

**ANALYSIS OF MONITORING AND EVALUATION PRACTICES ON YOUTH
NETWORK'S PROJECT PERFORMANCE IN HARGEISA, SOMALILAND**

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DECLARATION AND APPROVAL

This research proposal is my original work and has not been presented for an award at any other university.

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Date: 1st / MAY / 2025

Dr. George Muturi

DEDICATION

I wish to dedicate this work to my family. Thank you for believing in my abilities and encouraging me throughout this process.



ACKNOWLEDGEMENT

I sincerely appreciate God Almighty for good health and grace throughout this project. Secondly, I am grateful to my supervisor, Dr. George Muturi, who passionately guided me and gave me a timely evaluation. I also deeply thank my close-knit family for their encouragement. Your support has been instrumental throughout this journey. I also salute the Mount Kenya University fraternity for your dedication to academic excellence and the resources offered during this process.



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LIST OF ACRONYMS AND ABBREVIATIONS

ACTED	Agency for Technical Cooperation and Development
KENHA	Kenya National Highway Authority
KMO	Kaiser-Meyer-Olkin
M&E	Monitoring and Evaluation
PMI	Project Management Institute
SONYO	Somaliland National Youth Organization
SPSS	Statistical Package for the Social Sciences
STEM	Science, Technology, Engineering and Mathematics
TOC	Theory of Change



Mount Kenya University

ABSTRACT

Monitoring and Evaluation practices are important for successfully completing youth network projects, especially in contexts like Hargeisa, Somaliland, where youth network's projects address critical community needs. Approximately 65% of youth-focused projects in Hargeisa lack structured M&E frameworks, while those with systems in place often struggle with inconsistent data collection and analysis. The situation is made worse given that youth under 30 years constitute approximately 70% of Somaliland's population, making effective youth programming crucial for national development. This study evaluated the effects of Monitoring and Evaluation (M&E) strategies on the performance of youth network projects in Hargeisa. Specifically, it sought to evaluate the effects of baseline surveys, project planning, stakeholders' participation, and capacity building on the success of youth network projects in Hargeisa, Somaliland. By exploring these aspects, the research provides a comprehensive overview of how various M&E practices influence the effectiveness and success of youth-focused projects in the region. Four theories: the participatory theory, the theory of change, the project management theory, and The Logical Framework Approach, were used to inform this study. A descriptive research method using survey questions as the primary data collection tool was used for this study. The target population comprised project managers, M&E officers, project team members, youth representatives, and beneficiaries, totaling 128 participants. The sample size was determined through purposive selection to ensure diverse representation across all roles involved in the youth network projects. Structured questionnaires were physically administered to project managers, M&E officers, youth representatives, and other stakeholders. The quantitative data were evaluated with the aid of SPSS version 24 software involving both descriptive and inferential analysis. The study also used a multiple linear regression model to estimate the value of project performance based on the value of M&E practices. The findings were mainly presented in tables. The results revealed that monitoring and evaluation practices, which included baseline surveys, project planning, capacity building, and stakeholder participation measured jointly explain the 84.7% variation in the performance of youth network projects in Hargeisa, Somaliland ($R^2 = 0.847$, Adjusted $R^2 = 0.841$). The ANOVA results indicated that the model was significant in elaborating the association between the independent variables and the project performance ($F=160.119$, $p=0.00$). In addition, the findings demonstrated that baseline surveys ($\beta = 0.283$, $p = 0.000$), project planning ($\beta = 0.307$, $p = 0.000$), stakeholder participation ($\beta = 0.259$, $p = 0.000$), and capacity building ($\beta = 0.192$, $p = 0.000$) were positively and significantly related to the performance of youth network projects of Hargeisa, Somaliland. The study concludes that the four variables of monitoring and evaluation practices, baseline surveys, project planning, capacity building, and stakeholder participation, are stronger determinants of the performance of youth network projects in Hargeisa, Somaliland. Based on the findings, the study recommends that youth network projects in Hargeisa should enhance baseline surveys to identify the youth's specific needs and target value, prioritize project planning, invest in capacity-building initiatives for the youths, and enhance the involvement and collaboration of all stakeholders to optimize project performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section outlines the research problem's background, clearly defining the issue that the research aims to address through specific objectives. It outlines the research hypotheses and discusses the stakeholders who may benefit from the findings. Additionally, this chapter details the scope and delimitations, highlights the limitations encountered, and states the assumptions underlying the study.

1.1 Background of the Study

In recent years, youth networks' projects have gained importance as platforms that empower young people to address serious issues in their communities (Easa, Shihab & Kahdim, 2022). According to Diraditsile (2020), these projects provide opportunities for skill development, leadership, and social engagement, enabling youth to play active roles in determining their future. Through tackling challenges such as unemployment, education disparities, and social inequality, youth networks create a more resilient society (Lwanda, 2024). The role played by these projects makes their performance important in determining their ability to effectively mobilize resources, inspire positive change, and sustain their influence over time (Easa, Shihab & Kahdim, 2022). Successful youth projects not only benefit individuals but also drive broader socio-economic development, making their efficient operation and outcomes crucial to creating empowered and capable future leaders. The performance of youth networks' projects is of significance because these projects serve as platforms for young people to engage in various developmental, educational, and social activities (Diraditsile, 2020). When these projects perform well, they are able to address key challenges facing the youth, thus creating a more inclusive environment where young people are encouraged to take active roles in their communities.

Diraditsile (2020) argue that the significance of youth networks' projects extends beyond individual growth as these projects also contribute to community development and socio-economic progress. Youth networks that achieve their objectives have the ability to help address larger societal challenges, such as poverty reduction, public health awareness, and environmental sustainability (Torres et al., 2019). Moreover, strong project performance ensures the effective use

of resources, improves the credibility of youth-led projects, and attracts further funding and support from stakeholders, including governments, NGOs, and private sector (Simonsen, 2023). The performance of these projects is determined by how effectively they achieve their objectives, which include empowering young people, creating community engagement, and addressing socio-economic challenges.

The performance of youth network projects can be assessed by how resources are efficiently used, the reach and impact of the project activities, and the engagement level of participants (Malorni, Lea III, Richards-Schuster & Spencer, 2022). A project that performs well is one that successfully mobilizes resources, manages them efficiently, and delivers activities that meet the needs of the youth and the community. This involves setting clear goals, maintaining a strong organizational structure, and ensuring the active participation of stakeholders (Simonsen, 2023). Key performance of youth networks' projects includes metrics such as the number of participants reached, skill development outcomes, project completion rates, and levels of community engagement. Additionally, qualitative measures like participant feedback, and community testimonials, are also able to provide more details about the project's impact (Wandibba, 2020). This study measured project performance in terms of number of projects completed, project completion rate, costs within budget, and target achievements.

Regular evaluation and monitoring strategies have been found to help ensure youth network's projects stay on track, make informed adjustments, and demonstrate accountability to funders and stakeholders (Nderitu, 2020; Gitau, 2022). According to Kwareh, Mgale and Rwela (2024), M&E ensures that the scheduled activities within a project are being implemented as planned, helps in evaluating the effectiveness, efficiency, and contribution of the project, and facilitates decision-making for future improvements. Through effective M&E, youth networks are able to refine their strategies, improve the impact of their projects and secure ongoing support, consequently resulting in the successful completion of their initiatives (Ssebale, 2024). Research has shown that evaluation and monitoring strategies are fundamental to the effective operation, performance, and success of youth networks' projects (Енгманн & Баар, 2024). These practices involve systematic processes for tracking the progress of a project, evaluating its outcomes, and making data-driven decisions to improve its implementation (Kwareh et al., 2024).

Monitoring and evaluation is considered an organization tool that ensures resources are used efficiently, activities are carried out as planned, and the project remains within the scope of its goals (Koima & Ombui, 2024). For youth networks, where projects often address important social issues, M&E helps identify whether the projects are reaching the target audience, meeting their needs, and delivering the intended impact (Easa, Shihab & Kahdim, 2022). This continuous feedback loop allows project managers to adjust strategies, improve program delivery, and ultimately ensure that the projects achieve their desired outcomes (Kwareh et al., 2024). Projects with effective M&E frameworks tend to perform better and have a higher success rate than those without. Studies indicate that M&E practices enhance accountability, transparency, and resource allocation, all of which are critical in youth-focused projects that often rely on donor funding. Effective M&E frameworks enable these projects to provide evidence of impact, which is essential for securing ongoing support and funding from stakeholders, including government bodies, NGOs, and private entities (Andreas, 2024). Furthermore, M&E practices promote learning within the organization by bringing on board best practices, areas of success, and potential challenges, leading to more informed decision-making.

Some common monitoring practices that influence the success and completion of youth networks' projects include baseline surveys, regular progress reports, mid-term evaluations, end-of-project assessments, project planning, stakeholders' participation and capacity building or training of monitoring and evaluation team (Lesiamito & Ombui, 2024). Baseline surveys help establish the initial conditions before the project begins, providing a point of reference for measuring change. Regular progress reports play an integral role in ensuring that the projects are on track, identifying any delays or deviations from the initial plans that may interfere with desired outcomes. Mid-term evaluations provide an opportunity to assess interim results, enabling project managers to make necessary adjustments. End-of-project assessments measure the overall impact and outcomes, providing information that is used to inform future projects (Bulle & Muchelule, 2024). Additionally, participatory M&E approaches, where beneficiaries and stakeholders are involved in the evaluation process, provide important perspectives that improve the relevance and effectiveness of the projects. Through the implementation of these practices, youth networks are able to improve the sustainability, efficiency, and impact of their projects, ensuring that they contribute positively to the development of communities (Karuti, 2015).

In the United States, the Youth Opportunity Movement has expanded significantly, reportedly reaching over 450,000 young people across 35 states through digital networking platforms as of 2023 (World Bank, 2023). The monitoring and evaluation framework for these movements focuses on measuring digital engagement metrics, peer-to-peer connections, and educational outcomes. According to World Bank report (2022), these programs have seen a 40% increase in youth participation in STEM fields. Similarly, in the United Kingdom, the National Youth Network Initiative has implemented a comprehensive M&E system that tracks not only participation rates but also measures the quality of youth engagement through standardized assessments (Youth Employment UK, 2023). Their quarterly reports suggest that youth-led projects achieving their stated objectives increased from 65% to 82% after implementing new evaluation protocols.

Monitoring and Evaluation (M&E) practices are still emerging in Africa, with many organizations yet to fully incorporate them into their project operations (Yar'adua, 2022). Despite this, a growing number of companies and organizations have begun adopting these practices. In South Sudan, for instance, research by Tukei, Tukei, Alupo, and Achire (2021) demonstrated that enhancing the capacity of M&E teams in projects within the Ministry of Health significantly improves project performance and overall success. Similarly, a study conducted in Nigeria by Yusuf et al. (2021) found that effective evaluation practices are directly associated with project success and exemplary performance, highlighting the essential need to develop skilled M&E personnel to achieve health project objectives. In October 2016, the Youth Network for Sustainable Development in Ethiopia introduced the Youth Challenge Initiative, backed by the David and Lucile Packard Foundation (Malorni et al., 2022). The main objective of this initiative is to promote reproductive health knowledge and information among young adults aged 10 to 29 years by providing support to organizations that are either led by youth or specifically focused on youth-related issues. The success of this project has been largely credited to the implementation of regular monitoring and control systems, which ensure the effective execution and management of project activities.

In Somaliland, Youth networks have shown remarkable resilience and growth despite limited international recognition and resources (Simonsen, 2023). The Somaliland National Youth Organization (SONYO), the largest youth umbrella network, has expanded its reach significantly, reportedly coordinating over 135 youth organizations across Somaliland's six regions by 2023 (Simonsen, 2023). SONYO's youth employment initiative, supported by various international

NGOs, has provided vocational training to approximately 5,000 young people between 2021-2023, with a particular focus on Hargeisa, Berbera, and Burao. The Silatech-supported youth entrepreneurship program has reportedly disbursed around \$2.5 million in microloans to young entrepreneurs since 2020, with a reported repayment rate of 85%. Success has been seen in the tech sector, with the Hargeisa Technology Hub training approximately 1,200 youth in digital skills annually, and reporting a 45% job placement rate for its graduates (Somaliland Government Report, 2024). There is however dearth of literature on how monitoring and evaluation approaches influence the youth network's project performance in Hargeisa, Somaliland.

1.1.1 Youth Networks in Hargeisa, Somaliland

Youth networks project performance in Hargeisa, Somaliland has had a fair share of ups and downs with successful completion of some projects and delays in others. Hargeisa, as the capital and largest city of Somaliland, has numerous youth projects aimed to address societal changes and bring positive impacts. Due to its vibrant community of youth-led organizations involved in diverse initiatives, Hargeisa provides a suitable environment for this study.

The vibrant and largest city of Hargeisa has encountered significant challenges, including decades of instability and civil unrest in the region (Somaliland Government Report, 2024). Approximately 65% of youth-focused projects in Hargeisa lack structured M&E frameworks, while those that do have systems in place often struggle with inconsistent data collection and analysis (Somaliland Government Report, 2024). The situation is made worse given that youth under 30 years constitute approximately 70% of Somaliland's population, making effective youth programming crucial for national development. Besides, the weak social services and infrastructure have contributed to the decreased access to youth opportunities in engaging networks and programs (Abdirahman, 2023). Nonetheless, opportunities for successful completion of youth-led projects in the region could impact the overall well-being of the young population, solving the leading societal issues such as unemployment, poverty reduction, and environmental sustainability. However, this is hindered by predominant challenges in the region such as a lack of reliable internet connectivity, inadequate infrastructure, digital illiteracy, unskilled nature of many youths. According to a recent report from World Bank (2023), only 18% of the Somali population have access to reliable internet whereas 37.8% of the population have limited digital literacy (UNESCO, 2022).

Despite these challenges, some strides have been made towards implementing and monitoring youth network projects to guarantee timely and quality completion within the estimated budget (Abdirahman, 2023). For instance, The Somaliland National Youth Organization (SONYO), the largest youth umbrella network, has expanded its reach, reportedly coordinating over 135 youth organizations across Somaliland's six regions which includes Hargeisa in 2023 (Simonsen, 2023). Besides, continued efforts to address challenges such as poor infrastructure, access to reliable internet services, and educational and training programs have been spearheaded by local NGOs such as Shaqodoon Organization and Somaliland Relief & Research Organization, impacting many youths positively (Nyakake & Sulaiman, 2022). Therefore, Hargeisa, as the capital and largest city of Somaliland with a vibrant population of youths, unlike any other city within the nation, provides a suitable environment for this study, which aims to assess how evaluation and monitoring strategies impact the overall success of youth initiatives in the Hargeisa community.

1.2 Statement of the Problem

Ideally, youth network projects in Hargeisa would be expected to be performing well, given the kind of support they receive from both NGOs and the government. These projects benefit from funding, training programs, and strategic partnerships aimed at empowering young people, promoting skills development, and creating community engagement (Ali Samatar, 2018). However, despite this support, the reality of the matter is that these projects face serious challenges that hinder their optimal performance (Kamau & Muchelule, 2024).

According to a report by SONYO (2023), approximately 65% of youth-focused projects in Hargeisa lack structured M&E frameworks, while those that do have systems in place often struggle with inconsistent data collection and analysis. Recent assessments indicate that only 23% of youth projects in Hargeisa achieve their stated objectives, with the remainder either falling short of targets or unable to measure their impact effectively (Adam, Teshoma, Ahmed & Tamiru, 2024). Moreover, the lack of documented research has also hindered knowledge sharing between organizations and limited the development of context-specific M&E frameworks suitable for Hargeisa's unique socio-economic environment.

According to Somaliland's Ministry of Youth and Sports (2023), youth employment projects show only a 25% success rate in job placement, while entrepreneurship projects reported a business survival rate of just 35% after one year. Furthermore, youth organizations in Hargeisa typically

operate with limited financial resources, with an average of only 8% of project budgets allocated to M&E activities, far below the recommended 15-20%. Technical capacity remains a significant constraint, with only 20% of youth organizations reporting having staff trained in modern M&E methodologies. The absence of a standardized M&E framework for youth projects in Hargeisa has resulted in fragmented approaches and missed opportunities for learning and improvement.

Empirically, M & E strategies are expected to enhance the performance of youth network projects by providing a framework for tracking progress. Research by Awino and Mutua (2020) in Kenya, Torres et al. (2019) in Brazil, and Clemence and Alfred (2024) in Nigeria revealed that effective M&E frameworks led to better resource utilization, increased project efficiency, and greater stakeholder engagement. Nonetheless, these works of literature were conducted in different geographical contexts with varying socio-economic and cultural factors, adopted different methodologies, and focused on different variables. Consequently, contextual, methodological, and conceptual gaps emerge. Therefore, this study sought to address these research gaps by analyzing the impacts of evaluation and monitoring approaches on the youth network's project performance and success in Hargeisa, Somaliland.

1.3 Purpose of the Study

This study aimed to analyze the influence of evaluation and monitoring practices on the youth network's project performance in Hargeisa, Somaliland.

1.3.1 Specific Objectives

- i. To establish the influence of baseline surveys on the youth network's project performance in Hargeisa, Somaliland.
- ii. To assess how project planning affects the overall performance of the youth network's project in Hargeisa, Somaliland.
- iii. To determine how stakeholders' participation influences the performance of youth network projects in Hargeisa, Somaliland.
- iv. To examine the impact of capacity building on the youth network's project performance in Hargeisa, Somaliland.

1.4 Research Hypotheses

- H01:** Baseline surveys have no significant influence on the performance of youth network projects in Hargeisa, Somaliland.
- H02:** Project planning has no significant influence on the performance of youth network projects in Hargeisa, Somaliland.
- H03:** Stakeholders' participation has no significant influence on the performance of youth network projects in Hargeisa, Somaliland.
- H04:** Capacity building has no significant influence on the performance of youth network projects in Hargeisa, Somaliland.

1.5 Rationale of the Study

Youth network projects in Hargeisa, Somaliland, play an integral role in empowering young people through skills development, community engagement, and economic opportunities. However, the success of these projects has often been hindered by challenges like inconsistent funding, poor resource management, and lack of stakeholder coordination. This study was motivated by the need to explore how monitoring and evaluation strategies, including baseline surveys, project planning, stakeholder participation, and capacity building, can enhance the performance of youth network projects. Effective M&E frameworks can help track progress, identify challenges, and ensure that these projects are implemented efficiently, thereby maximizing their impact on the community.

This study endeavored to address the existing research gaps by dwelling on the context of Hargeisa, an aspect that remains underexplored in the discourse on youth development in Somaliland. While prior research in various regions has underscored the role of evaluation and monitoring strategies in creating project success, the specific dynamics within Hargeisa remain underexplored. By providing detailed information on the Hargeisa context, this study aimed at enhancing the understanding of how effective M&E practices can contribute to youth development initiatives in Somaliland, thereby filling a significant gap in the current literature. However, these studies also point to the need for context-specific research that considers the unique socio-economic and cultural factors in Hargeisa. By focusing on baseline surveys, project planning, stakeholder engagement, and capacity building, this research analyzed how M&E practices can be optimized

to improve youth network project performance, thereby contributing to sustainable youth development in Somaliland.

