]	0.100	0.081	0.367

a. predictors learning

Source: data (2023)

As to whether the model is significant in enabling predictions containing the independent and dependent variables, the ANOVA table indicates that learning had significant prediction on accountability mechanism in the NGO sector. The results indicate that the model was statistically significant in predicting the effect of learning on accountability mechanism at a 5% level of significance, $F(1, 46) = 5.14$, $p < 0.05$.

Table 4.20: ANOVA results for learning and accountability mechanism

ANOVA					
Model	SS	DF	MS	F-ratio	Sig.
Regression	0.694	1	0.694	5.14	0.028
Residual	6.211	46	0.135		
Total	6.905	47			

Source: data (2023)

From the regression coefficients shown in table 4.21, the unstandardized beta coefficient for learning is 0.338. The t-value for learning is significant, indicating that for each unit increase in learning accountability mechanism can increase by 0.338 units; $t(46) = 2.268$; $\beta = 0.338$; $p < 0.05$.

Table 4.21: regression coefficient for learning

Model	coefficients	Standard error	t	Sig.
Learning	0.338	0.149	2.268	0.0028***
Constants	2.652	0.582	4.558	0***

***Correlation is significant at the 0.05 level (2-tailed)

Source: data (2023)

4.3.3.3 Hypothesis Testing

The study sought to ascertain influence of learning on accountability mechanism in the NGO sector in Juba County. Regression analysis was applied to test the relationship between learning and accountability mechanism. The hypothesis tested the relationship between learning and accountability mechanism as the main IV and DV respectively at 0.05 level of significance which stated that H_{03}: There is no significant relationship between learning and accountability mechanism in NGO sector in Juba County, South Sudan.

From the results of regression analysis, it can be reveal that learning significantly affects accountability mechanism; $t(46) = 2.26$; $\beta = 0.338$; $p < 0.05$. This therefore implies that the null hypothesis which stated that H_{03}: There is no significant relationship between learning and accountability mechanism in the NGO sector in Juba County was rejected and the conclusion made was that H_3: There is significant relationship between learning and accountability mechanism in the NGO sector in Juba County.

The finding supports findings by (Intrac, 2018) that states that presence of mechanisms and exercises or events such as stakeholder reviews, workshops, peer reviews, exchange visits, seminars, information technology and conferences helps organisations make sense of data and support learning. Furthermore, these processes create space for staff and other stakeholders to review and analyse information, and openly discuss successes, failures and lessons learned in a safe environment. (Piccioto, 2002, 2003, 2018) and Feinstein (2012) argued that accountability and learning are interconnected through evaluation practice. Evaluations address this by giving feedback backed by the learning drive, while continuation of evidence from evaluations necessitates accountability. The articles by Picciotto and Feinstein also underscore the importance of accountability mechanisms for incentivising learning. These opinions acknowledge that

accountability mechanisms generate demands through their criteria to influence evaluation and learning processes and therefore supports the research findings.

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CHAPTER FIVE: DISCUSSION, CONLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents discussions of the study results and conclusion. The implications and limitations of the study are herein discussed. Finally, suggestions and areas of further research are also stressed.

5.2 Discussions

5.2.1 Influence of Routine Monitoring on Accountability Mechanism

Regarding first objective, it was found that majority of program staffs normally participates in monitoring of activities at the project sites. These monitoring varies with a part participating routinely, bi-weekly, monthly or quarterly. The findings further indicated that these routine monitoring practices at Food and Agriculture organisation had positive and significant effect on accountability mechanism. During monitoring, project stakeholders are consulted on the monitoring processes (designing of terms of reference for the activity, development of questionnaire, information collection, interpretation and documentation.

Majority of the respondents agreed that monitoring results are processed and released on regular basis to inform the ongoing development and decision making within project activities. Routine monitoring was found to have positive association with accountability mechanism. This is in agreement with stakeholder theory that emphasise and advocates for an inclusive accountability that account for all agencies' constituents and not only those holding positions of authority (Edward & Humes, 1996). Additionally, the findings also concurs with findings of (Leslie, 2022) that states, participation of communities during programme design and monitoring systems supports accountability, organisational learning and satisfaction of the population needs.