1.5 Significance of the Study

The study's outcomes played an integral role for various stakeholders, including practitioners managing youth network projects in Hargeisa, policymakers, and future researchers and academicians. For practitioners, such as project managers and coordinators of youth networks in Hargeisa, the findings guided how effective monitoring and evaluation practices can enhance project success. The analysis provided insights to equip the project managers better to implement efficient, sustainable, and impactful projects, thereby enhancing the performance and success of youth initiatives. This study served as a guide for practitioners looking to improve resource utilization, track project progress accurately, and achieve greater community engagement.

Additionally, the outcome informed policy by acting as a guide for the local and national government bodies in Somaliland, as well as international organizations supporting youth development in the region. This study brought to light the significance of evaluation and monitoring frameworks in ensuring the accomplishment of youth network projects. Policymakers can adopt the study's results to rationalize the allocation of necessary resources for training programs, the development of standard M&E guidelines, and the establishment of collaborative platforms for stakeholders. Additionally, the study informed policy interventions aimed at creating a more conducive environment for executing youth network projects.

Furthermore, the findings of this research benefitted future researchers by opening several avenues for further research. The results also expanded the currently underdeveloped area of research on evaluation and monitoring practices in the context of youth network projects in Somaliland, providing a foundation for future studies to build upon. By establishing a contextual understanding of how different M&E practices influence project performance, this study acted as a reference for researchers who seek to explore similar topics in other regions or sectors. Additionally, due to this study's outcomes, future researchers are able to investigate the long-term impacts of evaluation strategies on the timely and quality completion of various projects, the role of digital tools in enhancing evaluation and monitoring strategies efficiency, or comparative studies across different regions to understand best practices in diverse socio-economic contexts.

1.6 Study Limitations

This study anticipated several limitations that were likely to impact the accuracy and comprehensiveness of the findings. One such limitation was the possibility of limited engagement from youth network members. Given the sensitivity of project performance data and concerns over privacy, some respondents hesitated to disclose detailed information about their projects without assurances of confidentiality. This reluctance limited the depth of data collected, especially in areas involving financial management or internal project evaluations. To solve this limitation, the study entailed obtaining voluntary consent from the participants, whereby the researcher explained the purpose of the study and assured them that the information they would give to this study would be treated with confidentiality and anonymity. Additionally, the presence of cultural dynamics that affect communication and trust-building posed challenges in obtaining honest and transparent responses from participants, especially when discussing project shortcomings.

Another limitation was the logistical challenges of conducting research in Hargeisa, Somaliland. Factors such as limited infrastructure, language barriers, and varying levels of access to digital tools restricted the ability to reach a diverse and representative sample of youth networks. Most parts of the city had inadequate transportation or internet connectivity, making it difficult for respondents to receive or return questionnaires promptly. To address this, the study relied on the physical administration of questionnaires along with flexible data collection strategies, such as online surveys, to accommodate diverse communication needs. These approaches improved the response rate and ensured more comprehensive data despite the underlying logistical hurdles.

1.7 Scope of the Study

This study focused on Hargeisa, Somaliland, dwelling on youth networks actively engaged in various development projects within the city. Hargeisa, as the capital and largest city of Somaliland, provided a suitable environment for evaluating the influence of monitoring and evaluation approaches on project performance due to its vibrant community of youth-led organizations involved in diverse initiatives. The study specifically examined key monitoring and evaluation strategies, baseline surveys, project planning, stakeholder participation, and capacity building, and how these practices contributed to the overall success and sustainability of youth network projects. This scope ensured that the study covered the essential aspects of project M&E practices that directly influenced performance outcomes in youth-driven projects. Three theories,

namely, the theory of change, the participatory theory, and the Logical Framework Approach, were used to inform the independent variable of this study: monitoring and evaluation practices. Meanwhile, the project management theory informed the youth's network project performance, the dependent variable of this study. The study employed a descriptive research method and was carried out between November 2022 and January 2025, allowing ample time for data collection, analysis, and validation of findings.

1.8 Organization of the Study

Five main chapters formed the framework of this research including: Chapter One introduced the research background, objectives, and scope; Chapter Two reviewed relevant literature and identified research gaps; Chapter Three explained the methodology, including design and data collection. Chapter Four presented data analysis and findings, while Chapter Five concluded with key insights, recommendations, and future research directions.

1.9 Definition of Key Terms

Baseline Surveys:

Refers to initial assessments conducted before project implementation to collect data on the current status and needs of the target population. This serves as a reference point to measure changes and evaluate the effectiveness of project interventions.

Capacity Building:

This is effort aimed at developing and strengthening the skills, knowledge, and resources of project team members and stakeholders to improve project implementation and sustainability. This may include training, workshops, and technical support.

Monitoring and Evaluation strategies: This refers to systematic processes and activities used to track, assess, and improve project implementation and outcomes. In this study, M&E practices include baseline surveys, project planning, stakeholder participation, and capacity building.

Project Performance:

This means the effectiveness and efficiency of a project in achieving its set goals and objectives. In this study, project performance was measured by indicators such as timely completion of activities, achievement of project outcomes, cost-effectiveness, and stakeholder satisfaction.

Project Planning:

This is the process of defining project objectives, strategies, activities, timelines, and resources required to achieve desired outcomes. In this study it involved setting clear objectives, assigning tasks, and developing a framework for implementation.

Stakeholders' Participation:

This describes the active engagement and participation of different groups or individuals with a shared interest in a particular project or activity. This includes teamwork, consultation, and decision-making among stakeholders to enhance project relevance, ownership, and success.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section delves into the existing empirical studies relevant to this topic. It begins by outlining the theoretical frameworks that underpin the study's variables, providing a foundation for understanding their interactions. The chapter then offers a critical analysis of empirical research related to these variables, evaluating previous findings and methodologies. From this analysis, it identifies and summarizes the gaps in current knowledge that the study intends to address. Furthermore, the chapter presents a conceptual framework, illustrated with a visual diagram that maps out the connection between the study's independent and dependent predictors. The review of empirical literature is systematically aligned with the research objectives, ensuring that the identified knowledge gaps are directly informed by the existing research.

2.1 Theoretical Review

Theories are necessary tools for explaining, predicting, and deepening the researcher's understanding of various phenomena. They not only help in comprehending existing knowledge but also in challenging and expanding it within certain critical assumptions (Koima & Ombui, 2024). A proper theoretical framework should incorporate relevant theories and concepts that are consistent with the study's topic and connect to the extensive studies in the relevant field. When selecting a theory, considerations such as its relevance, ease of implementation, and its ability to effectively explain the research problem are paramount. As Koima and Ombui (2024) point out, the theoretical framework acts as a link between the researcher and the established knowledge base. In this study, four theories were employed to inform the study: the Theory of Change, Participatory Theory, Project Management Theory and The Logical Framework Approach. Each of these theories were thoroughly reviewed and critically analyzed in this chapter to demonstrate their relevance and applicability to the research. In so doing, the study provided an understanding that supported the research and addressed the research objectives effectively.

2.1.1 Participatory Theory

Participatory Theory foundations were introduced by Freire in 1970. The theory posits that for any initiative or project to be successful and sustainable, the active participation of stakeholders is

essential (Cusack et al., 2018). Freire observed that development efforts should not be top-down or dictated by external agents but should instead involve a dialogic process where participants engage in a shared learning experience (Lammers, 2019). This approach challenges traditional authoritative models by advocating for the empowerment of individuals, enabling them to critically analyze their situations and collaborate on solutions (Morales, 2016). Freire's work has been influential in educational and development contexts, where participation is seen as a way to dismantle power imbalances and promote equity (Lammers, 2019).

Participatory Theory is applicable in this study as it informs the independent variable of stakeholder participation. The theory is grounded in the idea of collaboration, empowerment, and collective action that, when stakeholders actively engage in the development, execution, and monitoring of projects, the outcomes are more likely to be relevant, effective, and sustainable (Morales, 2016). This is because participants bring their knowledge, experiences, and insights to the table, which enriches the project and ensures that the solutions developed are more context-specific and practical (Cusack et al., 2018). The theory also promotes ownership and accountability, as stakeholders involved from the beginning are more likely to be dedicated to the success and completion of the project (Cusack et al., 2018). Participatory Theory emphasizes the need for inclusive decision-making processes where everyone's voice is heard, creating a sense of agency and partnership that drives meaningful change (Lammers, 2019). This collaborative approach has been seen to enhance trust and cooperation, which are vital for sustainable development outcomes.

The goal of this theory was to clarify how stakeholder participation impacts the result; researchers and development organizations have given the participatory theory a lot of consideration as a development strategy (Cusack et al., 2018). With this in mind, the theory informed the independent variable of baseline surveys which aims at collecting data from all stakeholders to assess the current state of projects before beginning (Morales, 2016). The theory was relevant in baseline surveys as it emphasizes stakeholder involvement and engagement in defining the specific details to be obtained from the identified population, enhancing its accuracy and relevance to achieve desired outcomes (Morales, 2016). In addition, the participatory approach engages the community in surveys enhancing trust. This was paramount in assessing youth project performance in Hargeisa as building trusting relationships with the youths enhances the reliability of data

collection, identifying real needs and hurdles impeding project performance within the region. Thus, the participatory theory was relevant in informing baseline surveys as it ensured youth project objectives were well-aligned with the community's needs and priorities, promoting project performance and relevance.

The theory can also be applied in this study as it enlightens the variables of project planning and capacity building which are relevant in monitoring youth network project performance in Hargeisa. According to Lammers (2019), participatory theory focuses on promoting knowledge, skills, and resources required to successfully complete a project. In this regard, participative theory advocates for the involvement of all parties to make meaningful contributions during project design and implementation. The theory encourages all individuals involved in the project to take ownership throughout the process by being involved in training programs and capacity building strengthening overall project performance (Cusack et al., 2018). Additionally, the participatory theory supported the variable of project planning as it ensures inclusivity and collaboration of all parties from the planning process to the implementation. This involvement ensures the incorporation of diverse perspectives, risk management, and leveraging of diverse skills in planning ensuring quality and timely project performance, needed in youth network projects in Hargeisa (Lalani, Bussu & Marshall, 2020).

Participatory Theory has been criticized because it has the potential for unequal power dynamics among stakeholders, which can lead to domination by more influential or vocal participants, thus marginalizing the voices of less powerful individuals (Lalani, Bussu & Marshall, 2020). Additionally, the process of achieving genuine participation can be time-consuming and resource-intensive, which may not always be feasible in projects with tight budgets or timelines (Lalani, Bussu & Marshall, 2020). There is also a risk of "tokenism," where participation is superficial and does not lead to meaningful engagement or decision-making (Ledwith & Springett, 2022). Despite these weaknesses, Participatory Theory remains pertinent to this study as it was the overriding theory anchoring the four independent variables, baseline surveys, project planning, stakeholders' participation, and capacity building in this study. This theory helped the researcher understand how ensuring that stakeholders, including youth, are actively engaged is able to promote ownership, accountability, and tailored solutions that can enhance project outcomes and sustainability, which are critical for the success of the youth network's projects in Somaliland.

2.1.2 Theory of Change

The Theory of Change (ToC) was proposed by Carol Weiss in 1995 as a way to communicate why and how a desired change is anticipated to unfold in different contexts. The theoretical framework argues that social change and development occur through a series of linked, logical steps that connect program activities with intended outcomes and impacts. The theory aims to map out the sequence of events, assumptions, and contextual conditions necessary to achieve desired outcomes (Chevalier, 2019). It is fundamentally a model that connects the steps from inputs to intermediate outcomes, and ultimately, to the desired end goal (Reed et al., 2018). ToC emphasizes that by making explicit the assumptions underlying program design, practitioners and stakeholders can identify more effective strategies for achieving impact (Weiner, 2020). This theory encourages reflective learning and strategic learning, which is essential in refining program activities and ensuring that all parts of an intervention contribute meaningfully to its success (Mayne, 2023).

ToC is not a static tool but a flexible approach that continuously evolves as a program progresses (Reed et al., 2018). It promotes adaptive management, which is particularly valuable in complex environments where needs and challenges shift over time. For instance, ToC facilitates understanding how contextual factors, such as socio-political influences, may impact the implementation of interventions (Chevalier, 2019). Moreover, by establishing a logical sequence of activities and defining what success looks like at each stage, ToC provides a clear roadmap for achieving goals. This adaptability allows project teams to revise their strategies and activities when intermediate outcomes are not on track to achieve the ultimate goals (Mayne, 2023). Through encouraging a proactive approach to change management, ToC has become instrumental in guiding both public and private organizations to improve effectiveness and accountability.

One of the vital aspects of ToC is that it emphasizes on defining and understanding assumptions (Chevalier, 2019). Assumptions are often implicit beliefs about how and why specific actions lead to desired outcomes, and making these assumptions explicit allows for critical examination and validation (Lewis, 2019). This critical reflection helps in identifying imminent risks and developing immediate mitigation plans, thereby strengthening program resilience and success (Lewis, 2019). Furthermore, ToC advocates for evidence-based practices, urging project implementers to use empirical data to validate the cause-and-effect linkages within their intervention models (Chevalier, 2019). Through focusing on the logical connections between

activities and outcomes, ToC enhances the strategic alignment of program efforts and maximizes the use of resources (Chevalier, 2019). This ensures that resources are directed towards activities that are most likely to yield the intended impact, thereby reducing inefficiencies.

The theory also makes it an empowering tool for stakeholders (Mayne, 2023). ToC development often involves input from diverse stakeholders, including beneficiaries, funders, and implementers, which fosters ownership and commitment to the program (Reed et al., 2018). This collaborative approach ensures that the interventions are grounded in the (Chevalier, 2019). Stakeholder involvement in ToC creation also serves as a platform for aligning expectations and building consensus on the goals and strategies of the program. The participatory process also enhances transparency and accountability, as stakeholders can monitor the progress of interventions against clearly defined milestones and indicators.

Lewis (2019) states that the theory of change began as an extension of the assessment theory of the time. It is thought that this theory can be used to develop solutions to challenging social issues. Differentiating between desired and actual outcomes is the theory's unique selling point (Reed et al., 2018). Before selecting the kind of intervention needed to achieve the desired results, all stakeholders must first express their desired outcomes. In order for the stakeholders to choose the interventionist mechanism, modeling ultimately serves as capacity building. As a result, stakeholders must receive training for change to occur. In this study, the researcher asserts that for quality and timely completion of desired projects, the appropriate environment must be created in the form of capacity development, and the necessary M&E methods must be implemented in order for the anticipated change to take place.

Theory of Change is pertinent in this research as it informs project planning. ToC has been effectively used in varied fields such as housing projects, health, transport, education, and community development to design, implement, and evaluate complex programs (Reed et al., 2018). Its use in these sectors demonstrates the utility of having a clear framework that outlines how activities contribute to broader social changes. For instance, in community development ToC has been used to articulate how project planning such as training and workshops lead to improved skills, increased participation, and ultimately, better community outcomes (Weiner, 2020). It has also been instrumental in establishing indicators for monitoring progress and understanding whether intended changes are happening as expected (Mayne, 2023). By providing a structured

approach to mapping change pathways, ToC can guide youth network project leaders and practitioners to stay focused on achieving specific and measurable goals as planned (Weiner, 2020).

The theory of change informs the variable on capacity building since it offers a structured framework for examining the impacts of capacity building on the success and overall performance of youth projects. Capacity building, in this context, involves equipping youth with the skills, knowledge, and tools necessary to manage projects effectively (Yusuf et al., 2021). In this case, the study can employ the theory of change to evaluate how well youth networks are able to plan, execute, and control their programs, ultimately influencing project outcomes (Yusuf et al., 2021). The structured processes outlined in the theory can provide information on how capacity-building programs contribute to improved project performance, especially in ensuring that projects meet their goals within the defined constraints of time, cost, and quality (Mitchell & Thompson, 2023).

The Theory of Change is applicable to this study as it enhances knowledge on project planning, stakeholder participation, and capacity building and how they are able to influence the youth network's project performance in Hargeisa, Somaliland. The theory offers a structured framework enlightening the essence of project planning prior to undertaking any initiative for desired outcomes. ToC facilitates the identification of necessary inputs and interventions, such as skills training that is required in planning among youth networks (Yusuf et al., 2021). It also emphasizes understanding the underlying assumptions about how project planning can potentially translate into improved project performance, thus enabling practitioners to validate or challenge these assumptions during the implementation (Mayne, 2023). Moreover, ToC's participatory approach is crucial in this context, as involving youth in the development of their own project planning strategies ensures that the interventions are relevant, acceptable, and tailored to their needs (Weiner, 2020).

2.1.3 Project Management Theory

The framework of this theory was first proposed by Gantt in 1910. Project Management Theory states that projects are unique undertakings that require specialized management techniques to achieve objectives within specific constraints such as quality, time, and budget (Pinto, 2020). Project Management Theory encompasses a body of knowledge and principles that guide the efficient planning, execution, and control of projects, guaranteeing that desired goals are met

within constrictions such as time, quality, and budget (Pinto, 2020). The theory operates under the premise that projects are unique undertakings that require specialized management techniques different from those used in ongoing operations (Mitchell & Thompson, 2023). The theory's foundations lie in the understanding that successful project management involves a blend of science and art utilizing formal tools and processes while also navigating human and organizational dynamics (Fewings & Henjewe, 2019). This hybrid approach makes Project Management Theory particularly versatile and applicable across diverse sectors, from construction to software development and beyond (Pinto, 2020).

One of the core components of Project Management Theory is the concept of the "project life cycle," which includes stages such as initiation, development, planning, implementation, evaluation, and monitoring (Mitchell & Thompson, 2023). Each phase serves a distinct purpose and contributes to the timely and quality execution of an initiative. In the initiation phase, the project's purpose is defined, along with its scope and objectives, providing a clear direction for all stakeholders (Fewings & Henjewe, 2019). Planning is where the detailed roadmap for achieving project goals is established, which includes timelines, resources, risk assessments, and cost estimates (Fewings & Henjewe, 2019). On the contrary, implementation involves allocating the right resources and coordinating individuals to execute the desired project, while controlling and monitoring various aspects to keep the project on track and making necessary adjustments (Pinto, 2020).

The concept of project constraints commonly referred to as the "iron triangle" of budget, time, and scope is central to Project Management Theory (Pinto, 2020). These constraints form the basis of decision-making throughout the project life cycle and require a balanced approach to ensure that the project meets its objectives without exceeding its limitations. Changes to one constraint often have direct impacts on the others, emphasizing the need for strategic trade-offs (Mitchell & Thompson, 2023). For example, reducing the project timeline might necessitate additional resources, which in turn could increase costs. Understanding these interdependencies allows project leaders to make informed decisions and keep the project on track, even in the face of challenges (Mirzaee & Martek, 2024)

Risk management is another key component of Project Management Theory (Mirzaee & Martek, 2024). Risks may emerge from various sources such as financial, technical, operational, and human

factors (Mirzaee & Martek, 2024). Project managers must develop risk response strategies that either prevent risks from occurring or minimize their impact. The use of risk management techniques helps to ensure that the project is more resilient to uncertainties and can adapt to changes without significant disruptions (Mitchell & Thompson, 2023). This proactive approach to managing uncertainties is essential in complex projects where many factors are outside the control of the project leaders and team members.

Project Management Theory emphasizes the importance of stakeholder management as a key factor in achieving project success (Pinto, 2020). Success is not only determined by attaining technical specifications but also by the ability to satisfy the needs and expectations of all involved stakeholders. Therefore, effective stakeholder involvement and management entails the identification of relevant stakeholders, a deep understanding of their needs and expectations, and the continuous engagement of these stakeholders throughout the project's lifecycle (Mirzaee & Martek, 2024). By addressing both technical and interpersonal aspects, projects are more likely to achieve their intended outcomes and satisfy all parties involved. Stakeholder management is essential for creating collaboration, ensuring that everyone is aligned with project objectives, and addressing any concerns that may arise. Effective communication plays a significant role in this process, enabling transparency and facilitating decision-making among team members and other stakeholders. By engaging stakeholders early and often, project managers can build support, reduce resistance, and enhance project success.

Project Management Theory is critical in this study as it is directly linked to the dependent predictor, which is the project performance of youth networks. The theory provides a structured framework to understand the three important metrics that are used to measure the failure or success of project performance, which entails the cost, timeliness, and quality, commonly referred to as the “iron triangle”. Project management theory will help assess the overall performance of youth networks projects by measuring the project completion rates, whether the costs used was within the budget and the quality of the projects in meeting desired needs. The theory therefore, ensures that each component of the project is aligned with performance indicators, making it possible to monitor progress effectively and evaluate success objectively.

2.1.4 Logical Framework Approach

The Logical Framework Approach (LogFrame) was developed by Rosenberg and Posner in 1969. The Logical Framework Approach states that projects should be organized into a structured, logical sequence that links inputs, activities, outputs, outcomes, and impacts. It provides a four-by-four matrix that outlines the logical steps necessary for achieving project objectives including goal, purpose/objectives, outputs and activities. The framework was developed as a tool for structuring and organizing development projects (Nyakake & Sulaiman, 2022; Mayne, 2023; Ledwith & Springett, 2022). It was introduced as a means to help project managers clearly define objectives, outcomes, and key performance indicators, establishing a consistent approach to project planning and evaluation. The LogFrame was developed to address common issues in development projects, such as unclear goals, poor planning, and limited methods for evaluating success. Since its inception, the LogFrame has become one of the most widely used tools in international development, serving as a foundation for project management frameworks and monitoring and evaluation (M&E) systems across various sectors (Ledwith & Springett, 2022). Over time, it has been adopted and adapted by organizations globally, and its structured approach has proven essential for organizing projects that require clear accountability and measurable results (Ledwith & Springett, 2022).

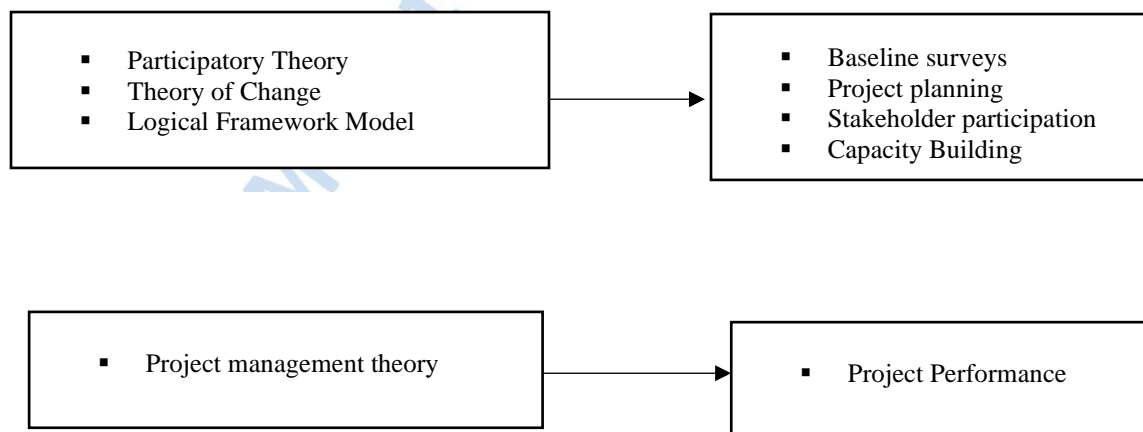
The LogFrame approach operates through a matrix that aligns project inputs, activities, outputs, outcomes, and impacts, with each level accompanied by measurable indicators and assumptions (Mayne, 2023). The matrix's four columns generally outline the project's goal or desired impact, the specific objectives or outcomes, the measurable outputs, and the activities needed to achieve these outputs. Each row breaks down into more specific, actionable components. This structure allows project managers to visually map the project's logic and identify dependencies and assumptions that could impact success. By focusing on measurable outputs and indicators, the LogFrame helps clarify expectations and align resources, ensuring that every activity is strategically designed to contribute to the project's overarching goals (Nyakake & Sulaiman, 2022).

In this study, LogFrame informs two components of the independent variables which includes stakeholder participation and project planning. In general, the LogFrame is highly structured, which helps organizations ensure that projects are results-oriented and focused on delivering

tangible benefits (Nyakake & Sulaiman, 2022). The LogFrame’s detailed breakdown of components provides a transparent framework for accountability, allowing stakeholders to track progress and assess whether the project is on track to attain desired outcomes. This structure also supports adaptive management by allowing project teams to make informed adjustments if monitoring shows that specific activities are not leading to expected outputs. The clarity of LogFrame has made it particularly valuable for M&E practices, as it enables consistent tracking of project performance indicators across various stages of implementation (Chevalier, 2019). Through creation of a common understanding among stakeholders, it encourages collaboration and supports effective decision-making throughout the project cycle (Chevalier, 2019).

The relevance of the LogFrame approach lies in its capacity to create a logical pathway for success, thereby informing the project planning aspect of the independent variable in this study. For example, if a project’s goal is to increase youth employment, the LogFrame can define indicators such as the number of youths employed post-training or the percentage of youth demonstrating new skills. These indicators directly relate to project performance, as they provide measurable data to assess whether the project is achieving its intended impact. This structured evaluation system can help the Youth Network determine areas for improvement and adapt its strategies to maximize project performance (Chevalier, 2019).

Figure 1: Theoretical framework



Source (Researcher, 2025)

2.2 Empirical Studies

2.2.1 Baseline Surveys and Project Performance

Ochieng (2022) explored key factors influencing the success of baseline surveys in slum upgrading initiatives with donations from different government agencies in various parts of Nakuru County. Adopting a correlational design, the study focused on a target group of 320 individuals involved in water, health, and livelihood initiatives. A sample size of 76 participants was recruited using a random sampling approach. Data was obtained through a semi-structured questionnaire. The outcomes revealed that elements such as stakeholder analysis, active engagement, transparency, and management accountability were vital for the effectiveness of baseline surveys. Additionally, significant links were found between stakeholder engagement, project costs, and the success of baseline surveys. The study concluded that transparency and accountability, managing stakeholder expectations, and effective cost control are essential for successful baseline surveys in M&E. The study thus recommended that roles and impacts of stakeholders be clearly classified, and organizations should manage stakeholder expectations and control survey costs and performance within the project scope.

Baqui, et. al. (2018) did research to find out what effect monitoring and assessment techniques have on how Bangladesh's projects are run. The primary objective of the authors was to uncover how M&E design and planning affected project execution in Bangladesh, as well as how building capacity and sharing information affected project execution. All 200 Bangladesh employees made up the study's target population. The vast majority of the data was gathered through surveys. According to the study's conclusions, M&E methods (design, planning, capacity building, and budgeting) have an impact on how projects are carried out in Bangladesh. A whopping 80% of participants thought that Bangladesh routinely carried out planned techniques on time, and a whopping 50% of participants thought the effect was significant. 40% of respondents thought the capacity structure for project execution was effective, while 81% of respondents agreed that the organization's staff is aware of their primary responsibilities. 60% of respondents thought that Bangladesh's M&E responsibilities were adequately funded, and 79% highlighted the organization's impact. The authors concluded that the company should use the M&E design and planning strategy because it is thought to be a good assessment development for the management technique.

In Ghana, Eboo (2021) explored how project baseline surveys impact the success and outcome of the District Development Fund in Daboa. The research employed a quantitative methodology, utilizing structured survey polls to obtain raw data from 110 individuals. The results identified several obstacles to effective M&E, such as a fragmented approach to planning and performance monitoring, a lack of accountability, the establishment of unrealistic targets, and the poor quality of performance information. Nevertheless, the study concluded that well-executed baseline surveys within M&E processes positively and significantly enhance project performance. Based on these findings, Eboo recommended that organizations designate personnel with specialized M&E expertise, as these individuals are more likely to drive superior project outcomes compared to those without such technical skills.

Elsewhere, Wambua (2019) investigated the impact of Monitoring Practices on the effectiveness of education projects founded by the county of Makueni in Kenya. Utilizing a correlational method, the research encompassed 31 education projects, with participants chosen through a purposive sampling method. Data collection was conducted via semi-structured surveys, and the responses were scrutinized using the latest SPSS, employing both qualitative and quantitative approaches. The findings demonstrated that several factors significantly affect project performance, including M&E training, stakeholder engagement, M&E planning, and baseline surveys. The analysis revealed a positive relationship between M&E plans and project performance ($r = 0.494$). Additionally, M&E training and stakeholder involvement showed strong positive correlations of 0.6 and 0.7, respectively. Based on these findings, Wambua concluded that ongoing training for M&E staff and active engagement of stakeholders are essential for enhancing project performance. Consequently, the study recommended that organizations implement continuous M&E training programs for their officers and foster greater stakeholder participation in M&E activities. These measures are expected to improve project ownership and accountability, leading to more successful outcomes.

In their 2022 study, Njeru and Kirui investigated the role of M&E practices in enhancing the success and completion of road construction initiatives overseen by the Kenya National Highway Authority (KENHA). The researchers utilized a combination of explanatory research methods to examine seven specific road projects. The study included participation from 100 top-level management staff affiliated with the KENHA officials. Information was gathered through

questionnaires and subsequently assessed via descriptive statistics, Pearson correlation, and regression analysis techniques. This multifaceted approach enabled the authors to effectively evaluate how M&E practices impact the outcomes of construction initiatives. The findings revealed that budget allocation was a critical factor influencing project performance, with timely fund disbursement enhancing project delivery. Baseline surveys were found to validate project scope and set realistic expectations for time, cost, and quality. Performance reviews and capacity building also positively impacted project performance through employee feedback sessions and target setting. The study concluded that budget allocations, baseline surveys, performance reviews, and capacity building positively impacted the success of KENHA road initiatives. It was thus recommended timely budget disbursement, continuous evaluation of resource gaps, and regular performance reviews to improve project outcomes.

2.2.2 Project Planning and Project Performance

Gasana and Njenga (2024) examined how project planning practices affect the outcome of Rwanda's Sustainable Agricultural Intensification Projects. The authors employed a purposive sampling method to narrow it down to a total of 95 participants, which included 80 project beneficiaries, 14 project planning officers, and one project manager. Self-administered surveys were utilized to obtain data, and the responses were assessed using the latest SPSS software. The study found that successful project performance was driven by effective planning practices, including the management of material resources, personnel administration, active stakeholder involvement, and ensuring beneficiary satisfaction. These aspects mutually contributed to the overall success of the SAIP initiative. The research concluded that SAIP successfully met its objectives through these practices, ensuring high levels of beneficiary satisfaction. The study recommended expanding SAIP's practices to more beneficiaries to drive social and economic transformation in Rwanda. It emphasized the importance of clear planning tools, resource allocation, regular staff training, and active stakeholder involvement for enhancing project performance and ensuring beneficiary satisfaction.

In their study, Lin, Wang, Ning, Ma, and Chen (2024) explored the effects of project planning on the success of megaprojects, specifically examining how process and information integration mediate this relationship under different levels of project complexity. The study analyzed data from 214 megaprojects in China, which were collected through a questionnaire survey. Using a

hierarchical regression model, the researchers analyzed the data, uncovering that process and information incorporation positively relate to project outcomes. However, they also observed that as project complexity grows, the influence of process integration as a mediator weakens. The authors concluded that integration plays a substantial role in linking project planning to megaproject performance, especially in less complex projects. The study recommended that project managers enhance integration and adjust their planning strategies according to the level of project complexity to improve megaproject outcomes.

A study by Kerzner (2019) explained that with careful planning, the project's objectives, presumptions, indicators, and actions can all be more easily understood. For projects to be completed successfully, monitoring and assessment must be properly planned. Planning allows for the establishment of a timetable for the M&E activities. Project management gives a company the control tools it needs to improve the planning, execution, and management of its project activities. Variable models can be used to identify the purposes of each stage in the process of controlling a project's outcome. To reach this goal, we looked at information and models from a number of projects about their planning, execution, control, and proposals for project performance. The results showed that the way a project is planned affects how well it works. In addition, the study discovered that the main element driving development projects was monitoring and evaluation. During the course of their research, they learned this.

A study by Albert, Balve and Spang (2017) indicated that any deviation from the intended course of action would increase costs and delay the project's completion. Monitoring project activities is crucial for identifying which tasks are being completed at any given moment and gauging how closely they adhere to the activity schedules. To prevent further delays in the project's expected results and to prevent additional costs from being incurred as a result of unplanned activities, it is essential to address any deviation from the plan as soon as possible. The project activity plan and regular reports on the activities that were actually completed were always requested by the sponsors. There is a good chance that they may leave the project if the operations are not completed in accordance with the original plan and timetable.

A study by Musawir et al. (2017) emphasized that planning was essential to monitoring and evaluation because it established how much time, money, and other resources would be required to complete the process. Finding the necessary funding for the projects ensures that the M&E

processes will not be interfered with because projections are made, and current economic conditions are taken into account when budgets are designed. Additionally, in order to successfully support the implementation of the educational programs, the human resource mapping aids in identifying the appropriate skills required for monitoring and assessment as well as the locations from which the experts will be sourced. The definition of salaries and wages necessary as payment for services rendered is made easier with the aid of resource identification for M&E operations, and this, in turn, makes it easier to budget money for needed expenses on time. This is a crucial step in the M&E procedure.

Mulewa, Kising'u, and Oyoo (2019) explored how project management approaches influence the execution of youth initiatives in Mombasa County, Kenya. Adopting a descriptive research design, the authors distributed structured questionnaires to a pool of potential respondents, ultimately collecting data from 109 individuals and achieving a response rate of 52.3%. The research utilized SPSS version 20 for data analysis, employing regression techniques to determine how project management factors affect project implementation. The analysis revealed that the variables under study accounted for 88.9% of the link between project management approaches and the timely and successful completion of youth initiatives. Key factors identified include stakeholder engagement, leadership, project planning, monitoring, and risk management, all of which were found to significantly and positively influence the project results. The statistical significance of the model was confirmed with an F value of 103.720, which far exceeded the critical F value of 2.55, at a significance level of 0.00. These robust findings underscore the crucial role that effective project management practices play in the success of youth initiatives. In view of the findings, the study recommended that policymakers integrate these insights into the development and implementation of regulations related to youth project donations and the timely completion of initiatives. Emphasizing the importance of comprehensive project management, they advocated for the adoption of best practices to enhance the effectiveness and sustainability of youth-focused projects.

2.2.3 Stakeholders' Participation and Project Performance

Wandibba (2022) investigated the significance of stakeholder participation or engagement in influencing project outcomes within Pakistan's Information and Technology sector, particularly amidst political instability. Grounded in stakeholder theory, their study examined not only the direct effects of SE on PP but also the mediating influence of innovation and effective

communication. The researchers adopted a quantitative methodology, using a cross-sectional survey method to gather data from 205 active IT professionals. Data was assessed using SPSS version 27, where path analysis was leveraged to determine the link between the study's constructs. The findings demonstrated significant and positive correlations between stakeholder engagement, project communication, innovation, and overall project performance. These findings stress the critical significance and benefits of engaging stakeholders effectively, maintaining robust communication channels, and creating innovation to enhance project outcomes, especially in environments characterized by political instability. To reduce bias, the study applied a time-lagged data collection method, ensuring robust and reliable results. The research emphasized the necessity of prioritizing SE, PC, and IN to drive better project performance in volatile conditions like Pakistan's IT sector.

In a separate study, Hassan (2024) explored the effects of project stakeholder engagement on project management in the Ministry of Health projects within the empowerment programs by local and international NGOs in Kampala, Uganda. Using a cross-sectional design, the research gathered responses from participants, emphasizing the significance of stakeholder involvement in various project aspects. The research found that stakeholder engagement facilitated effective project evaluation, ensuring project team accountability and timely execution. It also found that stakeholder involvement enhanced project success through improved understanding of roles and expectations, better advocacy through collective participation, and the sharing of best practices. The findings suggested that engaging stakeholders significantly contributed to project effectiveness, sustainability, and the overall realization of project objectives.

In 2024, Kamau, Omwenga, and Lango conducted a study in Kenya to examine how stakeholder involvement affects the implementation of donor-funded agricultural projects. Drawing on Suchman's Program Theory, the researchers employed a descriptive method and utilized surveys to retrieve important information. The research targeted a population of 383 individuals engaged in these projects, from which 196 participants were randomly selected using purposive sampling. Analysis of the data was performed using descriptive statistics, multiple regression, and ANOVA. The results demonstrated that shareholder involvement significantly impacted the completion of donor-funded agricultural projects, accounting for 72.1% of the variation in project outcomes. Additionally, the study found that the project environment, including factors like political stability and resource availability, moderated the correlation between a project's success and shareholder

engagement. The authors concluded that active engagement of stakeholders is essential for the successful execution of donor-funded agricultural initiatives and that the surrounding project environment further influences this dynamic. Based on these findings, they recommended that organizations and project managers prioritize and enhance stakeholder involvement strategies to ensure the effective and timely completion of agricultural initiatives by various donors.

A study by Abdi (2018) indicated that involving stakeholders effectively in the M&E of projects and programs is key to creating a positive attitude toward projects among community members. This can improve transparency, accountability, and the long-term viability of projects and programs. It was determined that the participation of stakeholders in M&E is of utmost significance. Nevertheless, an excessive amount of involvement may result in an inappropriate influence on the profession. According to Kanyamuna et al. (2019), if stakeholders exert an excessive amount of pressure on the monitoring and evaluation systems, it will be difficult for those systems to accomplish their objectives. As a result, there ought to be restrictions placed on their participation. By involving all of the relevant parties, we can ensure that the project will receive widespread, universal support. If the information that is gathered through monitoring and evaluation has the potential to ultimately meet the necessities of both the project and the stakeholders, then its credibility and reliability will be taken into consideration (Kihuha, 2018).

In a separate study, Rajhans (2018) asserted that it is of the utmost importance to collaborate with those who require the monitoring and evaluation information in order to guarantee its applicability. Additionally, the participation of management in the mundane activities of an evaluation and monitoring system is counterproductive to the system's overall efficiency. This happens most often in areas where management engagement is either extremely limited or extremely limited by management. The study uncovered a significant correlation between the outcome of projects and the participation of the various relevant stakeholders. Engagement in initiating, implementing, monitoring, and evaluating a project is favorably connected with the successful completion of the project; however, participation in planning a project is inversely correlated with the completion of the project. As a result, the significance of stakeholder participation in the management of programs and initiatives cannot be ignored.