The results indicates that there is positive and signficant relationship between routine monitoring and accountability mechansim and that beneficiaries are consulted during monitoring processes, monitoring results are shared with beneficiaries, beneficiary feedback is gathered and appropriate response is provided that ensured loopholes and concerns of stakeholders are rapidly resolved. The research study observed that presence of monitoring and evaluation systems that is consultative and responsive to the needs and concerns of stakeholders regardless of their status. This finding is also consistent with the findings of a study conducted by (UNDP, 2014) that states that sustainability in programmes can be achieved by NGOs if beneficiaries are consulted from the inception processes onwards. The findings also concurs with findings of (Leslie, 2022) that states, participation of communities during programme design and monitoring systems supports accountability, organisational learning and satisfaction of the population needs.

5.2.2 Influence of Evaluation on Accountability Mechanism

Concerning the second objective, it was established that significant proportion of Food and Agriculture Organisation's staffs participate in the evaluation processes such as development of the terms of reference, development of key evaluation parameters, data collection and validation of evaluation results. The findings also indicates that stakeholders are consulted during evaluation processes from inception to validation of findings hence this is an indication that evaluation had a positive and significant influence on accountability mechanism. The results supports accountability theory, which asserts that accountability mechanism values and promotes stakeholder consultation and openness during service delivery.

From the research findings, it was observed that evaluation reports are disseminated to key stakeholders on a timely basis and secondly, stakeholders' views and opinions are incorporated in the final evaluation reports. The findings are also consistent with results of (Blagescu et al., 2005)

that claims effective participation lets NGOs to recognise the needs of the affected community's and formulate appropriate response to them. Additionally, the findings concurred with (Perrin, 2007), (Hanberger, 2011) who argued that involvement of stakeholders' inputs wholly in the evaluation processes enrich the quality of data and generates evidence-based that are credible and acceptable by all. The research results concurs with findings of Organisation for Economic Cooperation and Development's guideline 3, which advocates for extensive dissemination of results. However, the research findings differed with the findings of Tsunami Evaluation Commission 2006 that noted failure of responding agencies to engage affected communities during data collection, validation and inadequate consultation of locals on local coping strategies and for not sharing vital information with the communities. In conclusion, the Tsunami Evaluation Commission establish that this was a relentless problem that has been observed in many natural calamities. Similarly, in South Sudan, an evaluation strategy for Danish Humanitarian action 2010-2015 also noted that presence of inadequate systematic beneficiary accountability mechanisms.

The research study discovered stakeholders are extensively consulted during evaluation processes with consideration of their inputs especially during validation of evaluation findings to critiquing the results. Involvement of stakeholders in such critical event reinforce downward accountability by building beneficiary ownership, building synergies and sustainability of programs and should be adopted as best practice in future programming. However, this was not the case previously as discussed by multiple scholars notably Organisation for Economic Cooperation and Development (OECD) who stressed and dwells on upward accountability and upper echelon management.

5.2.3 Influence of Learning on Accountability Mechanism

The third objective strived to test the relationship between learning and accountability mechanism. It was first established that the organisation conducts learning events as attested by majority of the respondents. These learning events are either conducted quarterly, annually or biannually and it involves participation of a wide range of stakeholders. It further emerged that learning had a positive and significant impact on accountability mechanism. These findings supports findings of (Intrac, 2018) that states that presence of mechanisms and exercises or events such as stakeholder reviews, workshops, peer reviews, exchange visits, seminars, information technology and conferences helps organisations make sense of data and support learning. Furthermore, these processes create space for staff and other stakeholders to review and analyse information, and openly discuss successes, failures and lessons learned in a safe environment. However, the findings differed with the findings of Twigg and Steinner (2002) which observed that there is an imbalance between aspirations, capabilities and resources in NGOs and that learning is not incorporated in the organisational functions which has led to systematic weaknesses.