Kaumbulu (2024) investigated how project governance affects the dependency and growth of Youth Training and Empowerment Programs in Machakos County. The research sought to address

gaps in the existing studies by showcasing empirical evidence on the impact of project governance on sustainability within the Kenyan context. Utilizing a combination of descriptive and explanatory research designs, Kaumbulu collected data from 196 participants, including project managers and youth leaders. The obtained information was assessed using both descriptive and inferential statistical techniques. The findings uncovered that effective project governance has a vital role in ensuring the sustainability of youth empowerment initiatives. This underscores the importance of robust governance structures in maintaining and advancing the success of such projects. Additionally, individual components of project governance, such as stakeholder management, governance structure, and project team diversity had significant effects on project sustainability. The descriptive analysis further revealed that respondents rated each variable positively. Based on the outcomes, the authors recommended the implementation of project governance strategies, particularly focusing on governance structure, stakeholder management, and team diversity, be enhanced to improve the dependency and growth of youth projects in Kenya.

2.2.4 Capacity Building and Project Performance

Okafor (2021) investigated how monitoring and evaluation systems impact the project's success in Katsina State, Nigeria. The research was grounded in both the Realistic Evaluation Theory, providing a comprehensive theoretical framework for the research. Utilizing a descriptive survey method, Okafor targeted the entire population of 32 employees involved in the project. This approach enabled a thorough examination of how M&E systems influence project performance within this specific educational initiative. Data collection was conducted through questionnaires and interviews, with the tools tested for consistency using the Cronbach alpha method. Analysis was performed using descriptive analysis and Spearman's correlation, aided by SPSS for quantitative data. The results revealed that capacity building in M&E systems significantly influence project performance, as evidenced by activities such as well-developed M&E plans, performance indicators, data collection schedules, and analysis methods. The outcomes also revealed that 94% of participants had M&E skills, and 100% were familiar with the M&E plan. The analysis confirmed a positive link between evaluation methods and project outcomes, revealing significant correlations between project performance and the evaluation and monitoring plan, evaluation and monitoring skills, and evaluation and monitoring information control systems. The study concluded that strengthening evaluation and monitoring strategies capacity directly

enhances project completion, highlighting the significance of well-developed evaluation and monitoring systems. The study recommended that organizations institutionalize M&E by establishing dedicated units with adequate staffing to enhance project performance.

Musau (2020) explored how various project management practices impact the effective execution of borehole water initiatives in Machakos County, Kenya. The author concentrated on several critical factors: change management, the professionalism and expertise of project teams, stakeholder engagement, and the management of resources. Additionally, the study investigated whether the project environment played a moderating role in these relationships. Adopting a cross-sectional survey methodology, Musau collected data from 89 leaders overseeing the water initiatives through semi-structured questionnaires. Complementary qualitative insights were obtained via interviews. The analysis showed that the successful completion of borehole programs is positively and significantly affected by leadership, change management, the expertise of the project team, active stakeholder engagement, and proper management of allocated resources. Contrary to expectations, the project environment did not significantly alter these relationships. Among the factors studied, project resource management exhibited the strongest impact ($\beta = 0.593$), followed by change management ($\beta = 0.546$), stakeholder involvement ($\beta = 0.474$), and project team competency ($\beta = 0.440$). Based on these outcomes, Musau recommended that prioritizing these project management practices during the design, planning, and implementation stages is essential for the completion of borehole water initiatives. Furthermore, the author suggested that future research should adopt longitudinal designs and conduct similar investigations in different regions to validate and compare the findings.

The primary objective of a study by Karimi, Mulwa, and Kyalo (2021) was to evaluate how capacity-building initiatives influence the success of these educational programs, particularly in light of the limited achievements observed despite various stakeholder-driven efforts. The researchers employed a descriptive survey combined with a correlational research design to gather data. They targeted a population of 2,052 individuals and selected a sample of 335 participants using interview guides. Raw data was assessed using SPSS version 25, with results systematically outlined through tables and figures. Notably, the results revealed that stakeholder capacity building significantly influences program outcomes, as evidenced by the Pearson correlation coefficient. Additionally, the overall F statistic was calculated to be 233.446 with a p-value of 0.000,

suggesting a highly statistically huge association between the study's constructs. The authors concluded that capacity building is a vital element of participatory evaluation approaches. The authors recommended that capacity-building efforts be integrated into all phases of educational program implementation to foster the completion of literacy and numeracy initiatives.

In 2022, Roba and Odollo examined how evaluation and monitoring practices influence the general outcomes of water and sanitation initiatives in Marsabit County, Kenya. Utilizing contingency theory, theory of change, and institutional-based theory as their theoretical framework, the researchers adopted a cross-sectional design, focusing on managers, M&E officers, and committee members from 14 water projects through census sampling. Data was gathered via questionnaires, with a pilot test of 11 participants ensuring instrument reliability. Analyzed using SPSS version 28, the study employed both quantitative statistics models. The outcomes revealed that capacity building had a weak and non-significant impact on project outcomes, whereas stakeholder involvement and budgeting were strongly and significantly related to improved performance. Additionally, effective planning has a moderately significant association with the results. Based on these results, the authors recommended that project managers hire skilled team members, involve stakeholders throughout all M&E phases, proactively develop M&E systems, and ensure sufficient budgeting for M&E activities to enhance project performance.

2.3 Critical Review and Identification of Research Gaps

The reviewed studies provided some analysis of the correlation between evaluation and monitoring strategies and project success or performance across various sectors and regions. For instance, studies by Ernestine (2018) and Ochieng (2022) emphasized the significant positive impact of baseline surveys and stakeholder engagement in M&E systems on project performance. Similarly, Wambua (2019) and Njeru and Kirui (2022) demonstrated how M&E planning, capacity building, and baseline surveys influence the completion of the education and road construction sectors in Kenya. These findings emphasized the significance of well-structured monitoring frameworks in enhancing project outcomes through improved planning, execution, and stakeholder participation.

However, several research gaps emerged from these studies. Firstly, most of the reviewed studies, such as those by Baqui et al. (2018) and Roba and Odollo (2022), focused on specific contexts like infrastructure and water projects, leaving other critical sectors, such as youth empowerment, underexplored. While these studies provided valuable insights into the importance of monitoring

and evaluation systems, their findings may not be generalizable to other sectors or regions. This presented a contextual gap that this research aimed to address.

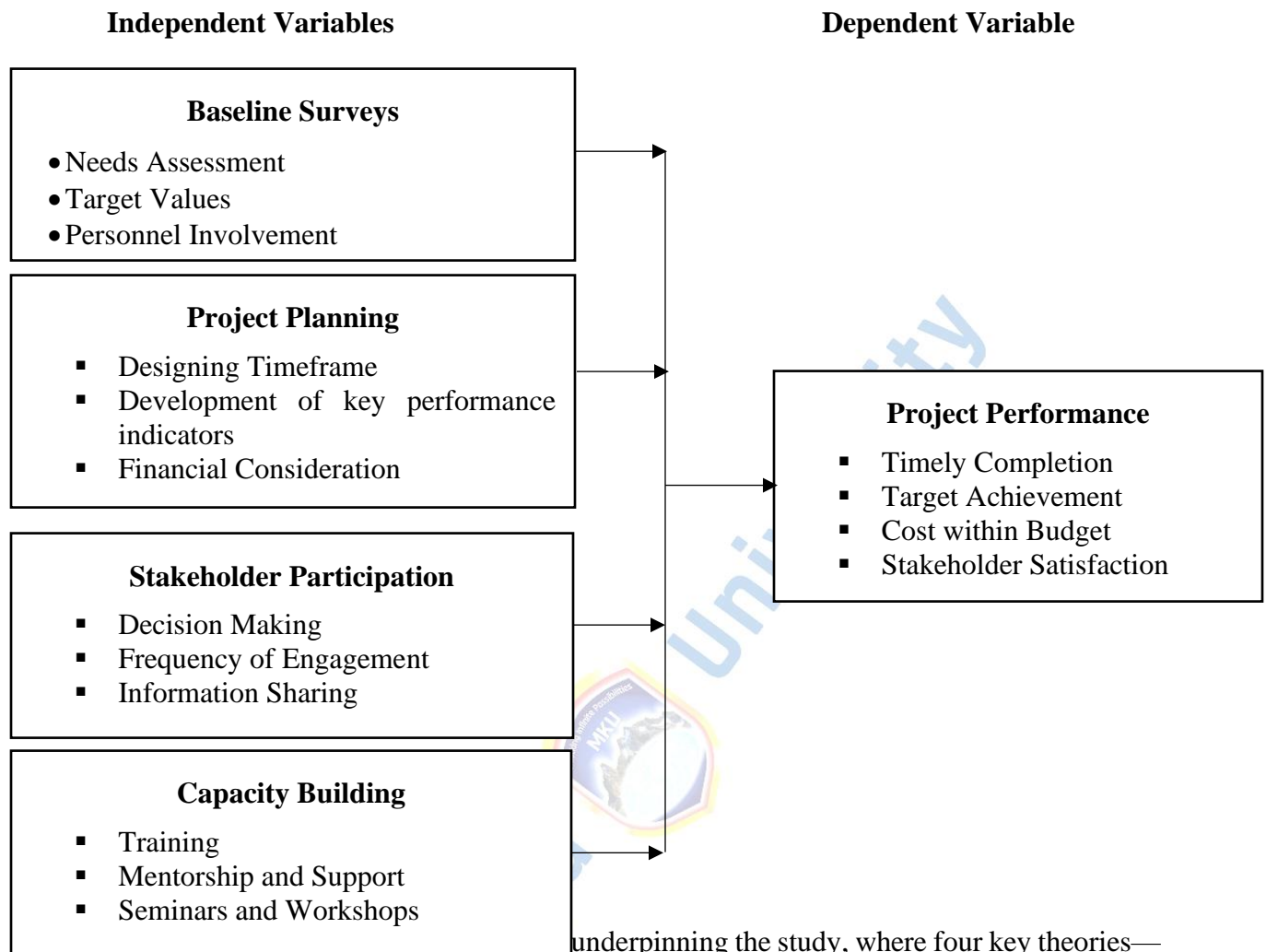
Moreover, the studies predominantly employed quantitative methodologies, with data collection methods such as surveys and questionnaires. For instance, Musau (2020) relied heavily on statistical techniques like regression analysis to determine the correlation between monitoring systems and project outcomes. Although these quantitative approaches provided essential statistical insights, they failed to capture the nuanced experiences and perspectives of stakeholders, which could further explain the underlying mechanisms driving M&E success. The current study addressed this methodological gap by incorporating both quantitative and qualitative methods, such as surveys, to offer a more detailed comprehension of evaluation and monitoring systems in youth network projects.

Additionally, the reviewed literature primarily focused on the direct effects of M&E practices, such as planning, budgeting, and capacity building, on project performance. Few studies, such as those by Karimi et al. (2021) and Okafor (2021), explored potential mediating or moderating factors, such as project complexity or resource availability, that may affect the efficacy and effectiveness of monitoring and evaluation systems. This gap in understanding how contextual factors affect the association between monitoring frameworks and project execution was addressed by examining the influence of the project environment and organizational capacity in the current study. Lastly, even though many of the reviewed studies acknowledge the importance of M&E systems, there was a limited exploration of how these practices contribute to long-term sustainability and project learning, as indicated by Kamau, Omwenga, and Lango (2024). Notably, this research addressed this conceptual gap by investigating how M&E practices not only enhance immediate project outcomes but also foster long-term sustainability and knowledge retention in youth network projects in Hargeisa, Somaliland.

2.4 Conceptual Framework

The independent predictors in this study entailed baseline surveys, project planning, stakeholder participation, and capacity building. These specific objectives created a framework for examining how various elements of evaluation and monitoring strategies were associated with and affected the performance of youth network projects, as illustrated in the figure below.

Figure 2: Conceptual Framework



underpinning the study, where four key theories—

Source: Researcher (2025)

They were discussed, demonstrating their relevance in the project. Also, the chapter presented a detailed empirical analysis of relevant studies focusing on monitoring and evaluation strategies such as baseline surveys, project planning, stakeholders' participation, and capacity building, from which research gaps were identified. Additionally, the chapter highlighted gaps in the literature, including the need for a focus on youth empowerment projects and the incorporation of both quantitative and qualitative methodologies. Finally, the chapter presented the conceptual framework, outlining the link between the independent variable monitoring and evaluation strategies and the dependent variable (youth network's project performance), providing a structured approach to understanding their interactions.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The third chapter delineates a detailed outlook of the research methodology. It begins by discussing the research philosophy and overall design, setting the foundation for the investigation. The chapter then identifies the target population and elaborates on the sampling design, including the procedures and techniques used to select participants. Following this, it details the development of the research instruments and outlines the techniques and procedures for data collection. The chapter also explains the approaches for data analysis and presentation, ensuring clarity in how the information was interpreted. Concluding the chapter, the ethical considerations that were strictly followed throughout the research process were addressed, highlighting the commitment to integrity and ethical standards in the study.

3.1 Research Philosophy

Research philosophy entails the assumptions and beliefs that guide a researcher's objectives and approach in scientific investigation (Creswell, 2017). It influences the development and

comprehension of knowledge within a particular domain, affecting methodological choices and data interpretation. Ali Samatar (2018) describes research philosophy as a foundation for analyzing social ideologies and generating elucidations from gathered data. This study used the positivist research paradigm to enable a systematic analysis and to generalize the findings across the intended population.

3.2 Research Design

Hughes and Sharrock (2016) describe research design as a structured framework established to collect and analyze data in an organized manner, aiming to balance the significance of the research objectives with procedural efficiency. Specifically, this study used a descriptive research method to understand the influence of monitoring and evaluation approaches on the overall performance of youth network projects in Hargeisa, Somaliland. This design was deemed suitable as it offered a detailed and accurate picture of the relationship patterns and trends that exist between the dependent and independent variables in research (Creswell & Creswell, 2017). Therefore, this research method allowed for the systematic acquisition and interpretation of data to assess the link between the monitoring and evaluation practices and the performance of youth network projects in Hargeisa, Somaliland.

3.3 Target Population

Several scholars describe a population as an entire group of items or individuals that a study sets to draw inferences about, specifically those that meet the defined criteria of interest (Creswell, 2021). This study targeted different youth networks' projects in Hargeisa, Somaliland. The target population was 200 participants comprising project managers/coordinators, M&E officers/personnel, youth leaders/representatives, project team members, and beneficiaries (youth participants).

3.4 Sample Design

3.4.1 Sample Size

A research sample is derived from the target population and can be defined as the number of observations or participants in a study (Mujere, 2016). The study obtained a sample size by selecting participants from the target population of 200 participants through convenience sampling. The unit of analysis which entails the items or participants one needs to analyze their

responses and make conclusions, included 3 project managers/coordinators, 5 M&E officers/personnel, 20 youth representatives, 50 project team members, and 50 beneficiaries (youth participants) were selected for the study, giving a total sample size of 128 participants. This selection ensured that the study captured diverse perspectives on how monitoring and evaluation affect the overall performance of youth network initiatives. The breakdown of the sample size is depicted in the table below.

Table 1. Unit of Analysis

Category	Sample Size
Project Managers/Coordinators	3
M&E Officers/Personnel	5
Youth Representatives	20
Project Team Members	50
Beneficiaries (Youth Participants)	50
Total	128

Source: Author (2025)

3.4.2 Sampling Technique

According to Creswell (2021), sampling entails selecting a representative portion of a population for research, allowing the results to be generalized to the whole population. The unit of observation below entails the specific participants whose responses were measured and observed to draw conclusive findings. A purposive sampling technique was utilized to ensure the study's representativeness. This approach allowed the identification of subgroups within the population, and a proportionate sample was selected from each subgroup. The sample consisted of project managers/coordinators, M&E officers, youth representatives, project team members, and beneficiaries, ensuring that all key groups were adequately represented in the study.

Table 2. Unit of Observation

Leadership levels	Category	Sample Size
Top-tier	Project Managers/Coordinators	2

Middle-tier	M&E Officers/Personnel	4
	Youth Representatives	18
Low-tier	Project Team Members	44
Beneficiaries	Beneficiaries (Youth Participants)	45
	Total	115

Source: Author (2025)

3.5 Data Collection Methods

3.5.1 Data Collection Tools

Data collection methods are used to select, gather, and obtain data. Common data collection tools in social research include questionnaires, standardized tests, interviews, and observation forms (Koima & Ombui, 2024). This study utilized structured questionnaires to gather primary data from respondents. The questionnaires were designed exclusively with closed-ended questions. A structured questionnaire was deemed suitable for this research because it enabled efficient and cheaper data collection. It was also suitable as it allowed for easy analysis and replication especially since it captured both quantitative and qualitative information. The questionnaires were administered to youth representatives, project team members, and beneficiaries.

3.5.2 Data Collection Tools Administration

A structured questionnaire was administered to retrieve data in this work. These questionnaires were designed to gather primary data and distributed. The researcher, supported by two research assistants, implemented the "drop and pick" technique, which involved leaving the questionnaires with the respondents and returning later to collect them. This approach offered several benefits: it gave respondents sufficient time to thoughtfully complete their answers, leading to more accurate and comprehensive responses. Additionally, the "drop and pick" method improved response rates by making the process more convenient for participants. Any questions or need for clarification about the questionnaire items were also addressed when the questionnaires were retrieved, further enhancing the data quality.

3.5.3 Validity

Creswell (2021) indicates that selecting respondents statistically for a pilot test is not essential when assessing the validity and reliability of research instruments. The data collection tool was a structured questionnaire, which was administered on 10% of the total sample to evaluate its validity and reliability. This involved conducting a pilot study with 13 respondents to ensure the questionnaire was valid and reliable. During the pilot testing phase, the questionnaire was administered to these 13 randomly selected participants. However, since the study's sample size is considerably small, the participants from the pilot phase were included in the final study.

The validity of the questionnaire was tested using both content and construct validity testing. Content validity was evaluated by administering the questionnaire to the supervisors for a detailed evaluation. Based on their opinions, the research tool was adjusted before being rolled out for actual data collection. Additionally, construct validity was assessed using Kaiser-Meyer-Olkin (KMO) values, with a cutoff set at 0.5. Variables with KMO values above 0.5 were considered valid, while those below this threshold were considered invalid.

3.5.4 Reliability Test

The reliability of the questionnaire was evaluated using Cronbach's alpha. This study adopted a Cronbach's alpha threshold of 0.7 or higher to achieve this consistency. Lalani, Bussu, and Marshall (2020) state that a Cronbach's alpha (α) value of 0.7 and above signifies that the questionnaire items are reliable, indicating high internal consistency.

3.6 Data Analysis Procedure

According to Asiamah, Mensah, and Oteng-Abayie (2017), data from adequately completed questionnaires through coding, tabulation, and subsequent analysis. The study utilized the latest SPSS software to clean, organize, and interpret complex datasets obtained from the respondents. Descriptive statistics, including mean scores and standard deviation measures, were employed to characterize the various items in the survey tool. These statistics were presented and examined in numerical form, providing insights into the sample's characteristics related to the variables. Descriptive statistics helped summarize and describe the aggregate of raw data comprehensibly (Asiamah, Mensah, & Oteng-Abayie, 2017). Inferential statistics involved techniques like correlation analysis and regression analysis that measured the differences between the variables.

In addition, the study utilized the multiple linear regression model below to predict the link between the variables.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Whereby;

Y = Project Performance

X₁ = Baseline Surveys

X₂ = Project Planning

X₃ = Stakeholders' Participation

X₄ = Capacity Building

3.7 Ethical Consideration

In order to gather, analyze, report, and publish the results ethically, one must adhere to professional standards, regulations, and codes of behavior (Greenwood, 2016). A license from the National Council for Research and Technology (NACOSTI) was obtained. The research method adhered to anonymity and confidentiality. Respondents were made aware that the data was strictly employed for educational endeavors. The participants were also informed about the study's methodology, rationale, and informational objectives. The research considered impartiality, transparency, interests, response rights, privacy rights, and intellectual property rights. Names of respondents and other private information were not released.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This section outlines the findings according to the study objectives. The findings are discussed in the empirical literature reviewed in Chapter Two and interpreted through the perspective of the conceptual diagram. This section is structured according to the study's objectives, with each section followed by a thorough discussion of the outcomes. The chapter commences with an overview of the response rate and an assessment of data reliability. Demographic details of the participants follow this. Subsequently, descriptive statistics, correlation analyses, and regression results are presented. This study sought to analyze the effects of evaluation and monitoring practices on the youth network's project performance in Hargeisa, Somaliland.

4.2 Response Rate

The study's response rate was determined to ensure the representation of all participants for reliable and quality responses pertinent to this study. 128 questionnaires were directly distributed to the selected participants. The table below summarizes the return rate and the frequency of the responses.

Table 4.1: Response Rate

Response	Frequency	Percentage
Returned	121	94.5

Unreturned	7	5.5
Total	128	100.0

The results in Table 4.1 above show that from the 128 distributed questionnaires, one hundred and twenty-one (121) were appropriately filled and submitted for review. This translates to a return rate of 94.5 percent. This return rate is significantly higher than the commonly accepted threshold for survey research. According to Yusuf et al. (2021), the average return rate for most studies is approximately 65%, making the current response rate well above average. Similarly, Hendra and Hill (2019) note that a study's return rate of above 50% is sufficient to ensure adequate data collection that can be generalized to reflect the views of the entire population. Based on these observations, the results of this study can be considered both representative and reliable for drawing valid conclusions.

4.4 Demographic Analysis

The first section captured the respondents' demographic details. This study gathered data on key background characteristics, including age, sex, education qualification, and the number of years the respondent had been part of the project. Gender information was collected, with respondents identifying as either male or female. Analyzing these demographic characteristics was essential for understanding the sample's composition and evaluating how respondent backgrounds may have influenced the study findings. Table 4.2 depicts the results of the demographic profile.

Table 4.2: Demographic Characteristics

Characteristic	Category	Frequency (n)	Percentage (%)
Age	15–18 years	10	8.3%
	19–25 years	30	24.8%
	26–30 years	45	37.2%
	31–36 years	36	29.7%
	Primary	5	4.1%
Highest Level of Education	Secondary	18	14.9%
	Undergraduate	55	45.5%
	Masters	35	28.9%
	Doctorate	8	6.6%
Years in the Project	Less than 1 year	20	16.5%
	1–3 years	48	39.7%
	4–6 years	32	26.4%
	More than 6 years	21	17.4%

Gender	Male	66	54.5%
	Female	55	45.5%

The age distribution showed that most participants (37.2%) were between 26–30 years, followed by 31–36 years (29.7%), 19–25 years (24.8%), and a smaller proportion aged 15–18 years (8.3%). This indicated that the study primarily drew from a youthful population, particularly individuals in their late twenties and early thirties, who are often actively involved in youth-focused projects. The predominance of this age group suggested that the respondents had likely accumulated similar and remarkable experiences, making them well-positioned to assess the effects of evaluation and monitoring on project outcomes. The inclusion of younger respondents also added value by providing perspectives from those newly engaged in such initiatives.

Regarding education attainment, most respondents had attained an undergraduate degree (45.5%), closely followed by individuals holding a master’s degree (28.9%). A smaller number had completed secondary education (14.9%), while only a few had attained primary (4.1%) or doctoral education (6.6%). This educational profile implied that the respondents were generally well-educated, which benefited the study by enhancing the reliability and depth of the feedback on evaluation and monitoring practices. A higher level of education reflects a greater capacity to understand, implement, and critically evaluate project management tools, contributing to more informed insights on project performance.

In terms of involvement in the project, the largest group had participated for 1–3 years (39.7%), followed by those involved for 4–6 years (26.4%), over 6 years (17.4%), and less than 1 year (16.5%). This distribution demonstrated that most respondents had a moderate to substantial duration of experience with the project. Such experience levels were crucial for the study, as they provided the basis for evaluating the effectiveness of monitoring and evaluation practices over time. Respondents who had been part of the project for several years were more likely to have observed changes and trends in performance, thereby offering more nuanced assessments.

In terms of gender distribution, 54.5% were male, whereas 45.5% were female. This relatively balanced representation ensured that the perspectives of both genders were considered, adding to the inclusivity and diversity of the findings. The slightly higher proportion of male respondents might reflect gender dynamics within the youth network projects in Hargeisa. The presence of a

significant number of female participants was important for capturing the experiences and views of women in project participation and performance assessment. The demographic information of the participants suggested that the study was able to obtain data from a relatively diverse and experienced group. Their educational background and years of project involvement were particularly valuable for analyzing the effectiveness of evaluation and monitoring practices. The balanced gender distribution and wide age range helped ensure that the study findings were inclusive and reflective of various segments within the youth network.

4.5 Pilot Testing Results

Prior to the actual data collection exercise, pilot testing was conducted on 10% of the sample size to assess the suitability of the research tool and this involved both reliability testing, validity testing and factor analysis.

4.5.1 Reliability Test

For this study, reliability was calculated using Cronbach's alpha formula and results generated with the aid of SPSS version 26.0. Reliability test results are presented in Table 4.3.

Table 4.3: Reliability Analysis

Variable	Number of Items	$\alpha > 0.7$	Comment
Baseline Surveys	7	0.899	Reliable
Project Planning	7	0.861	Reliable
Stakeholders' Participation	7	0.820	Reliable
Capacity Building	7	0.803	Reliable
Project Performance	7	0.845	Reliable

The findings in Table 4.3 indicate that the Cronbach's alpha values for all the variables exceeded the recommended threshold of 0.7, confirming the internal consistency and reliability of the research instrument. Baseline Surveys had a Cronbach's alpha of 0.899, Project Planning scored 0.861, Stakeholders' Participation recorded 0.820, Capacity Building achieved 0.803, and Project Performance yielded 0.845. These results suggest that each construct was measured with a high degree of reliability. Reliability values above 0.8 denote good reliability, while values between 0.7 and 0.8 indicate acceptable reliability. In this study, all variables demonstrated good reliability,

aligning with the threshold that instruments with alpha values above 0.7 are suitable for further analysis. This affirms that the questionnaire items consistently captured the intended dimensions of the study.

4.5.2 Validity Test

In addition to reliability testing, the study assessed the validity of the research instrument through both content and construct validity methods. Content validity was established by consulting the research supervisor, whose expert review ensured that the questionnaire items were comprehensive and relevant to the study objectives. Construct validity was examined using the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy with a threshold of 0.5, with results presented in Table 4.4. The KMO test assessed the suitability of the data for factor analysis, confirming that the variables had sufficient intercorrelations to justify further statistical procedures. These combined approaches ensured that the instrument not only measured the intended constructs accurately but was also appropriate for the context of the study.

Table 4.4: Validity Test

Variable	KMO	P-Value
Baseline Surveys	.871	.000
Project Planning	.894	.000
Stakeholders' Participation	.833	.000
Capacity Building	.811	.000
Project Performance	.849	.000

The validity results in Table 4.4 indicate that the Kaiser-Meyer-Olkin (KMO) values for all the study variables baseline surveys, project planning, stakeholders' participation, capacity building, and project performance exceeded the minimum threshold of 0.5, confirming a high level of sampling adequacy. Specifically, project planning recorded the highest KMO value of 0.894, followed by baseline surveys at 0.871, project performance at 0.849, stakeholders' participation at 0.833, and capacity building at 0.811. These results affirm that the data collected was appropriate for factor analysis, as the variables demonstrated sufficient inter-item correlations. In addition, Bartlett's Test of Sphericity was significant for all the variables ($p = .000$, at $p < .05$), indicating that the correlation matrices were not identity matrices and further supporting the suitability of the

data for factor analysis. These findings align with Field's (2013) guidelines, which recommend KMO values above 0.5 and significant Bartlett's test results as indicators of strong construct validity. The high validity of the instrument enhances confidence in the accuracy and credibility of the study's findings on project performance.

4.6 Descriptive Analysis

This segment outlines descriptive analysis findings for baseline surveys, project planning, stakeholders' participation, capacity building, and the youth network's project performance.

4.6.1 Baseline Surveys

The study's first goal was to determine the effect of baseline surveys on the youth network's project performance in Hargeisa, Somaliland. The respondents were requested to rate their level of agreement or otherwise on statements relating to baseline surveys using a Likert Scale, as demonstrated in Table 4.5 below.

Table 4.5: Descriptive Statistics on Baseline Surveys

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
The project uses a baseline survey to identify the specific needs of the target youth in the network projects.	5.80%	4.10%	12.40%	29.80%	47.90%	4.1	1.14
Target values are being identified during the baseline survey and they are realistic and aligned with project goals.	4.10%	11.60%	12.40%	25.60%	46.30%	3.98	1.2
Involving personnel in the baseline survey process improved the accuracy of the data collected.	4.10%	4.10%	21.50%	16.50%	53.70%	4.12	1.13
Baseline surveys helped set clear benchmarks for assessing the progress of youth network projects.	5.80%	14.00%	16.50%	24.00%	39.70%	3.78	1.27
The baseline survey provided relevant insights into allocating resources needed for project implementation.	4.10%	6.60%	8.30%	23.10%	57.90%	4.24	1.12

Engaging youth representatives in the baseline surveys enhanced their ownership of the project outcomes.	5.80%	3.30%	12.40%	23.10%	55.40%	4.19	1.14
The baseline survey findings were effectively used to design actionable strategies for project success.	4.10%	3.30%	17.40%	33.90%	41.30%	4.05	1.05

According to the outcomes in Table 4.5 above, most respondents (77.7%) agreed that the project used baseline surveys to identify the specific needs of the target youth in the network projects. The statement yielded a mean of 4.10 and a standard deviation of 1.14, indicating that most participants supported this statement and that their responses were moderately concentrated around the mean. This implies that baseline surveys were effectively used to align project design with the actual needs of the youth, thereby contributing positively to project performance. In addition, 71.9% of the respondents agreed that target values were identified during baseline surveys, realistic, and aligned with project goals. This statement had an average mean score of 3.98 and a standard deviation of 1.20, suggesting that most participants conceded, though with slightly more variability in responses. This finding implies that baseline surveys played a key role in setting clear and achievable performance targets, which is essential for effective monitoring and evaluation throughout the project lifecycle.

The findings depicted that 70.2% of individuals agreed that involving personnel in the baseline survey process improved the reliability of the information gathered. The responses had a mean of 4.12 and a standard deviation of 1.13, depicting a generally strong agreement with a relatively close clustering of responses. This suggests that inclusive participation in the survey process enhanced data quality, which in turn could have contributed to better-informed decision-making during project planning and implementation. A further 63.7% of the respondents agreed that baseline surveys helped set clear benchmarks for assessing the progress of youth network projects. The mean score for this item was 3.78, with a standard deviation of 1.27, showing that while there was general agreement, responses varied to a larger extent. The implication is that although the majority found baseline surveys helpful in establishing benchmarks, there might have been

inconsistencies in how clearly those benchmarks were defined or communicated across different projects.

Most of the respondents (81.0%) agreed that baseline surveys provided relevant insights into the allocation of resources needed for project implementation. This item scored a mean of 4.24 and a standard deviation of 1.12, indicating a high agreement level and consistent responses. This reflects the critical role of baseline data in informing budget planning and ensuring efficient use of resources, a cornerstone of effective project performance. Additionally, 78.5% of respondents agreed that engaging youth representatives in baseline surveys enhanced their ownership of project outcomes. The mean score was 4.19, and a standard deviation of 1.14, suggesting a high agreement level and relatively concentrated responses. This implies that including youth voices in the initial stages of project planning helped build commitment and accountability, potentially leading to better results in project execution and sustainability.

Finally, 75.2% of the respondents agreed that baseline survey findings were effectively used to design actionable strategies for project success. The item had a mean of 4.05 and a standard deviation of 1.05, suggesting a high agreement level among participants with low variability. This suggests that baseline data was collected and meaningfully applied in strategy development, thereby positively influencing the overall direction and performance of the projects. Overall, the responses on baseline surveys yielded an average mean of approximately 4.06 and a standard deviation of 1.15. This implies that the participants generally concurred with the statements related to baseline survey practices, and their views were relatively consistent. The findings support the conclusion that baseline surveys significantly influenced the performance of youth network projects in Hargeisa, Somaliland, by improving data accuracy, resource planning, target setting, and stakeholder ownership. According to Clemence and Alfred (2024), effective data collection practices such as baseline surveys are foundational to setting direction and ensuring the continuous improvement of projects.

4.6.2 Project Planning

The study's second objective was to determine the influence of project planning on the overall performance of the youth network's project in Hargeisa, Somaliland. Using the Likert Scale, the participants were requested to fill their level of agreement on the various items related to project planning as shown in Table 4.6 below.

Table 4.6: Descriptive Statistics on Project Planning

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
The project prioritizes establishing a clear and realistic timeframe for project implementation.	2.50%	8.30%	27.30%	32.20%	29.80%	3.79	1.04
The project incorporates the development of key performance indicators to track progress effectively throughout its lifecycle.	3.30%	5.80%	35.80%	25.80%	29.20%	3.72	1.05
Financial considerations are given priority during the planning phase, ensuring efficient resource allocation for project activities.	6.70%	15.80%	27.50%	27.50%	22.50%	3.43	1.19
The project involves all key stakeholders during the planning phase, contributing to an inclusive and comprehensive plan.	2.50%	7.40%	28.90%	31.40%	29.80%	3.79	1.03
The project planning phase identifies potential risks and develops mitigation strategies, ensuring effective project execution.	5.80%	8.30%	23.10%	39.70%	23.10%	3.66	1.1
The project planning ensures that the established timeframe is adhered to, contributing to the timely completion of project activities.	6.60%	6.60%	26.40%	30.60%	29.80%	3.7	1.16
Adequate financial planning is prioritized in this project, enhancing sustainability and the overall success of the youth network projects.	2.50%	9.90%	14.90%	33.90%	38.80%	3.97	1.08

The findings in Table 4.6 depict that most of the participants were in agreement that key aspects of project planning were addressed effectively in the youth network's projects in Hargeisa, Somaliland. For instance, 62.0% of the respondents agreed that the project gives priority to establishing a clear and realistic timeframe for project implementation (mean = 3.79, standard deviation = 1.04). This suggests that the planning process focused on setting timeframes, and most respondents felt that the project was structured to meet deadlines. The relatively low standard deviation indicates that responses were consistently aligned around this view, suggesting a shared understanding of the importance of time management in project success.

Similarly, 55.0% of the participants were in agreement that the project incorporates the development of key performance indicators (KPIs) to track progress effectively throughout its lifecycle (mean = 3.72, standard deviation = 1.05). The moderate response variations depicted by the standard deviation score implied that, while most participants supported using KPIs, there were differing views on the effectiveness or implementation of these indicators. This reflects a potential area for improvement in ensuring that KPIs are clearly defined and consistently applied across all project stages, which could further enhance progress tracking.

Regarding financial considerations, 50.0% of respondents agreed that financial planning was prioritized during the planning phase, ensuring efficient resource allocation for project activities (mean = 3.43, standard deviation = 1.19). Although the mean score is lower than those for the other statements, it still reflects a moderate level of agreement. However, the high variations in responses suggested that some individuals felt financial planning was not sufficiently emphasized. This finding may highlight the need for more robust financial planning frameworks to ensure better resource allocation and management in future projects.

When asked about stakeholder involvement during the planning phase, 61.2% of respondents agreed that the project involved all key stakeholders, contributing to an inclusive and comprehensive plan (mean = 3.79, standard deviation = 1.03). The strong agreement and relatively consistent responses underscore the importance of inclusive planning, ensuring that diverse perspectives are considered, which can contribute to project buy-in and better execution.

The statement on leveraging planning to identify imminent risks and develop mitigating approaches also garnered significant agreement, with 62.8% of respondents agreeing that this was a priority during project planning (mean = 3.66, standard deviation = 1.10). The moderate

variability in responses may indicate room for improvement in communicating risk mitigation strategies across stakeholders, although it suggests that risk management was generally integrated into the planning process.

Moreover, 60.4% of respondents agreed that the project planning ensured adherence to the established timeframe, contributing to timely completion of project activities (mean = 3.7, standard deviation = 1.16). The consistent responses, indicated by the low standard deviation, reflect that respondents generally felt the project adhered to its timeline, which is crucial for maintaining momentum and achieving project goals. Finally, 72.7% of respondents agreed that adequate financial planning was prioritized in this project, enhancing sustainability and long-term success (mean = 3.97, standard deviation = 1.08). The relatively high mean score and lower variability indicate strong agreement that financial planning was effectively addressed, contributing to the project's sustainability.

The responses regarding project planning yielded a mean of approximately 3.74, with a standard deviation of 1.08, showing a high agreement level among participants with the statements related to project planning, and there was moderate consistency in their views. The findings highlight that while key aspects such as stakeholder involvement, risk management, and adherence to timeframes were largely perceived positively, there is variability in how financial considerations and KPIs were implemented. To improve future projects, it may be beneficial to focus on enhancing financial planning and ensuring that KPIs are effectively developed and utilized throughout the project lifecycle. These improvements could contribute to greater overall project performance, aligning with previous studies such as those by Simonsen (2023), which emphasized the importance of project planning for successful project outcomes.

4.6.3 Stakeholders' Participation

The third objective was to determine the influence of stakeholders' participation on the overall performance of youth network's projects in Hargeisa, Somaliland. Similarly, the participants used a Likert Scale to show their level of agreement on the statements concerning stakeholders' participation as depicted in Table 4.7 below.