The research study discovered that there was positive and significant relationship between learning and accountability mechanism and that the organisation takes into consideration views, feedback and opinions of stakeholders during learning session. Additionally, lessons and action points agreed in the reviews and learning events are incorporated in organisation's future programming. The findings are in agreement with the findings of (Intrac, 2018) that revealed presence of mechanism and exercise that help organisations to make sense of data in order to come to conclusions that aid learning. These exercise include stakeholder reviews, workshops, peer

reviews, exchange visits, conferences supported by new information technology. Additionally, the findings of the research study are in line with study conducted by (Britton, 2005) who observed that one of the most significant reasons organisations invest in organisational learning is to increase the effectiveness of their programming which is the core of NGO effectiveness during programming and service delivery to the community they serve.

5.3 Summary of Main Findings

The main objective of this study was to determine the influence of M&E processes on accountability mechanism in the NGO sector with focus on Food and Agriculture Organisation in Juba South Sudan. Three specific objectives were drawn from this objective. The first objective sought to determine the influence of routine monitoring on accountability mechanism. The second objective aimed at exploring the links between evaluation and accountability mechanism. Finally, the third objective sought to determine the effect of learning on accountability mechanism. Furthermore, for each of these objectives, hypothesis were formulated.

In respect to the first objective, it was found that staffs frequently conduct routine monitoring at the project sites to assess progress of the activities implementation. Additionally, it was observed that beneficiary feedback is gathered on project activities and appropriate response is provided to beneficiaries and secondly, information sharing is done timely and frequently on program activities. Through a regression model, it was found that routine monitoring improved accountability mechanism of Food and Agriculture Organisation in South Sudan. This positive effect was established to be statistically significant.

In regard to the second objective, results indicates adequate participation of staffs during evaluation processes ranging from development of the terms of reference, development of key evaluation parameters, participation in data collection and validation of the evaluation findings

with other stakeholders. Moreover, evaluation results with precise report describing objectives, participants, methodology approach, key findings and conclusion are processed and released after evaluation to inform ongoing development and programs. The findings of correlation analysis and regression modelling moreover reveals that evaluation had a positive and significant impact on the implementation of accountability mechanism in the organisation.

With reference to the third objective, the findings indicates that the organisation conducts learning events as attested by majority of the respondents. These learning events are either conducted quarterly, annually or biannually and it involves participation of a wide range of stakeholders. Furthermore, the organisation takes into consideration views and feedback of stakeholders and beneficiaries during learning sessions and action points agreed in those sessions incorporated in future programming. The results from correlation analysis and regression modelling further indicates that learning had a positive and significant influence on accountability mechanism of Food and Agriculture Organisation.

5.4 Conclusions

The aim of this study was to establish the connection between M&E processes and accountability mechanism. This study concludes that there is presence of effective M&E processes within Food and Agriculture Organisation in South Sudan. The systems is symbolise by presence of routine monitoring, participatory evaluation and learning practices. To enhance the accountability mechanism approaches, strengthening of M&E processes is vital.

In regards to the first objective, it was found that routine monitoring is positively related to accountability mechanism. Additional provision of resources in the monitoring systems is critical to enable collection of evidence based findings that supports decision-making within the

organisation. Furthermore, there is a need to strengthen feedback systems to improve reporting of complaints and feedback and communicating back resolutions of monitoring findings. The findings acknowledge the importance of having a competent program staffs with sufficient knowledge and skills in project cycle management and implementation of accountability mechanism for benefit of system sustainability.

With reference to second objective, it was found that evaluation had a positive impact on accountability mechanism underscoring the importance of evaluation in the implementation of accountability mechanism. An evaluation process that entails participation of stakeholders in all the processes ensures generation of credible and accurate evidence that supports and informs policy development within an organisation. Inclusive stakeholder consultation was noted to be paramount in the evaluation processes since it promotes generation of quality data that entails perspective of a widespread sources on organisation programming and policies. As such Food and Agriculture Organisation should allocate more funding to its evaluation unit to have a lasting impact of its accountability mechanism because when quality of evaluation data is tampered with, the findings and conclusion of M&E processes becomes defective.