Table 4.7: Descriptive Statistics on Stakeholders' Participation

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
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Stakeholders' involvement in decision-making is given priority among stakeholders.	3.30%	9.10%	22.30%	33.10%	32.20%	3.82	1.09
The projects does frequent stakeholder engagement throughout the project lifecycle and this has contributed to effective project outcomes.	8.30%	6.70%	20.80%	25.00%	39.20%	3.8	1.26
There is regular information sharing among stakeholders.	5.00%	5.00%	20.80%	30.00%	39.20%	3.93	1.12
Stakeholders' actively participate in project meetings and this enhances the project's alignment with community needs.	4.20%	2.50%	15.00%	39.20%	39.20%	4.07	1.01
Stakeholders' input during the decision-making process are valued and helps address critical challenges in project implementation.	4.20%	2.50%	18.30%	26.70%	48.30%	4.13	1.07
The engagement of stakeholders at different project stages has increased transparency and accountability in the projects.	4.20%	4.20%	19.30%	31.90%	40.30%	4	1.07
Stakeholders' continuous feedback and collaboration have strengthened the sustainability of the youth network projects.	7.40%	2.50%	23.10%	19.00%	47.90%	3.98	1.22

According to the findings in Table 4.7, a large proportion of the participants agreed that stakeholder participation to a greater extent influenced the outcomes of youth network projects in Hargeisa, Somaliland. The findings revealed that most (65.3%) of them agreed that stakeholder involvement in decision-making was given priority (mean = 3.82, standard deviation = 1.09). This suggests that stakeholders were perceived to have a role in shaping project decisions, which can

enhance ownership and relevance of project results. The moderate standard deviation suggests a relatively consistent perception among participants on this aspect. Similarly, 64.2% of respondents agreed that frequent stakeholder engagement occurred throughout the project lifecycle, contributing to effective project outcomes (mean = 3.80, standard deviation = 1.26). While the high mean reflects a general agreement, the higher standard deviation indicates some variation in experiences, implying that while engagement efforts were appreciated, their consistency or depth may have varied across different stakeholders or phases of the project.

Regarding information sharing, 69.2% of respondents agreed that regular communication occurred among stakeholders (mean = 3.93, standard deviation = 1.12). This high level of agreement and a relatively moderate standard deviation reflect the importance of transparent and consistent information flow in supporting collaborative project execution. A larger proportion, 78.4%, agreed that stakeholders actively participated in project meetings, enhancing alignment with community needs (mean = 4.07, standard deviation = 1.01). This high mean and low variability in responses suggest that participation was both effective and perceived as valuable for tailoring projects to real community issues.

The highest agreement was recorded for the statement that stakeholders' input during decision-making was valued and helped address critical implementation challenges, with 75.0% agreement (mean = 4.13, standard deviation = 1.07). This indicates that stakeholder contributions were not only included but also regarded as instrumental in overcoming key barriers, supporting the importance of inclusive and participatory governance structures in project implementation. Furthermore, 72.2% of respondents agreed that stakeholder engagement at different project stages increased transparency and accountability (mean = 4.00, standard deviation = 1.07). This indicates that engagement was not just symbolic but had practical implications in creating openness and integrity in the execution of the projects.

Lastly, 66.9% of respondents agreed that continuous feedback and collaboration from stakeholders had strengthened project sustainability (mean = 3.98, standard deviation = 1.22). Though the agreement level is relatively high, the standard deviation suggests a broader spread in responses, possibly pointing to differing levels of feedback mechanisms across projects or regions. The mean scores for stakeholder participation statements indicates a strong general agreement that stakeholders play a vital role in project performance. The standard deviations, ranging from 1.01

to 1.26, show moderate consistency in perceptions. These findings imply that stakeholder participation was broadly recognized as a driving force behind project effectiveness, alignment with community needs, and long-term sustainability. This is consistent with studies such as Okafor (2024), which emphasize that inclusive stakeholder involvement promotes project completion, responsiveness, and outcomes. For future projects, consistent and structured engagement mechanisms could be strengthened to ensure equitable participation and feedback integration, which would further reinforce the accountability and sustainability of youth-focused initiatives.

4.6.4 Capacity Building

The fourth objective was to examine the impact of capacity building on youth network's project performance in Hargeisa, Somaliland. Using the Likert Scale, the participants were asked to key in their level of agreement on each statement below regarding capacity building as illustrated in Table 4.8 below.

Table 4.8: Descriptive Statistics on Capacity Building

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
Training provided in this project is prioritized and has significantly enhanced the skills of team members.	4.10%	3.30%	25.60%	28.90%	38.00%	3.93	1.07
The project offers continuous mentorship and support, which has played a key role in guiding the team towards successful outcomes.	4.10%	7.40%	14.90%	36.40%	37.20%	3.95	1.09
Seminars and workshops are regularly conducted in this project, improving the team's capacity to manage activities effectively.	6.70%	5.00%	18.30%	36.70%	33.30%	3.85	1.14
Capacity-building initiatives in this project are given importance, contributing to the	2.50%	6.70%	15.00%	38.30%	37.50%	4.02	1.01

overall achievement of project goals.							
Training activities in this project are consistently offered to improve the confidence and competence of youth representatives.	3.30%	8.30%	19.00%	28.10%	41.30%	3.96	1.11
Mentorship and support are actively provided to address the challenges faced by team members during the implementation phase.	3.30%	6.60%	18.20%	29.80%	42.10%	4.01	1.08
The project conducts seminars and workshops frequently, creating collaboration and knowledge-sharing among participants.	4.10%	1.70%	10.70%	44.60%	38.80%	4.12	0.96

The results in Table 4.8 depicts that most respondents were in agreement that capacity-building efforts had a role in determining the outcomes of youth network initiatives in Hargeisa, Somaliland. Additionally, 66.9% of the participants agreed training was prioritized and had improved the skills of team members (mean = 3.93, standard deviation = 1.07). This suggests that training programs were effectively implemented and contributed to improved competencies among project staff. The standard deviation score was moderate reflecting slight variations in the replies suggesting that even though most respondents saw value in training, a few may have experienced less impact or irregular access. Similarly, 73.6% of participants conceded that continuous mentorship and support programs is essential in guiding teams towards successful outcomes (mean = 3.95, standard deviation = 1.09). The relatively high mean underscores the importance of ongoing guidance in navigating challenges during implementation. However, the standard deviation shows moderate variability, hinting at differences in the availability or effectiveness of mentorship across teams.

In terms of practical learning, 70.0% of respondents agreed that seminars and workshops were regularly conducted, improving the team's capacity to manage project activities (mean = 3.85, standard deviation = 1.14). The agreement rate, though strong, is paired with a relatively higher standard deviation, suggesting that not all teams may have had equal opportunities to participate

in these events or benefit from them equally. Additionally, 75.8% of the respondents agreed that capacity-building initiatives were given importance and contributed to achieving project goals (mean = 4.02, standard deviation = 1.01). The high mean and relatively low standard deviation indicate a general consensus that such initiatives were central to project success, and most respondents felt this element was consistently prioritized.

Moreover, 69.4% of respondents agreed that training activities were consistently offered to improve the confidence and competence of youth representatives (mean = 3.96, standard deviation = 1.11). This suggests that empowerment of youth was a focal point of the projects, although the standard deviation implies that training consistency might still be improved across all areas or groups. Similarly, 71.9% of respondents agreed that mentorship and support were actively provided to address implementation challenges (mean = 4.01, standard deviation = 1.08). The high mean reflects a strong belief in the usefulness of such support systems, reinforcing their importance in project execution. However, slight variability in responses points to the possibility that support might not have been uniformly available.

The highest agreement was observed in the statement that the project conducted seminars and workshops frequently, creating collaboration and knowledge sharing, with 83.4% of respondents in agreement (mean = 4.12, standard deviation = 0.96). The high mean score and lower standard deviation score implies a strong and consistent perception that such activities promoted peer learning and enhanced teamwork. The mean scores for capacity-building statements generally indicate strong agreement that capacity building was a key contributor to project performance. The standard deviations, mostly close to or slightly above 1.0, reflect moderate consistency in perceptions across the board. These findings underscore the crucial role of structured training, continuous mentorship, and regular collaborative learning opportunities in enhancing project execution and sustainability.

This is consistent with findings from prior studies, such as Okafor (2021), which emphasized that capacity building particularly when sustained throughout the project lifecycle boosts team performance and long-term project success. The results suggest that to maintain and scale positive outcomes, future youth network projects should continue investing in equitable and continuous capacity-building efforts that target both technical skills and collaborative competencies.

4.6.5 Youth Network's Project Performance

The dependent variable was youth network's project performance in Hargeisa, Somaliland. The Likert Scale was used to determine the participant's level of agreement regarding the performance of youth network projects as shown in Table 4.9 below.

Table 4.9: Descriptive Statistics on Youth Network's Project Performance

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
Project are consistently completed on time, meeting all established deadlines.	6.60%	12.40%	17.40%	25.60%	38.00%	3.76	1.27
Projects successfully achieves their set targets and objectives as planned.	5.00%	6.60%	13.20%	24.80%	50.40%	4.09	1.16
Most projects are completed within the allocated budget, without overspending.	7.40%	5.00%	14.90%	25.60%	47.10%	4.01	1.22
Stakeholder satisfaction is prioritized in this project, resulting in positive feedback from involved parties.	5.80%	7.40%	14.00%	21.50%	51.20%	4.05	1.22
The quality of project outputs consistently meets or exceeds expectations.	7.40%	4.10%	23.10%	26.40%	38.80%	3.85	1.23
The project team effectively manages resources, ensuring that no wastage occurs during implementation.	8.30%	12.40%	19.00%	24.00%	36.40%	3.68	1.31
This project consistently delivers sustainable outcomes that benefit the youth and the community.	4.10%	2.50%	29.80%	26.40%	37.20%	3.90	1.07

The outcomes in Table 4.9 showed that most participants agreed that youth network projects in Hargeisa, Somaliland, performed well across several key indicators. For example, 63.6% of respondents agreed that projects were consistently completed on time and meeting all established

deadlines (mean = 3.76, standard deviation = 1.27). Although the mean reflects a moderate level of agreement, the high standard deviation suggests variability in the replies, suggesting that not all projects adhered strictly to timelines possibly due to differing project scales or unforeseen challenges. A stronger level of agreement was observed regarding the achievement of project targets and objectives, where 75.2% of respondents agreed that the projects met their planned goals (mean = 4.09, standard deviation = 1.16). This high mean score suggests that most projects were seen as effective in accomplishing their intended outcomes. The standard deviation shows some variability, which may reflect differences in project complexity or scope, but overall, the responses leaned positively.

In terms of budget management, 72.7% of respondents agreed that most projects were implemented on time and within the allocated budget without overspending (mean = 4.01, standard deviation = 1.22). This high agreement level, coupled with a strong mean, points to good financial planning and control practices. However, the variation in responses suggests that a few projects may have faced budgetary constraints or overruns, indicating the need for more uniform budgeting processes. Stakeholder satisfaction also emerged as a key strength, with 72.7% of respondents agreeing that it was prioritized, resulting in positive feedback (mean = 4.05, standard deviation = 1.22). This reflects an emphasis on responsiveness to stakeholder expectations and the importance of participatory approaches. Despite the high agreement, some variability suggests that stakeholder experiences may have varied across different projects or communities.

Regarding output quality, 65.2% of respondents agreed that the quality of project deliverables consistently met or exceeded expectations (mean = 3.85, standard deviation = 1.23). While the agreement rate and mean score are generally positive, the higher standard deviation implies that some respondents may have encountered inconsistencies in output standards, signaling an area for potential improvement in quality assurance processes. In contrast, fewer respondents (60.4%) agreed that the project team effectively managed resources without wastage (mean = 3.68, standard deviation = 1.31). This was the lowest mean score among the performance indicators and had the highest standard deviation, indicating significant variability in responses. This suggests that while some projects demonstrated efficient resource use, others may have experienced challenges such as misallocation, overuse, or logistical inefficiencies, highlighting a critical area for improvement.

Lastly, 63.6% of respondents agreed that the projects consistently delivered sustainable outcomes that benefited both youth and the community (mean = 3.90, standard deviation = 1.07). This moderately high mean, paired with the lowest standard deviation among all the statements, indicates a relatively consistent belief that the projects contributed to lasting impact—an encouraging sign for long-term community development. These descriptive results reflect a general agreement that the projects were effective, despite some variability in implementation experiences. These findings suggest that while the projects generally performed well in terms of achieving goals, staying within budget, and satisfying stakeholders, there remains room to enhance consistency in time management, quality control, and resource utilization. These descriptive results concurs with previous research, such as Wambua (2019) who emphasized that successful youth projects often combine effective planning, resource efficiency, and community involvement. To strengthen future project outcomes, implementers may need to adopt standardized monitoring frameworks, enhance capacity in resource management, and invest further in quality assurance mechanisms ensuring that all projects consistently deliver high-impact.

4.7 Inferential Analysis Results

In addition to descriptive analysis above, the study carried out both correlation and regression analysis. Correlation analysis was done using Pearson correlation to assess the strength and the direction of the association between independent variables and project performance. On the other hand, regression analysis was conducted to test how the independent variables relate to the dependent variable. These are discussed below.

4.7.1 Correlation Analysis Results

This refers to the statistical method used to measure the strength of the linear association between two variables. It determines the change in one predictor due to the change in another construct. In this study, correlation analysis was conducted to determine the association between baseline surveys, project planning, stakeholders’ participation, capacity building, and youth network’s project performance. Table 4.10 shows the correlation analysis results.

Table 4.10: Correlation Analysis Results

Project performance	Baseline surveys	Project planning	Stakeholders participation	Capacity building
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Project performance	Pearson Correlation	1.000	.791**	.756**	.719**	.661**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000
	N		121	121	121	121
Baseline surveys	Pearson Correlation	1.000	.645**	.531**	.519**	
	Sig. (2-tailed)		0.000	0.000	0.000	
	N			121	121	
Project planning	Pearson Correlation		1.000	.491**	.408**	
	Sig. (2-tailed)			0.000	0.000	
	N				121	
Stakeholders participation	Pearson Correlation			1.000	.484**	
	Sig. (2-tailed)				0.000	
	N				121	
Capacity building	Pearson Correlation				1.000	
	Sig. (2-tailed)					
	N					

As shown in Table 4.10, the baseline survey positively and significantly impacted the youth networks' project performance ($r = 0.791$, $p < 0.05$) at the 5% level of significance. This implies that improvements in conducting baseline surveys are associated with better performance of youth network projects. These results agree with the conclusions of prior studies, such as those by Njeru and Kirui (2022), who noted that baseline assessments provide critical insights that guide evidence-based planning and decision-making, ultimately enhancing project outcomes. The results also demonstrate a strong positive and significant correlation between project planning and project performance ($r = 0.756$, $p < 0.05$). This suggests that effective project planning has a meaningful relationship with improved project performance. The findings support the assertions by Gasana and Njenga (2024) that proper planning facilitates optimal distribution and management of available resources, enabling organizations to achieve their goals efficiently and effectively.

Furthermore, stakeholders' participation demonstrated a strong positive and significant correlation with project performance ($r = 0.719$, $p < 0.05$). This implies that when stakeholders are actively involved, the performance of youth network projects improves. These results are in agreement with the observations of Wandibba (2022) who emphasized that participatory approaches foster ownership, accountability, and relevance of interventions, thereby enhancing project success.

Moreover, capacity building showed a strong positive and significant association with project performance ($r = 0.661$, $p < 0.05$). This indicates that improving the skills and competencies of those involved in youth network projects has a meaningful impact on their performance. The findings echo the conclusions by Musau (2020) who found that targeted training initiatives contribute to increased employee efficiency and overall project effectiveness.

4.7.2 Regression Analysis Results

In addition to correlation analysis, this research conducted multiple regression model to analyze the influence of evaluation and monitoring practices (baseline surveys, project planning, stakeholders' participation and capacity building) on youth network's project performance on youth network's project performance in Hargeisa, Somaliland. Table 4.11 illustrates the model summary results.

Table 4.11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.920a	0.847	0.841	0.29952

a. Predictors: (Constant), Capacity building, Project planning, Stakeholders participation, Baseline surveys

The results in Table 4.11 indicate that the coefficient of determination (R squared) is 0.847, implying that capacity building, project planning, stakeholders' participation, and baseline surveys jointly explain 84.7% of the differences or variations in the youth network project performance in Hargeisa, Somaliland. Other aspects that were not part of the current study can elucidate the remaining 15.3% of the variation in the dependent variable. Table 4.10 shows an analysis of variance results.

Table 4.12: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	57.458	4	14.364	160.119	.000 ^b
	Residual	10.406	116	0.09		
	Total	67.864	120			

a. Dependent Variable: Project Performance

b. Predictors: (Constant), Capacity building, Project planning, Stakeholders participation, Baseline surveys

The results indicate that the model was statistically significant in elaborating the effects of capacity building, project planning, stakeholders' participation, and baseline surveys on the youth network project performance in Hargeisa, Somaliland. This can be seen by a p-value of 0.000, which is less than the significance level of 0.05 ($p = 0.000 < 0.05$), suggesting that the combined impact of the independent variables on project performance is statistically significant. Table 4.10 also shows that the F-statistic is 160.119, further confirming that the regression model is suitable for analyzing the data. Therefore, the independent variables significantly contribute to predicting the project performance of youth networks. Table 4.13 depicts regression results.

Table 4.13: Regression of Coefficients

Model	Unstandardized Coefficients		Standardized T Coefficients		Sig.	
	B	Std. Error	Beta			
1	(Constant)	0.298	0.134		2.229	0.028
	Baseline surveys	0.283	0.047	0.315	6	0.000
	Project planning	0.307	0.047	0.319	6.522	0.000
	Stakeholders' participation	0.259	0.042	0.285	6.216	0.000
	Capacity building	0.192	0.037	0.23	5.167	0.000

a. Dependent Variable: Project Performance

Regression coefficients in Table 4.12 depict that baseline surveys had a positive and significant influence on the youth network project performance in Hargeisa, Somaliland ($\beta = 0.283$, $p = 0.000 < 0.05$). This was supported by a calculated t-statistic of 6.000, which was greater than the critical t-statistic of 1.96, accentuating the model's significance. The result implies that a unit improvement in baseline surveys results in an improvement in project performance by 0.283 units. The results imply further that baseline surveys significantly influence the performance of youth network projects. The study, therefore, rejected the null hypothesis, which stated that baseline surveys have no significant influence on the performance of youth network projects in Hargeisa, Somaliland. These findings are consistent with the conclusions by Eboo (2021), who emphasized that baseline data provide a foundation for tracking progress and measuring impact, thereby improving the overall effectiveness and performance of development projects.

The outcomes also indicate that project planning positively and significantly impacted youth network project performance ($\beta = 0.307$, $p = 0.000 < 0.05$). This was reinforced by a calculated t-statistic of 6.522, which was higher than the critical value of 1.96, confirming its significance. The outcome suggests that a single-unit advancement in project planning leads to an improvement in project performance by 0.307 units. The outcomes further imply that project planning is paramount in enhancing project outcomes. These results rejected the null hypothesis, which posited that project planning has no significant influence on the performance of youth network projects in Hargeisa, Somaliland. These findings agree with the conclusions of Kerzner (2019), who argued that effective planning enables project teams to allocate resources efficiently, manage risks proactively, and achieve desired objectives.

The outcomes further posit that stakeholders' participation positively and significantly affected youth network project performance ($\beta = 0.259$, $p = 0.000 < 0.05$). This was reinforced by a t-statistic of 6.216, which exceeded the critical value of 1.96, thereby corroborating the significance. The outcome implies that a unit advancement in stakeholders' participation results in a 0.259-unit increase in project performance. The results further suggest that involving stakeholders in the project cycle significantly enhances ownership, transparency, and success rates. The null hypothesis, which indicated that stakeholders' participation has no significant influence on the performance of youth network projects in Hargeisa, Somaliland, was therefore rejected. The study's findings corroborate those of Abdi (2018), who indicated that active stakeholder engagement improves project relevance and sustainability by incorporating diverse perspectives and fostering shared accountability.

Finally, the outcomes show that capacity building positively and significantly influenced youth network project performance ($\beta = 0.192$, $p = 0.000 < 0.05$). This was anchored by a t-statistic value of 5.167, which was above the critical t-value of 1.96, confirming the statistical significance. The result implies that a unit increase in capacity building leads to a 0.192-unit improvement in project performance. The outcomes further imply that strengthening the skills, knowledge, and competencies of project staff and beneficiaries significantly contributes to project success. The study thus rejected the null hypothesis, which stated that capacity building has no significant influence on youth network project performance in Hargeisa, Somaliland. These findings relate to the assertions of Karimi, Mulwa, and Kyalo (2021), who emphasized that effective capacity

development enhances organizational performance and the long-term sustainability of development initiatives.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This section outlines a discussion of the study's results, conclusions, and recommendations relevant to the study. It first summarizes the entire research, followed by the conclusion and recommendations per the research's objectives. This section also presents propositions and recommendations for future studies on the same research problem.

5.2 Summary of the Findings

The study aimed to assess the effect of monitoring and evaluation practices on the youth network project performance in Hargeisa, Somaliland. The objectives were to determine the influence of baseline surveys, project planning, stakeholder participation, and capacity building on the performance of the youth network's project in Hargeisa, Somaliland. The study targeted a population of 128 respondents, including project managers/coordinators, M&E officers/personnel, youth leaders/representatives, project team members, and beneficiaries (youth participants). Data was obtained using detailed questionnaires first assessed through a pilot study to ensure reliability and validity. Data was then analyzed using descriptive and inferential statistics and a multiple regression model.

5.2.1 Baseline Surveys and Project Performance

The study's first objective was to determine the effects of baseline surveys on the performance of youth network projects in Hargeisa, Somaliland. The outcomes revealed that most participants (77.7%) conceded that the project used baseline surveys to identify the specific needs of the target

youth in the network projects, yielding a mean of 4.10 and a standard deviation score of 1.14. These findings suggest that baseline surveys are integral to improving project performance by identifying the population's specific needs, enabling project managers and planners to tailor the project based on the identified needs. However, the standard deviation score shows slight variations in the respondents' experiences, possibly due to differences in needs and personal preferences. Similarly, 71.9% of the respondents agreed that baseline surveys identified realistic target values aligned with the project goal, with a mean of 3.98 and a standard deviation aggregate of 1.20. These results suggest that baseline surveys are crucial in establishing clear and achievable performance deliverables based on the target values or needs of the population. This is essential for effectively monitoring and evaluating youth projects and enhancing their performance. Nonetheless, the standard variation is slightly higher, indicating the level of variation between respondents, which could result from different experiences.

Regarding the involvement of all personnel when conducting baseline surveys, most participants (70.2%) agreed that this was imperative to enhance the transparency and accountability of project performance. The mean was 4.12, and the standard deviation score was 1.13, indicating a strong consensus among respondents with a relatively close variation of responses. These findings emphasize the need for inclusive participation in the survey to collect reliable and accurate data from diverse sources. Additionally, most respondents agreed on the role of baseline surveys in providing relevant insights into resource allocation (81.0%) and setting clear goals (63.7%). These results imply that the majority found baseline surveys helpful in establishing clear goals during resource allocation, which fosters transparency and accountability and is crucial in project performance, as Murithi and Muchelule (2023) suggested.

Correlation analysis indicated that baseline surveys positively and significantly impact the youth networks' project performances with a score of ($r = 0.791, p < 0.05$), indicating that improvements in baseline surveys promote project performance. Regression analysis also revealed baseline surveys' moderate but significant effect on project performance ($\beta = 0.283, p = 0.000$). These findings correspond to those of Njeri and Kirui (2022), who emphasize the role of conducting baseline surveys to enhance better monitoring and evaluation of the project life cycle, enhancing better project performance. The findings led to the rejection of the null hypothesis (H_{01}), which means that baseline surveys have a significant influence on the project performance of the youth

network projects in Hargeisa, Somaliland. This is aligned with the findings of a study by Yusuf et al. (2021), who emphasized the significance of baseline surveys in identifying specific needs and goals of water and sanitation initiatives in Machakos County, Kenya, before implementation.

5.2.2 Project Planning and Project Performance

The second research objective was to assess the influence of project planning on the youth network's project performance in Hargeisa, Somaliland. Most respondents agreed that crucial approaches of project planning were effectively addressed regarding the youth network's project in Hargeisa, Somaliland. For example, the majority (62.0%) agreed that most youth projects established a realistic and clear timeframe for implementation, with a mean score of 3.79 and a standard deviation of 1.04. This implies that most respondents felt that the projects had realistic deadlines for implementation based on the consensus indicated by the mean. In contrast, the low standard deviation indicated that the responses were consistent, implying a mutual understanding of the importance of setting an achievable time frame for youth projects. Additionally, most respondents (55.0%) conceded that the projects incorporated key performance indicators (KPIs) to track progress, scoring a mean of 3.72 and a standard deviation of 1.05. While most respondents supported using KPIs to track progress in the different project life cycles, the standard deviation indicated a moderate variability in respondents, which can result from differing perceptions of the effectiveness of the KPIs. This shows an area of improvement in enhancing familiarity with the significance of KPI frameworks across the project stages, improving overall project performance. Similarly, 50.0% agreed that financial planning was prioritized during the planning stage, with the majority stressing the importance of efficient resource allocation (mean=3.43, standard deviation=1.19). There was a high level of agreement and standard deviation, which implies a higher variation level among responses. These variations could be due to different opinions on financial frameworks indicating the need for better resource allocation and management in future youth projects. Regarding stakeholder involvement in planning, 61.2% of the respondents conceded that the projects were inclusive and had a comprehensive plan accommodating diverse opinions and ideas (mean=3.79, standard deviation=1.03). Many respondents agreed, as depicted by the mean underscoring the role of inclusive planning in enhancing project success and overall performance.

62.8% of the respondents also agreed that project planning helped identify risks and mitigation strategies earlier, enhancing the project performance of youth networks in Hargeisa, Somaliland. This statement garnered a mean score of 3.66 and a standard deviation of 1.10, implying a high consensus level and moderate response variability, suggesting room for improvement in identifying risks and communicating risk management strategies across different stakeholders. Additionally, most respondents (60.4%) and (72.7%) agreed that project planning was crucial for establishing a realistic time frame for project completion and sustainability or long-term success, respectively. With a mean of 3.7 and a standard deviation of 1.16, the respondents were in unison that the youth network projects adhered to the timeframe set during the planning phase. Also, the relatively high mean score of 3.97 and a standard deviation of 1.08 indicates that participants agreed that youth network projects in Hargeisa were very well-planned, ensuring the sustainability and long-term success of the projects.

Correlation analysis outcomes denoted a strong positive and significant link between project planning and project performance ($r = 0.756$, $p < 0.05$), suggesting that improvements in project planning factors foster better project performance. These results align with assertions by Clemence and Alfred (2024) that adequate and effective project planning facilitates optimal utilization of resources, inclusive participation, risk identification and management, and sustainability of resources, enabling the achievement of project goals.

The regression analysis outcomes indicate that project planning positively and significantly impacted youth network project performance ($\beta = 0.307$, $p = 0.000 < 0.05$). This result rejects the null hypothesis (H_{02}), denoting that project planning has no significant influence on the performance of youth networks in Hargeisa, Somaliland. These results corroborate with the findings of Tepeli, Taillandier, and Breyse (2021), who accentuated the role of project planning in identifying risks and mitigation strategies, setting realistic timeframe for project implementation, and effectively allocating resources.

5.2.3 Stakeholder's Participation and Project Performance

The third objective determined the effect of stakeholder participation on the youth network's project performance in Hargeisa, Somaliland. The research found that 65.3% conceded that the projects involved all stakeholders in decision-making, with a mean score of 3.82 showing respondents' consensus and a standard deviation value of 1.09, suggesting a consistent perception

of stakeholder involvement in decision-making. Similarly, 64.2% of the respondents agreed that the youth network projects frequently engaged all stakeholders, which is crucial in obtaining different perspectives and opinions. With a mean score of 3.80 and a standard deviation of 1.26, the results reflect a high general agreement and slight variations in the responses. This implies that the majority appreciated the level of stakeholder engagement in different stages of project implementation in Hargeisa, Somaliland. Regarding information sharing, most respondents (69.2%) agreed that youth projects in Hargeisa regularly and effectively communicated key aspects of the projects to all stakeholders, with a mean score of 3.93 and a standard deviation of 1.12. This high level of agreement and a moderate standard deviation reflects the role of effective communication and information flow among all stakeholders, promoting collaborative execution of the youth network projects.

Remarkably, the highest agreement (78.4%) also agreed that stakeholders actively participated in project meetings with a high mean of 4.07 and a standard deviation of 1.01. These findings indicate that the majority believe in the role of active stakeholder engagement to communicate their needs and tailor the projects based on the youth's needs. In addition, a significant proportion of the respondents (75.0%) were in agreement that stakeholders' input during decision-making was highly considered and implemented during project implementation. With a high mean of 4.13 and a standard deviation of 1.07, the participants believed stakeholders' inputs were highly valued and considered in implementing projects. This increased transparency and accountability as supported by 72.2% of the participants who registered a mean of 4.00 and a standard deviation of 1.07, highlighting the importance of stakeholder engagement in promoting openness and integrity in project implementation. Regarding the role of collaboration and stakeholder feedback in promoting project sustainability, 66.9% of the respondents agreed that youth projects in Hargeisa encouraged continuous feedback from different stakeholders. The agreement level had a mean of 3.98 and variations with a standard deviation of 1.22, possibly implying the various channels of feedback mechanisms.

Correlation analysis outcomes revealed that stakeholder participation significantly and positively influenced youth networks' project performance with a value of ($r = 0.719, p < 0.05$). This suggests the project will likely succeed when all stakeholders actively engage in the youth network projects. These results are similar to Demirkesen and Reinhardt's (2021) findings, who argue that

stakeholder participation establishes a sense of belonging, accountability, and ownership, contributing to higher productivity and improved project performance. For regression analysis, stakeholder participation had a positive and significant influence on youth network projects in Hargeisa, Somaliland ($\beta = 0.259$, $p = 0.000 < 0.05$). Thus, these findings reject the null hypothesis (H_{03}) that implies that stakeholders' participation has no significant influence on the performance of youth network projects in Hargeisa, Somaliland. These findings corroborate those of Demirkesen and Reinhardt (2021) in a study assessing the influence of stakeholder participation on the success of government housing, electricity, and water initiatives in Poland, who found that stakeholder engagement enhanced project success by incorporating different opinions, increasing accountability and diverse problem-solving efforts.

5.2.4 Capacity Building and Project Performance

The fourth objective was to examine the effect of capacity building on the youth network's project performance in Hargeisa, Somaliland. The largest number of the participants (66.9%) agreed that training of team members was prioritized in the youth network projects, with an agreement mean of 3.93 and a standard deviation value of 1.07. This implied that training programs were effectively rolled out, significantly enhancing the skills and competencies of the youths in Hargeisa. However, despite the high level of agreement, the moderate variation in standard deviation implies that not all youths may have been able to access the training programs or benefitted from them. In addition, 73.6% agreed that continuous support and mentorship were significant in guiding them toward successful project implementation, with a mean value of 3.09 and a standard deviation score of 1.09. The high mean stresses the effectiveness of continuous mentorship in motivating youths and navigating emerging challenges during project implementation. Regarding practical learning, most respondents (70.0%) agreed that workshops and seminars were regularly conducted and that they were effective in communicating and arranging project initiatives. A strong agreement mean score of 3.85 and a relatively high standard deviation of 1.14 imply a strong consensus and that not all individuals may have had equal opportunities to attend or learn from the seminars. Regarding the effectiveness of capacity-building initiatives, 75.8% agreed that these initiatives contributed to achieving project goals, with a high mean of 4.02, suggesting agreement and a standard deviation of 1.01.

In terms of consistent training opportunities, 69.4% agreed that the consistent training programs fostered their competence and confidence in executing the projects. A high mean of 3.96 and a standard deviation value of 1.08 showed a high level of agreement and an area of improvement in the delivery of consistent training opportunities. Remarkably, the highest % of respondents (83.4%) agreed that workshops and seminars were frequently conducted to enhance knowledge sharing and collaboration among stakeholders, with an agreement of 4.12 mean and a standard deviation of 0.96. The low standard deviation and high mean imply a consistent and strong perception that workshops and seminars promoted teamwork and ongoing learning, essential for project performance.

For correlation analysis results, capacity building demonstrated a strong positive and significant correlation with project outcomes ($r = 0.661$, $p < 0.05$), indicating that improving the competence and skills of those involved in the youth network projects in Hargeisa improves the overall project performance. These findings echo the conclusions by Chileshe and Kavishe (2022), who concluded that training initiatives contributed to increased employee engagement and overall productivity. For regression analysis, the findings indicated that capacity building had a positive and significant effect on the overall performance of youth network projects ($\beta = 0.192$, $p = 0.000 < 0.05$). This implies that enhancing the expertise, knowledge, and skills of the project staff and beneficiaries significantly results in better project outcomes. Thus, these findings rejected the null hypothesis (H_{04}), which implied that capacity building has no significant influence on the performance of youth network projects in Hargeisa, Somaliland. This was supported by funding from Chileshe and Kavishe (2022), who assessed the influence of capacity-building initiatives on enhancing the successful execution of construction initiatives in Tanzania and found that effective capacity-building initiatives like seminars, workshops, and training, increased knowledge, skills, and expertise, enhancing project outcomes.

5.3 Conclusions

Monitoring and evaluation strategies are essential elements of youth network project performance in Hargeisa, Somaliland, as they help ensure the successful implementation and accomplishment of project objectives. Baseline surveys, project planning, stakeholder participation, and capacity building significantly contribute to quality and timely project performance. From the statistical findings, baseline surveys, project planning, stakeholder participation, and capacity-building

initiatives positively and significantly influence the project performance of youth network initiatives in Hargeisa, Somaliland. The Hargeisa community, therefore, needs to invest in these practices to guarantee the progress of ongoing youth network projects to achieve desired outcomes.

The study concludes that baseline surveys are instrumental in improving project performance for youth network projects in Hargeisa, Somaliland. Baseline surveys are also crucial in setting clear benchmarks to assess the progress of the youth network projects, thus providing a basis for comparing project progress or outcomes over time and its impact. Baseline surveys also facilitate measurable and realistic target setting as they rely on actual data rather than assumptions. Ultimately, this helps design project activities that are tailored to the youth's needs and relevant. Baseline surveys are also paramount in enhancing the project performance of youth networks in Hargeisa as they provide critical and real-time information on budgeting and resource allocation, reducing wastage of resources, and prioritizing project interventions. However, the majority of the youth felt that only a few youths were involved in baseline surveys, leaving out others' opinions and needs that could be beneficial in the youth network projects. Lack of full participation and involvement in the baseline survey can be rectified by clearly communicating the importance and significance of the projects, encouraging inclusive participation, and improving communication channels.

The study also concludes that project planning positively and significantly affects the performance of youth network projects in Hargeisa, Somaliland. Timely and comprehensive planning establishes a realistic project completion timeframe and incorporates key performance indicators to track the progress in each stage. Project planning is also essential in identifying potential risks and mitigation strategies, ensuring the youth network projects are effectively and efficiently completed with the allocated resources. Nonetheless, there is a need to prioritize financial considerations during the planning phase. Prioritizing financial planning during the planning stages helps avoid delays, cost overruns, and resource mismanagement during the projects. The youth network projects in Hargeisa should consider developing a well-planned budget during the early stages to ensure sustainability and feasibility, preventing shortages of resources that may impede project completion.

The research's outcomes further assert that stakeholder participation is key to enhancing the success of youth network projects in Hargeisa, Somaliland. The results suggest that holding

frequent stakeholder meetings, seeking out stakeholders' feedback, and involving them in decision-making and planning stages encourages ownership and belonging, increasing stakeholder involvement. However, variations in opinions about frequent stakeholder engagement throughout the project lifecycle suggest a need to schedule regular updates and meetings to discuss the project's progress. To maximize impact, the Hargeisa youth community should organize periodic stakeholder meetings either virtually or physically, leverage feedback loops for continuous feedback, and maintain transparent communication. Investing in multiple communication platforms will ensure timely information is delivered to all stakeholders, continuously improving youth network project performance.

Furthermore, the study concludes that capacity-building initiatives are significant in ensuring the timeliness and quality delivery of youth network projects in Hargeisa, Somaliland. Regular training programs, continuous support, mentorship, workshops, and seminars contribute to knowledge acquisition and sharing, enhancing skills and competence to execute projects effectively. The findings accentuate the pertinence of organizing regular training activities to enhance the competence and confidence of the participants, promoting quality project outcomes. However, variations in responses on the accessibility of seminars and workshops suggest that many youths lacked awareness of the programs or experienced barriers like financial constraints or security concerns. Therefore, the Hargeisa youth networks should leverage online platforms by creating digital learning materials or recorded sessions for individuals unable to physically attend the workshops or seminars. Also, choosing central locations and organizing multiple sessions in one sitting could increase the outreach and accessibility of seminar participants. By prioritizing capacity-building initiatives, the community can ensure that monitoring and evaluation efforts are sustainable and capable of delivering quality and timely youth projects.

5.4 Recommendations

In light of the findings, the study proposes that Hargeisa youth network projects and those from other regions focus on strengthening implementation, monitoring, and evaluation practices to enhance project performance. Although baseline surveys, project planning, stakeholder participation, and capacity building significantly contribute to better project performance, it is imperative to ensure consistent implementation and accessibility across all youth. Youth projects should adopt a more integrated approach to monitoring practices, such as leveraging novel

technologies to ensure real-time tracking of projects' progress and reporting. Investing in digital tools such as Google Forms, mobile data collection apps, and data visualization tools will be crucial in conducting baseline surveys and planning, ensuring project success.

Most youth projects often encounter gender disparities or cultural barriers due to a lack of participation and involvement in baseline surveys, affecting project data accuracy. To counter this, Hargeisa youth projects should tailor baseline surveys to capture the diverse needs and experiences of all individuals, as well as their local traditions and customs. Additionally, employing both male and female enumerators will encourage the involvement of all youth groups in the baseline surveys, which could be done through youth representatives and community leaders. Also, with the increased technological use in many regions, leveraging digital tools when conducting baseline surveys is crucial as it enhances accuracy, accessibility, and efficiency.

The study further proposes that the Hargeisa community develop and institutionalize clear policies guiding project implementation and the adoption of monitoring practices. A standardized project framework will ensure that all youth-focused projects have clearly defined performance indicators and guidelines in the project planning phase. Besides, youth projects should secure adequate funding and allocate resources during planning to ensure budget flexibility and resource sustainability. Developing collaborative relationships with government agencies, private sector partners, and international donors could help secure enough resources to implement the youth project.