Concerning the third objective, it was found that learning had a positive and significant effect on the implementation of accountability mechanism. It was established that learning was embedded in the culture of organisation and staffs confirm their participation in the learning events that included project planning, reviews and validation of monitoring, assessment findings and evaluation findings with stakeholders. The frequency occurrence of these sessions were either monthly, quarterly, bi-annually or annually. Allocation of more funding on learning events during proposal development to support learning within the organisation is essential. Learning should be embedded in the culture of organisation and institutionalise through conducting of reviews and

reflection sessions at least quarterly to assess progress of the implementation and draws lessons that inform current and future programs of the organisation. Additionally, implementation matrix should be adopted in consultation with stakeholders to monitor implementation of action points agreed during learning events.

5.5 Recommendations

Centred on the findings, discussions and conclusions, the study made the following recommendations. First, capacity building of staffs on monitoring and evaluation processes is critical in enhancing implementation of program activities. Hence, periodic provision of on job training and technical backstopping to staffs on the emerging trends in the monitoring systems is needed to ensure that staffs are conversant with monitoring techniques and best practices that not only supports gathering of quality and evidence-based information but enhancing accountability mechanism. Furthermore, it has been found that possession of necessary skills and competencies is important in promoting and effecting organisation policies.

Evaluation was found to have a positive and significant effect on accountability mechanism. This was confirmed by consent of staffs' participation in the evaluation phases and consultation of stakeholders in the processes. To strengthen the evaluation processes, future proposals need to budget sufficient funding to evaluation systems to support and unravels attribution and contribution factors on evaluation and accountability mechanism.

5.6 Suggestions for Further Research

The scope of research study was confined on one humanitarian agency, Food and Agriculture Organisation in Juba South Sudan, therefore the generalisability of the findings is partial. As such, forthcoming studies should contemplate including more humanitarian agencies in their sample population. Thoughtful of underlying causal mechanisms by which M&E processes affect the implementation of accountability mechanism within the humanitarian sector ought to be understood by researchers. Hence, upcoming researchers should envisage examining prospective moderating and mediating variables using sophisticated research design and methodologies to accurately determine the extent to how these factors influence each other.

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Appendix

Appendix 1: Questionnaire

Informed Consent
My name is Dut and I am currently pursuing Masters of Arts in Monitoring and Evaluation at Africa Nazarene University in Kenya. I am undertaking research on M&E Processes and accountability mechanism in the NGO sector. To enable the study gather sufficient evidence on the topic, you were selected to provide insightful information on the topic because of your in-depth knowledge in the mentioned subject. Please note that information you will provide remains anonymous and will be solely use for the purpose of this research.

A. Introduction	
A1. Gender of the respondent	1= Male 2= Female
A2. Highest education level	1= Certificate 2-= Diploma 3= Bachelor 4= Masters 5= Doctorate
A3. Department	1= M&E 2= Gender and Protection 3= Emergency 4= Livestock 5= Cash and Voucher 6= Plant production and protection 7= Food and Nutrition Security 8= Other (specify)
A4. Your age?	1= 20-29 years 2= 30-40 years 3= 41-50 years 4= 51+ years
A5. Your work experience in years	1= 0-4 years 2= 5-9 years 3= 10-14 years 4= 15+ years

B. Routine monitoring	
Do you normally conduct routine monitoring to project sites?	1= yes 0= no
If yes, what is the frequency of your visit to project sites?	1= daily 2= weekly 3= bi weekly 4= monthly
Indicate to what extent you agree with the following statements on routine monitoring and accountability mechanism	
During monitoring, project stakeholders are consulted on the monitoring processes (design of terms of reference for the activity, development of questionnaire, data collection and documentation of the findings)	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree
Monitoring results are processed and released on regular basis to inform the ongoing development and decision making within project activities	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree
Outputs resulting from monitoring visits are shared with beneficiaries/stakeholders	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree
Beneficiaries feedback is gathered on project activities and appropriate response is provided	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree

Feedback to beneficiary grievances is provided on a timely and satisfactory manner	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree
Beneficiaries are inform of project activities regularly	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree

C. Evaluation	
Does your organisation commission and executes evaluation of its programming	1= yes 0= no
Do you normally participates in the evaluation processes?	1= yes 0= no
If yes, which phase of evaluation that involves your participation	1= development of terms of reference 2= development of key evaluation questions 3= participation in the data collection 4= participation in data analysis 5= participation in drafting of the report 6= validation of evaluation findings 7= dissemination of the evaluation findings
Indicate to what extent you agree with the following statements on the evaluation and accountability mechanism	
Relevant stakeholders are involved in the evaluation of a specific activity e.g. definition of parameters of the evaluation, participating in data collection and analysis, forming conclusion and recommendations	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree
The evaluation for an activity meets the informational needs of crucial stakeholders	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree
The purpose and objectives of the evaluation are communicated clearly to the stakeholders	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree
The evaluation results are processed and released on a regular basis to inform the ongoing development and decision-making within the activity	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree
A precise report of the evaluation process is made available describing objectives, participants, methodology, approach, results, conclusion and actions to be taken	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree
Evaluation reports are disseminated to key stakeholders on a timely basis	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree
Actions agreed by stakeholders during validation of evaluation findings are implemented	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree

D. Learning	
Do organisation conduct learning events	1= yes 0= no
If yes, what is the timeline of conducting learning events?	1= monthly 2= quarterly 3= annually 4= bi-annually
Indicate to what extent you agree with the following statements on learning	
Learning is embedded in culture and policies of the organisation	
Internal reviews are regularly conducted with participation of stakeholders	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree

Views and feedback of stakeholder/beneficiaries are taken into consideration during learning events	
Tools for reporting and learning are available	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree
Lessons and actions points agreed in the reviews are incorporated in future programming	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree

A. Accountability mechanism	
Is there a mechanism where beneficiary registered dissatisfaction or feedback with organisation activities?	1= yes 0= no
If yes, what is the type of mechanism?	1= hotline number 2= suggestion boxes 3= help desks 4= other
Indicate to what extent you agree with the following statements on the accountability mechanism	
The organisation consults and agrees with community/key stakeholders on the best ways of making information available, appropriate to programme context	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree
The organisation informs the community/stakeholders about programme goals, activities, beneficiary selection processes and reports on progress	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree
The organisation provides detail information on how to give feedback and make complaints related to organisation or specific programme activities to the community/stakeholders	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree
The organisation promotes and ensures ongoing participation from communities/stakeholders especially in design and implementation	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree
The organisation promotes the involvement of communities/stakeholders in frequent reviewing, monitoring and evaluating performance of programme activities	1= strongly agree 2= agree 3= neutral 4= disagree 5= strongly disagree

Appendix II: Authorisation Letter

2nd /March /2023

E-mail: researchwriting.mba.anu@gmail.com/ monitoringandevaluation@anu.ac.ke

NACOSTI: registry@nacosti.go.ke Tel. 0202711213

Our Ref: (20m01dmme027)
The Director,
National Commission for Science,
Technology and Innovation (NACOSTI),
P. O. Box 30623, 00100
Nairobi. Kenya:

Dear Sir/Madam:
RE: RESEARCH AUTHORIZATION FOR: (20m01dmme027)

DUT MALUIL AKOON is a postgraduate student of Africa Nazarene University in the Master of ARTS IN MONITORING AND EVALUATION (MME) program.

In order to complete his program, DUT is conducting a research entitled: **MONITORING AND EVALUATION PROCESSES AND ACCOUNTABILITY MECHANISM IN THE NGO SECTOR: A CASE OF FOOD AND AGRICULTURE ORGANISATION IN SOUTH SUDAN**

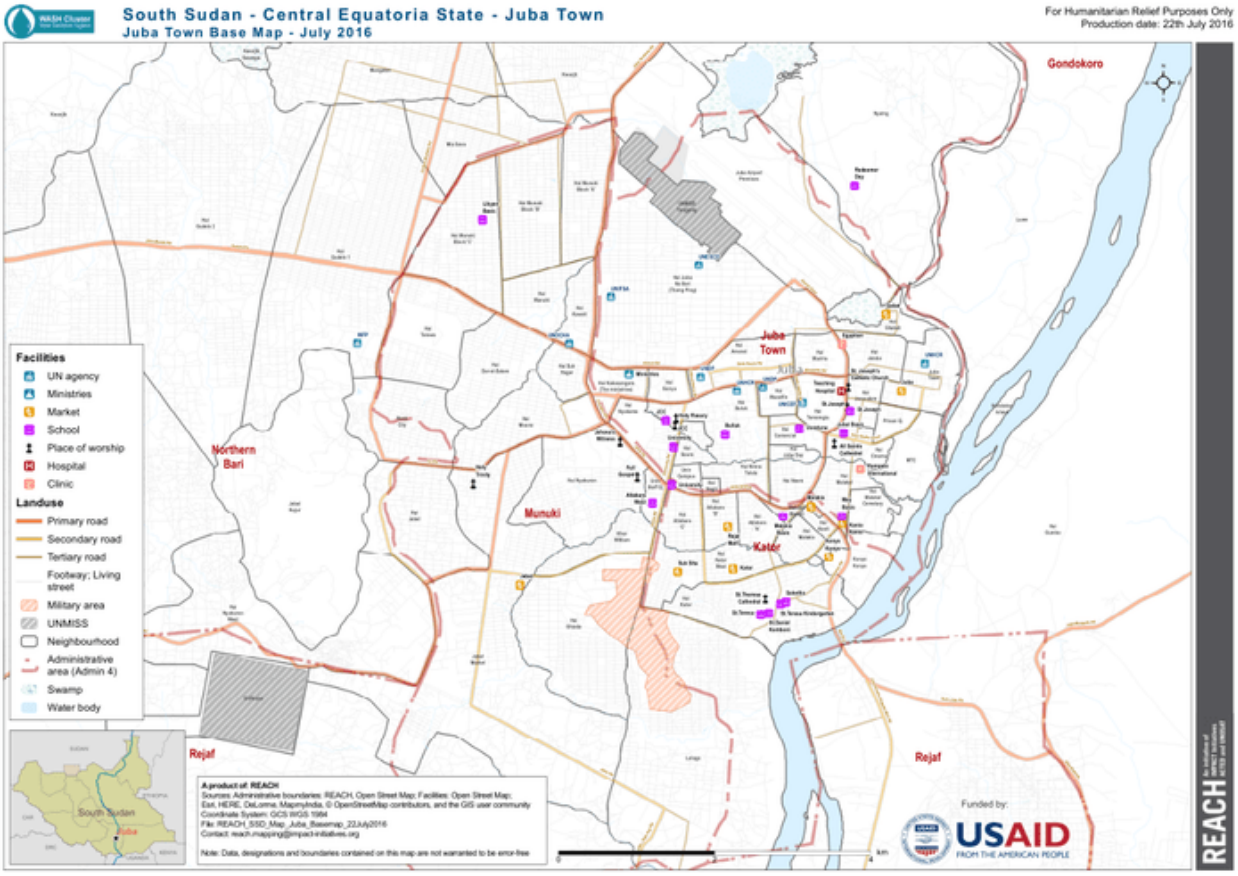
Any assistance offered to him will be highly appreciated.

Yours Faithfully,

Dr. Wanjiru Nderitu

MME, Coordinator,

School of Business Studies,

Africa Nazarene University.

Appendix III. Map of Juba County