According to the findings, Hargeisa youth networks have unreliable and ineffective communication platforms to facilitate project planning and the involvement of all crucial stakeholders. In response to this, the Hargeisa community should establish and strengthen transparent communication platforms to improve stakeholder engagement in youth network projects. Developing a reliable communication plan defines when and how all stakeholders will contribute during the different stages of the project. Investing in multiple communication platforms like social media or community forums will encourage inclusive participation and consistent communication, reducing misunderstandings and delays in decision-making and thus enhancing project performance.

Based on the findings, the Hargeisa youth network projects lack standardized and formal programs to facilitate capacity-building programs such as training and mentorship among youths. Thus,

another recommendation is that policymakers in Hargeisa should establish frameworks that strengthen and increase access to training programs and capacity-building initiatives for project managers, youth leaders, and beneficiaries. For instance, policymakers should emphasize the establishment of a youth project information hub that is accessible to all beneficiaries to encourage regular feedback and facilitate mentorship programs. Establishing guidelines that streamline capacity-building initiatives will reduce inaccessibility challenges, lack of expertise, and stakeholder disengagement, enhancing quality implementation of youth projects.

5.5 Recommendations for Further Research

This research focused on the effects of monitoring and evaluation practices of youth network project performance in Hargeisa, Somaliland. Therefore, the study identifies gaps that future studies can explore regarding the effects of monitoring and evaluation practices in youth projects in other regions across Somaliland or other countries. Future studies could compare the influence of monitoring and evaluation practices across different countries, regions, or continents to determine context-specific issues and best strategies for enhancing youth project performance. Moreover, the study concluded that monitoring and evaluation practices significantly and positively influenced youth project outcomes within the dedicated timeframe of the study. Future studies can focus on long-term research to demonstrate how monitoring and evaluation approaches evolve and how their scalability and sustainability influence youth network projects. This will provide a comparative analysis of the effects of evaluation strategies on project performance in short and long-term spectrums.

Another recommendation for future studies would be exploring the influence of evaluation strategies on specific types of youth projects in Hargeisa or other regions. Examining a specific realm like the health, employment, or education programs will provide a deeper understanding of which monitoring and evaluation strategies work better for youth project initiatives and why, guiding youth community leaders and policymakers when undertaking projects.

The current study found that baseline surveys, project planning, stakeholder participation, and capacity building collectively explained 84.7% of the variation in the performance of youth network projects in Hargeisa, Somaliland. The remaining 15.3% of the variation in the dependent variable can be elaborated by other aspects which were excluded from this study. Thus, future studies should attempt to identify these factors influencing youth project performance, such as the

influence of financial frameworks like cost-benefit analysis or institutional or policy influence on monitoring and evaluation practices on youth project outcomes. Examining these recommendations will help youth network projects refine their monitoring and evaluation practices to ensure the quality and timely completion of youth projects.

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APPENDICES

Appendix I: Questionnaire

This questionnaire is designed to gather information for my master's thesis titled "Analysis of Monitoring and Evaluation Practices on Youth Network's Project Performance in Hargeisa, Somaliland." The collected data will be used solely for academic research and will be kept strictly confidential. I kindly request your participation in this study by answering the questions provided in the respective sections.

SECTION I: DEMOGRAPHIC DATA

1. Please indicate your age from the categories below

15-18 years []

19-25 Years []

26-30 years []

31-36 years []

2. Highest level of education attained

Primary []

Secondary []

Undergraduate []

Masters []

Doctorate []

3. Indicate the years you have been part of this project.

Less than 1 year [] 1-3 years [] 4 – 6 years [] > 6 years []

4. Gender Male [] Female []

SECTION II: MONITORING AND EVALUATION PRACTICES ON YOUTH NETWORK'S PROJECT PERFORMANCE

SECTION A: Baseline Surveys and Youth Network's Project Performance

Kindly indicate your level of agreement or disagreement with the following statements regarding influence of baseline surveys on youth network's project performance in Hargeisa, Somaliland. Please answer using this scale **where, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree**”

	Statement	1	2	3	4	5
1	The project uses baseline survey to identify the specific needs of the target youth in the network projects.					
2	Target values are being identified during the baseline survey and they are realistic and aligned with project goals.					
3	Involving personnel in the baseline survey process improved the accuracy of the data collected.					
4	Baseline surveys helped in setting clear benchmarks for assessing the progress of youth network projects.					
5	The baseline survey provided relevant insights into the allocation of resources needed for project implementation.					
6	Engaging youth representatives in the baseline surveys enhanced their ownership of the project outcomes.					
7	The baseline survey findings were effectively used to design actionable strategies for project success.					

SECTION B: Project Planning and Youth Network's Project Performance

Kindly indicate your level of agreement or disagreement with the following statements regarding influence of project planning on youth network's project performance in Hargeisa, Somaliland.

	Statement	1	2	3	4	5
1	The project gives priority to establishing a clear and realistic timeframe for project implementation.					
2	The project incorporates the development of key performance indicators to track progress effectively throughout its lifecycle.					
3	Financial considerations are given priority during the planning phase, ensuring efficient resource allocation for project activities.					
4	The project involves all key stakeholders during the planning phase, contributing to an inclusive and comprehensive plan.					
5	The project planning phase identifies potential risks and develops strategies to mitigate them, ensuring effective project execution.					
6	The project planning ensures that the established timeframe is adhered to, contributing to timely completion of project activities.					
7	Adequate financial planning is prioritized in this project, enhancing sustainability and long-term success of the youth network projects.					

SECTION C: Stakeholders' Participation and Youth Network's Project Performance

Kindly indicate your level of agreement or disagreement with the following statements regarding influence of stakeholders' participation on youth network's project performance in Hargeisa, Somaliland.

	Statement	1	2	3	4	5
1	Stakeholders' involvement in decision-making is given priority among stakeholders.					

2	The projects does frequent stakeholder engagement throughout the project lifecycle and this has contributed to effective project outcomes.					
3	There is regular information sharing among stakeholders.					
4	Stakeholders' actively participate in project meetings and this enhances the project's alignment with community needs.					
5	Stakeholders' input during the decision-making process are valued and helps address critical challenges in project implementation.					
6	The engagement of stakeholders at different project stages has increased transparency and accountability in the projects.					
7	Stakeholders' continuous feedback and collaboration have strengthened the sustainability of the youth network projects.					

SECTION D: Capacity Building and Youth Network's Project Performance

Kindly indicate your level of agreement or disagreement with the following statements regarding influence of capacity building on youth network's project performance in Hargeisa, Somaliland.

	Statement	1	2	3	4	5
1	Training provided in this project is prioritized and has significantly enhanced the skills of team members.					
2	The project offers continuous mentorship and support, which has played a key role in guiding the team towards successful outcomes.					
3	Seminars and workshops are regularly conducted in this project, improving the team's capacity to manage activities effectively.					
4	Capacity-building initiatives in this project are given importance, contributing to the overall achievement of project goals.					
5	Training activities in this project are consistently offered to improve the confidence and competence of youth representatives.					

6	Mentorship and support are actively provided to address the challenges faced by team members during the implementation phase.					
7	The project conducts seminars and workshops frequently, creating collaboration and knowledge-sharing among participants.					

SECTION E: Youth Network's Project Performance

Kindly indicate your level of agreement or disagreement with the following statements regarding youth network's project performance in Hargeisa, Somaliland.

	Statement	1	2	3	4	5
1	Project are consistently completed on time, meeting all established deadlines.					
2	Projects successfully achieves their set targets and objectives as planned.					
3	Most projects are completed within the allocated budget, without overspending.					
4	Stakeholder satisfaction is prioritized in this project, resulting in positive feedback from involved parties.					
5	The quality of project outputs consistently meets or exceeds expectations.					
6	The project team effectively manages resources, ensuring that no wastage occurs during implementation.					
7	This project consistently delivers sustainable outcomes that benefit the youth and the community.					


Appendix II: ERCLetter

NAME(S) OF SUPERVISOR(S) SUBJECT Date
 1. DR. GEORGE MANGISI CRIS 20/1/2025
 2.
 3.

BY THE COORDINATOR OF THE CAMPUS SCHOOL POSTGRADUATE COORDINATOR

I hereby do confirm that the supervisor(s) appointed to oversee the candidate effect the corrections on the research proposal have done so as per the instructions of the candidate's evaluation panel.

Any other remarks
supported

Name of Coordinator mina S. Ali
 Signature [Signature] Date 1/2/2025
 Stamp 

BY THE DEAN OF THE RELEVANT SCHOOL

I hereby do confirm that the supervisor(s) appointed to oversee the candidate effect the corrections on the research proposal have done so as per the instructions of the candidate's evaluation panel.

Any other remarks
OK

Name of Dean D. Mjem
 Signature [Signature] Date 04/02/2025
 School Stamp 04 FEB 2025


DEAN, SCHOOL OF BUSINESS & ECONOMICS

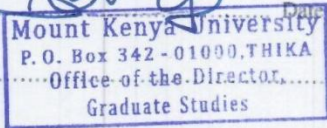
PART V. COMMENTS BY THE DEAN SCHOOL OF POSTGRADUATE STUDIES

The candidate is granted/not granted permission to proceed to the field to collect data (delete where applicable)

NB: One (1) copy of the corrected/revised research proposal should accompany this certificate of corrections

Name of Dean Dr - Samuel M. Karanja
(School of Postgraduate Studies)

Signature  21/3/2025 Date

School Stamp 

Mount Kenya University



DIRECTORATE OF GRADUATE STUDIES

MSCPM/2024/35918

21st March, 2025

TO WHOM IT MAY CONCERN

Dear Sir/Madam,


RE: EVANS KOECH - REGISTRATION NO. MSCPM/2024/35918

The purpose of this letter is to introduce the above named student who is pursuing **Master of Science in Project Management** in the **Department of Management** in the school of **Business and Economics**.

The title of the research is "**Analysis of Monitoring and Evaluation Practices on Youth Network's Project Performance in Hargeisa, Somaliland.**" It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **April, 2025 and June, 2025**.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

Mount Kenya University
P. O. Box 342 - 01000, THIKA
Office of the Director,
Graduate Studies

Mount Kenya University



REF: MKU/ISERC/4855
TO: EVANS KOECH

Date: 20 March 2025

REG: MSCPM/2024/35918

Dear Sir/Madam,

RE: ANALYSIS OF MONITORING AND EVALUATION PRACTICES ON YOUTH NETWORK'S PROJECT PERFORMANCE IN HARGEISA, SOMALILAND

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3577**. The approval period is **20/03/2025 - 19/03/2026**.

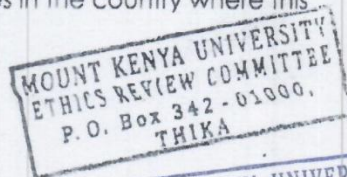
This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to comply with any additional requirements from the relevant authorities in the country where this study will be conducted

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC



Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: +254 20 287 8000, Cell: +254 709 153 000
Email: info@mkua.ac.ke Web: www.mkua.ac.ke

21 MAR 2025


MKU/PG/F011

Mount Kenya  University

SCHOOL OF POSTGRADUATE STUDIES

MKU/PG/F011- RESEARCH PROPOSAL CERTIFICATE OF CORRECTIONS
(NB: This Research Proposal Certificate of corrections should be submitted to the Dean, School of Postgraduate Studies for clearance before the Student proceeds to collect data)

PART I: CANDIDATE PARTICULARS

Name of candidate Dr./Mr./MS KOECH KIPROTICH EVANS
Registration No: MSCPM/2024/35718
Department of study: MANAGEMENT
Cell phone No: +254 713 880600
School: BUSINESS AND ECONOMICS
Degree Title (MA, MED, PhD): MASTER OF SCIENCE IN PROJECT MANAGEMENT AND PLANNING
Area of specialization: PROJECT MANAGEMENT AND PLANNING
Title of Thesis: ANALYSIS OF MONITORING AND EVALUATION PRACTICES ON YOUTH NETWORKS PROJECT PERFORMANCE IN HARGEISA, SOMALILAND
Date of Meeting/Examination: 26TH JANUARY 2025
Signature of candidate:  Date: 26TH JAN. 2025

PART II: DECLARATION OF SUPERVISOR(S) OVERSEEING CORRECTION / REVISION

I/We, the undersigned supervisor(s) overseeing corrections of the research proposal as advised by the candidate's evaluation panel do hereby declare that all the corrections have been effected satisfactorily as required.
Any other remarks Proceed, nobly and humbly facilitate him with the fee called for requisites.

8	-Show the number of your groups, whom will you target? -Avoid old citations	observation and unit of analysis Removal of old citations and references throughout the proposal to reflect current knowledge.
---	--	---

This section is to be completed after the defense

Corrections confirmed by:

Supervisors
 Name: Dr. Ugoche Nantiso Signature: [Signature] Date: 28th JAN 2025
 Name: Signature: Date:
 Name: Signature: Date:

Name: Signature: Date:
 School / Campus Post Graduate Coordinator
 Name: Miriam S. Shi
 Dean of relevant School
 Name: Dr. Njenge
 Dean, School of Post Graduate Studies
 Name: Signature: Date:



MOUNT KENYA UNIVERSITY
 P.O. BOX 342 - 01000 - THIKA
 04 FEB 2025
 DEAN, SCHOOL OF BUSINESS & ECONOMICS
 04/02/2025

Appendix III: Research Authorization Letter

MINISTRY OF EDUCATION & SCIENCE- SOMALILAND



OGGOLAANSHAHA URUURINTA XOGTA MR. KIPROTICH EVANS KOECH.
MR KOECH KIPROTICH EVANS, WAA ARDAY BONIFADE AH OO KA TIRSAN
JAAMACADA BUURTA KENYA , WUXUU DABADAYA SHAHAADO MBA
MAAREYNTA MASHRUUCA & QORSHEYNTA XARUNTA HARGEYSA. MAWDUUCA
CILMI-BAARISKIISA WAA DARAN, ANALYSIS OF MONITORING & EVALUATION
PRACTICES ON YOUTH NETWORKS PROJECTS PERFORMANCE IN HARGEISA,
SOMALILAND.

WAXBARASHADA WAXAY KU SALEYSAN TAHAY HARGAYSA, UJEEDOYIN
WAXBARASHO OO KALIYA, AAN AHAYN, U FUDUDEE ISAGA.

AAMIINKAAGA,
ABDIRAHAMAN HUSSEIN,
MAROODIJEH, SOMALILAND

22nd March, 2025



**ANALYSIS OF MONITORING
AND EVALUATION PRACTICES
ON YOUTH NETWORK'S
PROJECT PERFORMANCE IN
HARGEISA, SOMALILAND**

by Evans Koech

Submission date: 23-Apr-2025 02:50PM (UTC+0300)

Submission ID: 2654481894

File name: EVANS_KOECH_COMPLETE_PROJECT.docx (249.56K)

Word count: 28927

Character count: 179453

ANALYSIS OF MONITORING AND EVALUATION PRACTICES ON YOUTH NETWORK'S PROJECT PERFORMANCE IN HARGEISA, SOMALILAND

ORIGINALITY REPORT

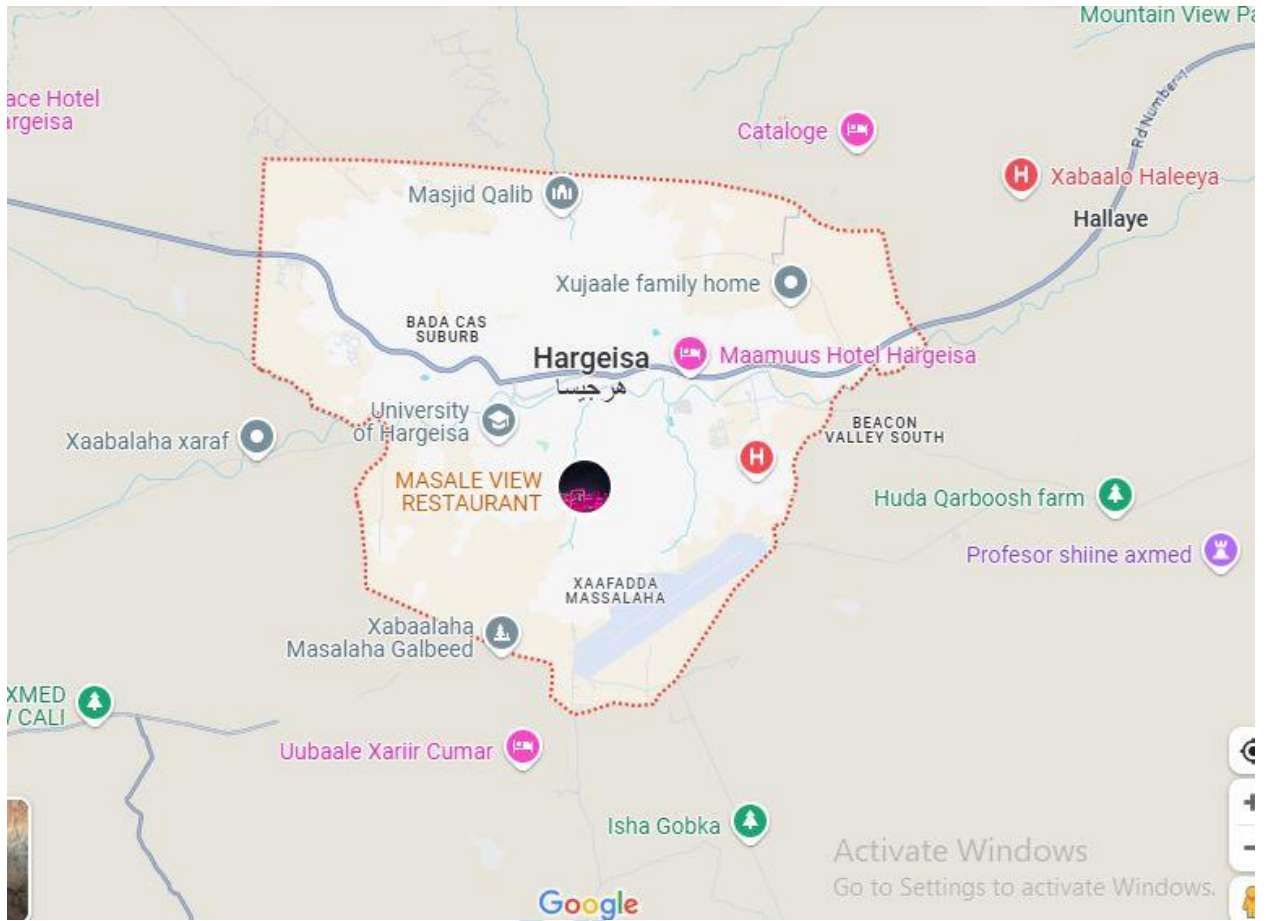
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Appendix V: Research Map



PART VI: FOR OFFICIAL USE ONLY

Remarks by supervisor

Cleared For examination

Name of Main supervisor

Signature

Dr. George Klayob
1st May 2025

Name of Main supervisor

Signature

Date

Recommendations by Head of Department to Dean of relevant School

Name of Head of Department:

Signature:

Date:

Recommendations by Dean of relevant School to Chairman, Postgraduate Studies Committee

Name of Dean of School:

Signature:

Date:

Recommendations by Dean SPGS to Senate

Name of the Dean:

Signature:

Date: