INFLUENCE OF SKILLS, KNOWLEDGE AND ATTITUDE OF CDF PROJECT IMPLEMENTERS ON M&E OF PROJECTS IN EMGWEN CONSTITUENCY, KENYA

By

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DECLARATION

This Research Project is my original work and has not been presented for academic award in any University.

Sign _____ Date 14-08-2010.

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This Research project has been submitted for examination with my approval as a University supervisor.

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DEDICATION

To my Wife, Hellen, my daughter, Melanie and son Morgan for their inspiration.

ACKNOWLEDGEMENT

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ABSTRACT

The links between project M&E and attitude, skills and knowledge of the CDF project implementers plays an integral part in project management. The study sought to investigate the influence of attitude, skills and knowledge on project monitoring and evaluation. The objectives of the study included: determining skills, knowledge and attitude of project implementers influence M&E of CDF projects in Emgwen constituency and establishing the possible ways of bridging the gap in CDF project implementation and M&E. The research questions developed to answer the objectives included: What is the influence of skills, knowledge and attitude of project implementers to monitoring and evaluation of projects. And what are the possible ways of bridging the gap in CDF project implementation and M&E. Conceptual framework was used to show interplay between the variables under study. The study employed cross sectional research design. A census sampling design was used in which a total of 30 respondents were involved in the study. The questionnaire consisting of 40 items was the main instrument of investigation. An interview schedule consisting of ten (10) items was also used to collect data from the respondents. Data obtained was analyzed using descriptive statistics.

It was therefore concluded that project implementers' knowledge, skill and attitude influenced M&E of CDF projects in Emgwen constituency. The following were recommendations. project implementers need to be empowered with the right skills, attitude and knowledge in regard to monitoring and evaluation. Implementers of projects must undergo a total paradigm shift from the culture of impunity through corruption, mismanagement of funds to a culture of integrity, accountability and transparency. Implementers of projects must understand the complexities of CDF in reference to strategic choice of projects, diversity of preferences, size of constituencies, population density and dispersion, citizen demand and constituency characteristics among other considerations that are very crucial in project monitoring and evaluation. Implementers of projects also need to link the objectives of CDF at the constituency level with the national level

ABBREVIATIONS

CDF: Constituency Development Fund

LATF.   Local Authority Transfer Fund

YEDF: Youth Enterprise Development Fund

WEDF: Women Enterprise Development Fund

PMC: Project Management Committee

M & E: Monitoring and Evaluation

SPSS: Statistical Package for Social Sciences

CDFC: Constituency Development Fund Committee

CHAPTER ONE

INTRODUCTION

1.2 Background of the study

Monitoring and evaluation (M&E) are an integral part of each step of a project life cycle. They are at the heart of the principles and practices of project management, and contribute positively to both decision-making and accountability. M&E are two of the most valuable tools that help keep track of progress, results and impacts of a project. There must be measurable goals when the project is defined and measurable milestone in the project plan

Monitoring is the regular observation and recording of activities taking place in a project or programme. It consists of those processes required to track, review and regulate the progress performance of the project. Monitoring also involves giving feedback about the progress of the project to the donors, implementers and beneficiaries of the project It is also the systematic collection and analysis of information as project progresses. Its aims at improving the efficiency and effectiveness of a project (Shapiro, 2001). This is performed while a project is being implemented, with the aim of improving the project design and function while in action (Bamberger, 1986). Evaluation is the comparison of actual project impacts against the agreed strategic plans. It can be formative, taking place during the life of a project or summative taking place after the project is completed (Shapiro, 2001).

During the implementation of the plan monitoring will show to what extent one has reached with the goals and targets. The project progress and changes must be documented and communicated to the team members in a consistent, reliable and appropriate manner for each level of the project team (Bamberger, 1986) M&E provides project implementers with better means for learning from past experience, improving service delivery, planning and

allocation of resources (Harris, 2000). An attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, thing, or event

CDF has been seen as one of the most innovative approaches in controlling imbalances in regional development outcomes by eliciting local people's participation in decision making. It supports local development projects especially those aimed at fighting poverty and developing infrastructure at the grassroots (CGD, 2007). The Constituency Development Fund (CDF) was established in 2003 through the CDF Act in The Kenya Gazette Supplement No 107 (Act No. 11) of 9th January 2004, Revised 2007. The fund aims to control imbalances in regional development brought about by partisan politics. It targets all constituency-level development projects, particularly those focusing at combat poverty at the grassroots. The fund comprises of an annual budgetary allocation equivalent to 2.5% of the government's ordinary revenue (CDF, 2009). CDF project implementers at the constituency level according to the Act include Constituency Development Fund Committee, which is appointed by the area Member of Parliament They are responsible for the allocation of funds to various projects and prioritization of projects. The Fund Manager is a member of this committee. District Projects Committee, whose main functions are to ensure there are no duplication of projects and to tender for contracts that exceed Ksh. 10 million and Project Committee, which is responsible for implementation of a project with assistance of relevant government department

A motion seeking to increase this allocation to 7.5% of government's revenue was recently passed in parliament and 75% of the fund is allocated equally amongst all 210 constituencies. The remaining 25% is allocated as per constituency poverty levels. A maximum 10% of each constituency's annual allocation may be used for an education bursary

scheme. CDF is managed through 4 committees 2 of which are at the national level and 2 at the grassroots level (Ministry of Planning National Development and Vision 2030, 2008).

According to the CDF Act, expenses for running constituency project offices should not exceed 3% of annual constituency allocations. Each constituency is required to keep aside 5% as an emergency reserve. The CDF is not to be used to support political bodies/activities or personal award projects. A sitting MP is not a signatory to the CDF bank account but convenes the CDF Committee in her/his constituency The penalty for misappropriation of the funds is a prison term of up to 5 years, a Kshs. 200,000 fine or both. CDF project proposals are submitted to MP's who in turn forwards them to the Clerk of the National Assembly. The approved project list is reviewed by the National CDF committee, which presents final recommendation to the Finance, Minister (KIPPRA, 2009).

While devolving development funding is a good idea, as has been proved with the CDF, it also raises worry that increased billions from the public kitty are going into areas where management mechanisms are weak and where there is little oversight. MPs have the leeway to appoint relatives and friends to manage the funds, and it becomes even more worrying when the same MPs are expected, as members of the Legislature, to play a watchdog role over how the funds are used (Okungu, 2006).

An MP in control of development funding in his constituency, in effect, manages a political slush fund by which friends relatives and political allies can be rewarded with appointment to management boards or with tenders. Development spending can be skewed to reward or punish regions within a constituency on the basis of voting patterns. It is well-documented how CDF projects were badly affected when new MPs came in at the last elections, replaced the CDF boards with their own allies, and abandoned existing projects (Daily Nation 24th June, 2009 p.12).

With over Sh 3.5b from the Constituency Development Fund (CDF) lying unutilized in various bank accounts as several projects uncompleted, prior to the 2007 General elections there was general fear that the money could end up in campaign kitties or used as goodies to influence voters (Sirken, 2007).

A report by the United Nations Development Fund (UNDP) revealed that poverty level is still very high across the country even with the introduction of the CDF money which MPs now have turned into a campaign kitty. According to the report, poverty, disease and insecurity remain a major problem in Kenya despite the 5 per cent economic growth (KIPPRA, 2009). It's further stated that, corruption cases have been witnessed in the use of the CDF funds, such as some MPs demanding that beneficiaries make advance contributions before receiving a fraction of the benefits due and political loyalties have led to unfair sharing of resources across constituencies. In addition, there is a general lack of transparency and accountability probably due to the blending of supervisory and implementing roles.

The long term sustainability of constituencies as a unit of development still begs the question. However, the CDF fund, like its predecessors, is riddled with corruption and mismanagement due to a weak legal and implementation framework, making it a bucket full of holes with voracious local cartels in place to capture the benefits of the additional spending at the expense of the intended beneficiaries (Daily Nation, 2009). Despite CDF's comparative success when compared with council and district structures, persistent underlying barriers threaten the envisioned grassroots growth revolution.

In total disregard of all rules of financial management, parliament has usurped power and distorted the accountability framework of CDF so completely that those who wield greatest authority bear no responsibility, whereas those who bear responsibility, such as the

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board and the district development officer, wield little authority Gikonyo (2009). It is against this background that the study seeks to establish the influence of knowledge, skill and attitude on effective implementation of CDF projects in Emgwen Constituency.

1.3 Statement of the Problem.

CDF has been viewed as a key strategic driver of socio-economic development and regeneration within Kenya It is a development initiative targeted at the constituencies by devolving resources to the regions to meet socio-economic objectives which have previously been managed from the centre (CGD, 2007). Despite the Kenyan Government adoption of this strategy to broaden the base of rural development by moving most decisions on the planning and management of constituency specific projects closer to the point of implementation and the people who will be affected by these decisions, no improvements have been experienced. The concerted efforts to reduce or to eradicate poverty in rural areas through other devolved funds like LATF, YEDF and WEDF have thus not translated into significant. CDF has unfortunately taken on the culture of secrecy and patronage in its fullest form to the extent that beneficiaries are often unable to establish basic facts about projects in their local area (Gikonyo 2009). In other constituencies, areas MPs fail to secure the release of funds from the treasury due to their inability to identify viable projects. (Ministry of Planning National Development and Vision 2030, 2008) In constituency after constituency, examples abound of improper tendering procedures and blatant disregard and abuse of procurement procedures, seemingly without redress. The end result is that tendering and procurement procedures of CDF have become conduits through which some contractors, Members of Parliament and their political cronies through the complicity of CDFC members are fleecing hundreds of millions of shillings from the constituency kitties through skewed processes. Some of the

abuses range from establishing personal front or ghost companies which are awarded CDF project tenders un-procedurally and use the opportunity to inflate prices of goods and services. (Michael Oongo, 2008).

With the forgoing stated challenges above, this study aimed at evaluating the influence of CDF implementers' skills, knowledge, and attitude on monitoring and evaluation of projects. Proper monitoring and evaluation of projects bridges the gap in a project life cycle, hence understanding the state of the implementers will help reduce the misfit reported on poor management of the public funds.

1.4 Purpose of the Study

The main purpose of this study was to investigate the influence of skills, knowledge and attitude of CDF project implementers on monitoring and evaluation of projects

1.5 Objectives of the Study

The study sought to achieve the following objectives:

1. To determine the extent to which skills of committee members influence M&E on the implementation of the CDF projects.

2. To determine the extent to which knowledge of committee members influence M&E on the implementation of CDF projects.

3. To determine the extent to which attitude of committee members influence M&E on the implementation of CDF projects.

4. To suggest possible ways to bridge the gaps in CDF project M&E during implementation.

1.6 Research Questions

This study aimed at answering the following research questions.

1. What is the extent to which skills of officers influence M&E in the implementation of the CDF projects?

2. What is the extent to which knowledge of officers influence M&E in the implementation of CDF projects?

3. What is the extent to which attitude of officers' influence M&E on the implementation of CDF projects?

4. What are the possible ways of bridging the gaps in CDF project M&E during implementation.

1.7 Significance of the Study

The study was meant to help the policy makers and implementers to be responsive to the issues and challenges facing the established fund in order to ensure sustainability. It would sensitize the communities on the importance of the fund in ensuring their continuous participation and sustainability of the fund. It would also add more information to the current data bank on project management

1.8 Limitations of the Study

The researcher faced challenge of the un co-operative respondents and inadequate published literature in this field of study. Lastly, financial constraints faced in this study.

1.9 Delimitations and Scope of the Study

The study was carried out among community members and constituency project implementers in Emgwen constituency. This study was conducted only among the CDF officers who are in charge of M&E implementation in the constituency.

1.10 Assumptions of the study

The researcher assumed that respondents would give honest responses. Responses to the items in the questionnaire were not affected by political inclinations and that the instruments developed measured the variables under study.

1.11   Conceptual Framework

The variables that played a major role in the study are represented diagrammatically in the figure below:
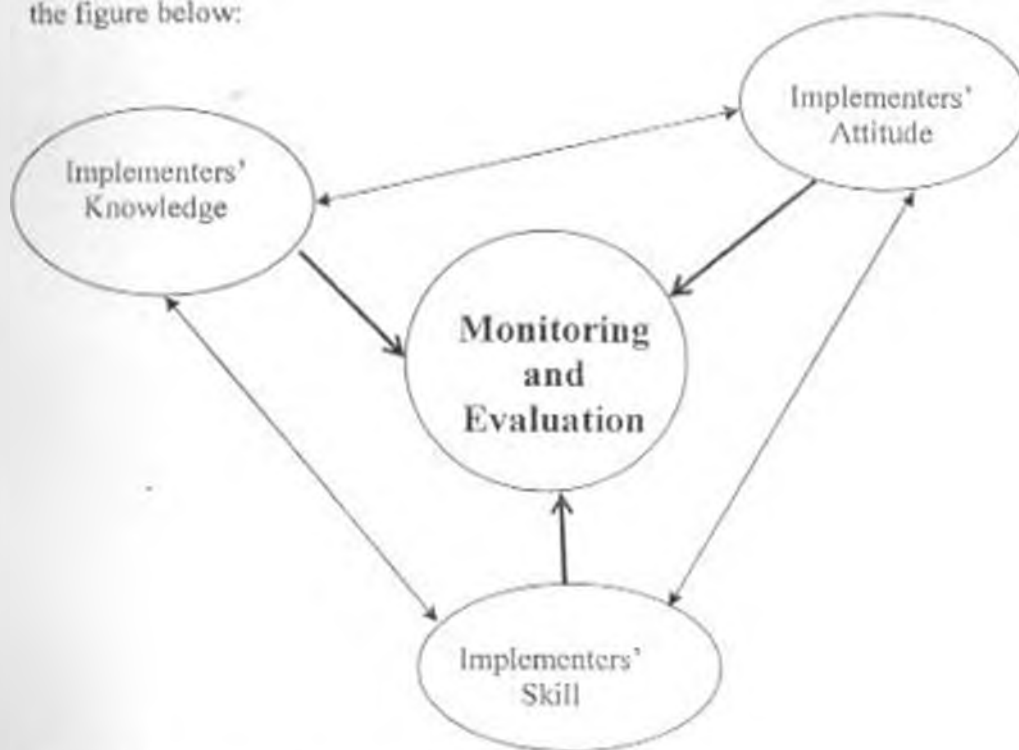
Figure 1: Conceptual Framework

1.12   Operationalization of the variables

Knowledge, skills and attitude as independent variables in project monitoring and evaluation can be defined in context as follows:

Knowledge is the academic qualification which an implementer obtains from an institution. It basically tests on the implementer's level of education. It also checks if an individual trained in a relevant area to project monitoring and evaluation or project

Attitude can be described as the general feeling of a person be it good or bad, favourable or unfavourable towards something. This feeling is determined by the perceived positive or negative consequences of being physically active.

Skill is the ability of the project implementers to handle a given task during the project implantation. This is either a knowledge gained from an academic institution or gained on the job as one interacts with similar issues at different stages and reaching a solid decision. Monitoring and evaluation are both tools which help a project know when plans are not working, and when circumstances have changed. They give management the information it needs to make decisions about the project, about changes that are necessary in strategy or plans.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter focuses on the review of literature on devolved funding and project implementation strategies. The literature will be drawn from different studies in Kenya and outside Kenya and from authorities who have written extensively on the subject. The aim of this review is to establish what other researchers have written extensively regarding the problem being investigated. The literature will be reviewed under the following sub headings:

2.2   Importance of Project Monitoring and Evaluation (M&E) Projects

Janet Shapiro (2001) states that, although the term "monitoring and evaluation" most of the time is referred to mean the same thing, monitoring and evaluation are, in fact, two distinct sets of organizational activities, related but not identical

The main functions of M&E are: ensuring improvement-oriented critical reflection, learning to maximize the impact of rural development projects, and showing this impact to be accountable. Monitoring and evaluation are an integral part of each phase/step of the project life cycle   There must be measurable goals when the project is defined and measurable milestone in the project plan. During the implementation of the plan monitoring will show to what extent one has reached the goals and targets At the closing of the project the evaluation can be expressed in terms of predetermined and accomplished goals (PMI, 2008).

In many organizations, "monitoring and evaluation" is something that that is seen as a donor requirement rather than a management tool. Donors are certainly entitled to know

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whether their money is being properly spent, and whether it is being well spent. But the primary use of monitoring and evaluation should be for the organization or project itself to see how it is doing against objectives, whether it is having an impact, whether it is working efficiently, and to learn how to do it better. Plans are essential but they are not set in concrete. If they are not working, or if the circumstances change, then plans need to change too. Monitoring and evaluation are both tools which help a project or organization know when plans are not working, and when circumstances have changed. They give management the information it needs to make decisions about the project or organization, about changes that are necessary in strategy or plans. Through this, the constants remain the pillars of the strategic framework: the problem analysis, the vision, and the values of the project or organization. Everything else is negotiable. Getting something wrong is not a crime. Failing to learn from past mistakes because you are not monitoring and evaluating, is. The effect of monitoring and evaluation can be seen in the following cycle Note that you will monitor and adjust several times before you are ready to evaluate and re-plan (Janet Shapiro, 2001).

Need for effective monitoring and evaluation (M&E) is increasingly recognized as an indispensable tool of both project and portfolio management. The acknowledged need to improve the performance of development assistance calls for close attention to the provision of management information, both to support the implementation of projects and programs and to feed back into the design of new initiatives. M&E also provides a basis for accountability in the use of development resources. Given the greater transparency now expected of the development community, governments and agencies assisting them need to respond to calls for more success on the ground with examples of development impact and with evidence that they have systems in place that support learning from experience M&E used carefully at all stages of the project cycle, can help to strengthen project design, implementation and

stimulate partnership with project stakeholders. It can also influence sector assistance strategy. Relevant analysis from project and policy evaluation can highlight the outcomes of previous interventions, and the strengths and weaknesses of their implementation (Operations Evaluation Department, http://preval.org/documentos/00546.pdf).

2.3 Benefits of Project Monitoring

Monitoring is the systematic collection and analysis of information as a project progresses. It is aimed at improving the efficiency and effectiveness of a project or organization. It is based on targets set and activities planned during the planning phases of work. This activity helps to keep the work on track, and helps management to know when things are going wrong and when they are experiencing success. If done properly, it is an invaluable tool for good management, and it provides a useful base for project evaluation. Monitoring enables the organization to determine whether the resources it has available are sufficient and are being well used, whether the capacity you have is sufficient and appropriate, and whether the organization is doing what it had planned to do.

Reiss (1995), comments that the hardest task is normally finding out what happened on the project during the last week. To begin the monitoring process, one will normally evaluate what work has been done on the projects since the last monitor. This at times involves a number of visits to the project and may mean discussions with the contractors working both on and off the project. He goes on to mention that it is normal to assess the actual progress achieved on a short list of task which could be in progress. Progress can be measured as a remaining duration, an expected completion date, or a percentage completed. Many people make the assumption that because for 5 days people have been working on their task and 5 days work must have been accomplished. You have to monitor if people really did

the work for 5 days and was it a helpful work to the organization. He stated further that when progress is established task by task basis, this information is entered into the project software.

Janet Shapiro (2001), mentioned that monitoring is the systematic collection and analysis of information as a project progresses. It is aimed at improving the efficiency and effectiveness of a project or organization. It is based on targets set and activities planned during the planning phases of work. It helps to keep the work on track, and can let management know when things are going wrong. If done properly, it is an invaluable tool for good management, and it provides a useful base for evaluation. It enables you to determine whether the resources you have available are sufficient and are being well used, whether the capacity you have is sufficient and appropriate, and whether you are doing what you planned to do.

The World Bank Group (2001) stated that monitoring is a type of evaluation performed while a project is being implemented, with the aim of improving the project design and functioning while in action. An example given in the World Bank Technical Paper, Monitoring and Evaluating Urban Development Programs, A Handbook for Program Managers and Researchers by Michael Bamberger, describes a monitoring study that, by way of rapid survey, was able to determine that the amount of credit in a micro credit scheme for artisans in Brazil was too small. The potential beneficiaries of the project were not participating due to the inadequacy of the loan size for their needs. This information was then used to make some important changes in the project. According to Bamberger this is an internal project activity designed to provide constant feedback on the progress of a project, the problems it is facing, and the efficiency with which it is being implemented

Project monitoring is the continuous assessment of project implementation in relation to agreed schedules, and of the use of inputs, infrastructure, and services by project

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beneficiaries. Monitoring provides managers and other stakeholders with continuous feedback on implementation. It also identifies actual or potential successes and problems as early as possible to facilitate timely adjustments to project operation (*Operations Evaluation Department, http://preval org/documentos/00546.pdf*).

The learning that occurs through project monitoring applies particularly to ongoing programmes. At times mistakes are made and insights are gained in the course of programme or project implementation. Hence, effective monitoring can detect early signs of potential problem and success areas. Programme or project managers must act on the findings, applying the lessons learned to modify the programme or project. This learning by doing serves the immediate needs of the programme or project, but it can also provide feedback for future programming (UNDP, http://www.undp.org/evaluation/documents/mec4-6.htm). It is further mentioned that, since monitoring is an ongoing process, it can reveal early signs of problems in implementation. This information can serve as a basis for corrective actions to ensure the fulfilment of programme or project objectives. Areas of success can also be revealed through monitoring, enabling their reinforcement

2.4 Benefits of Project Evaluation

Imagine Canada (2006) stated that, project evaluation is an important tool that the organization can use to demonstrate its accountability, improve its performance, increase its abilities for obtaining funds or future planning, and fulfil its objectives. By communicating the results of the evaluation, the organization can inform its staff, board of directors, service users, funders, the public, or other stakeholders about the benefits and effectiveness of the organization's services and programs, and explain how charities work and how they are monitored. Although there are many benefits in conducting evaluation, it is a waste of the

organization's resources if the evaluation results are not used. They further mention that, the purpose of evaluation is to provide information for actions such as decision-making, strategic planning, reporting, or program modification. Project evaluation helps in understanding the progress, success, and effectiveness of a project. It provides a comprehensive description of a project.

Project evaluation helps to understand, verify or increase the impact of products or services on customers or clients. Evaluations are increasingly required by non-profit funders as verification that the nonprofits are indeed helping their constituents. Too often, service providers rely on their own instincts and passions to conclude what their customers or clients really need and whether the products or services are providing what is needed. Over time, these organizations find themselves in a lot of guessing about what would be a good product or service, and trial and error about how new products or services could be delivered. Evaluation also, improves delivery mechanisms to be more efficient and less costly. Over time, product or service delivery ends up to be an inefficient collection of activities that are less efficient and more costly than need be. Evaluation can identify program strengths and weaknesses to improve this process. Carter McNamara finally mentions that, evaluation verifies that you are doing what you think you're doing. In achieving this, you typically plan about how to deliver services, end up changing substantially as those plans are put into place. Evaluations can verify if the program is really running as originally planned (Carter McNamara, 2010).

Maine Community Foundation in an article, *Developing a Project Evaluation Plan* recorded that developing a project evaluation plan enables you to map out and connect the different parts of the project. The plan will also provide all project participants with information that illustrates how the different parts of the project fit together. In addition,

developing an evaluation method before the project begins allows you to collect information during the project. They further mention that beginning to collect and review data before the project is over allows you to revise your project if needed. When the project is completed, you will also have all of the data readily at hand to begin the end term evaluation process.

The World Bank Group (2001) reported that evaluation studies the outcome of a project with the aim of informing the design of future projects. An example from Monitoring and Evaluating Urban Development Programs. A Handbook for Program Managers and Researchers describes an evaluation of a cooperative program in El Salvador that determined that the cooperatives improved the lives of the few families involved but did not have a major impact on overall employment. Bamberger in The World Bank Group (2001) describes evaluation as "mainly used to help in the selection and design of future projects. Evaluation studies can assess the extent to which the project produced the intended impacts and the distribution of the benefits between different groups, and can evaluate the cost-effectiveness of the project as compared with other options".

Managers must compare the time, cost and performance of the project to the budget, schedule and the tasks defined in the approved project plan. This must be done in an integrated manner at regular intervals, not in a haphazard, arbitrary way. Any significant departures from the budget and the schedule must be reported immediately, because these anomalies affect the viability and the success of the entire project. This will lead to adapting the project schedule; budget and/or work plan as necessary to keep the project on track. The project progress and changes must be documented and communicated to the team members in a consistent, reliable and appropriate manner for each level of the project team (Wikipedia Free Encyclopaedia, 2009)

Reiss Geoff (1991) stated that, shortly after the definition of the project, there is value in evaluating the risks. This process tends to concentrate the mind of those areas where risks are high. One need to understand what investment and work might be at risk if the project is abandoned, and what delays and overspending might result if those bad things are not put under control. He further mention that the each project is a mixture of three objectives, that is time, cost and quality and there is value in knowing in what proportion each of these are mixed in any job. He is for the opinion that at each point of the project these three objectives need to be evaluated and when there is need one can be sacrificed for the other in order to meet the set dates of the project.

Janet Shapiro (2001), comments that's evaluation is the comparison of actual project impacts against the agreed strategic plans. It looks at what you set out to do, at what you have accomplished, and how you accomplished it. It can be formative (taking place during the life of a project or organization, with the intention of improving the strategy or way of functioning of the project or organization). Someone once described this as the difference between a check-up and an autopsy. What monitoring and evaluation have in common is that they are geared towards learning from what you are doing and how you are doing it, by focusing on: Efficiency, Effectiveness, and the Impact.

Efficiency tells you that the input into the work is appropriate in terms of the output. This could be input in terms of money, time, staff, equipment and so on. When you run a project and are concerned about its reliability or about going to scale then it is very important to get the efficiency element right.

Effectiveness is a measure of the extent to which a development programme or project achieves the specific objectives it set. If, for example, we set out to

improve the qualifications of all the high school teachers in a particular area, did we succeed?

Impact tells you whether or not what you did made a difference to the problem situation you were trying to address. In other words, was your strategy useful? Did ensuring that teachers were better qualified improve the pass rate in the final year of school? Before you decide to get bigger, or to replicate the project elsewhere, you need to be sure that what you are doing makes sense in terms of the impact you want to achieve. (Shapiro J. 2001, www.civicus.org).

From this it should be clear that monitoring and evaluation are best done when there has been proper planning against which to assess progress and achievements. There are three toolkits in this set that deal with planning – the overview of planning, strategic planning and action planning. In this section we look in more detail at why do monitoring and evaluation? This includes a discussion of different approaches to monitoring and evaluation and of what to think about when you use an external evaluator (Ibid).

Evaluation is the periodic assessment of a project's relevance, performance, efficiency, and impact in relation to stated objectives. Project managers undertake interim evaluations during implementation as a first review of progress, a prognosis of a project's likely effects, and as a way to identify necessary adjustments in project design. The use of mid-term reviews of ongoing projects has spread quickly in the last decade. Terminal evaluations, conducted at the end of a project, are required for project completion reports. They include an assessment of a project's effects and their potential sustainability (Operations Evaluation Department, http://preval.org/documentos/00546.pdf).

The learning that results from evaluations is relevant particularly to future programmes and projects. In such cases, it can be more definitive, especially if evaluations are conducted for clusters of projects or programmes from which lessons can be extracted for broader application. The lessons, which may apply to a given sector, theme or geographical area, such as a country or region, can, be adapted or replicated depending on the context (UNDP, http://www.undp.org/evaluation/documents/mec4-6.htm).

2.5 Influence of Attitude on M&E in project Implementation

If you challenge yourself to become a evaluation facilitator you will need to develop attitudes of respect for local knowledge and learning. You will need to expand your personal repertoire of facilitation skills and skills in using simple, participatory evaluation tools and methods. And you will need to be willing to take some risks and make some mistakes along the way PME considered to be one of a family of approaches for reversing centralization, standardization, and top-down development. It enables and empowers the poor to do more of their own analysis, to take control of their lives and resources and to improve their well being as they define it The core of good PME is our own behaviour and attitudes. It involves:

- being self-aware and self-critical
- embracing error
- handing over the stick
- sitting, listening and learning
- improvising, inventing and adapting
- using your own best judgment at all times

Finally Good PME is empowering, not extractive. Good PME makes mistakes, learns from them, it is self-improving and it spreads and improves on its own (Rolf Sartorius, www.rrojasdatabank.info/wpover/06Rolf-Latest.pdf).

Most of the above mentioned variables are derived from the Attitude-Social influence Self-efficacy. This is a useful model that specifies intrapersonal factors and can be helpful in creating items in questionnaires for use in M&E of WHPPs. In this model, behaviour is ' determined by an individual's attitude towards a certain behavioural pattern, and also by social influences and self-efficacy. The first determinant in the ASE-model is 'attitude', which can be described as the general feeling of a person (good or bad, favourable/unfavourable) towards, for example, physical activity. This feeling is determined by the perceived positive or negative consequences of being physically active. Social influence, the second determinant, can be described as the influence and the expectations of significant others (friends, family, colleagues), but also as, for example, the level of physical activity of these significant others. Finally, self efficacy is the self-perception of an individual's capability to perform a certain activity. These three determinants predict the intention, which in its turn is believed to predict physical activity and dietary behaviour (Brug *et al.*, 1995).

A learning environment can be created through many small changes as well as more far-reaching events and changes. One project in Tanzania integrates more than 20 different ways of working in order to stimulate learning - from the very way in which the project is designed to how fieldwork happens as well as annual reviews with villagers in the project area. Critical to this is the attitude of an example set by senior management and also a dialogue between implementing partners (IFAD, http://www.ifad.org/evaluation/guide/2/2.htm)

The process of learning is characterized by different levels and orders of empowerment, which are interconnected and interchangeable. Basic learning concepts are followed by the acquisition of skills. These two levels are a sine qua non to the learning process but do not represent empowerment in themselves. Next, language affects changing attitudes towards concepts. That means that participants understand the attitudes towards and assumptions of concepts through dialoguing and reflection, for instance pertaining to their fears towards M&E (Bertha Camacho Tuckerman, 2007).

In one project in Latin America, the project manager asks colleagues to evaluate her performance. This type of management attitude is rare. Yet it sends a clear message of being open to feedback and prepared to learn from colleagues. Few managers are selected on their management skills and attitudes, but all can work on improving the needed skills. Staff in one project identified two essential qualities required by project managers to support monitoring and learning. This was attitude indicating that the person chosen for project manager must have a basic understanding that M&E is essential to the project and that M&E staff are colleagues, not competitors and willingness showing that there must be a sense of commitment to learning and to creating a positive team spirit which is demonstrated through staff-manager relationship building, open and transparent feedback and dialogue, and allocating sufficient resources for M&E (IFAD, http://www.ifad.org/evaluation/guide/2/2.htm).

2.6 Influence of Skills and Knowledge on M&E

Before delving into a detailed description of effective people's skills, two cautionary points must be made. The first of these cautionary points states that the successful application of these skills must consider cross-cultural sensitivities. Some of these techniques work best in certain cultures, and are less effective in other cultures. In a recent two day training on the subject of people skills conducted in London in 2003 by this author and Larry Butler, M.A., the former senior human resources officer at PeopleSoft, some of the attendees, representing a number of countries, said that certain interpersonal communication techniques would work well in their culture, while others would be perceived as prying or rude. In sum, consider the culture in which you are operating. These days, when so much business is conducted in "international English," one can make the mistake of assuming that cultural issues are not in play. They are, and they need to be respected. The second cautionary comment addresses the idea that these four techniques, when viewed intellectually, often seem basic, simplistic, and not very sophisticated. On one level that is true. However, do not underestimate the profound positive results that you can achieve in your business (and personal) relationships by employing these techniques. They can assist you in developing a richness and effectiveness in your relationships with all stakeholders that belies the apparent simplicity of these four communication techniques (Steven Flannes

www.documents.rec.org./publications/ProjectsMangement.pdf).

This dual-leadership role required of the project manager underscores the importance of solid leadership skills for effective project management. Smaller organizations may not maintain a permanent Project Office, and the project manager resides within the functional

organization. The physical arrangement, however, does not diminish the complex role of the typical project manager (Ibid).

Bacca (2007) stated that engineers who are pressed into the role of project manager often focus on technical issues while giving management aspects less credence, they fall short of relating their game plans to the overarching strategy of the organization. While there is general agreement that a project's success or failure hinges on the abilities of the project manager, there remains a difference of opinion as to what factors are the most important indicators of an effective project manager. Some, though seemingly a declining number, still cling to the opinion that the technical expertise of the project manager is of paramount importance for success; others suggest that interpersonal or "soft" skills are the primary determinant of success; and still others hold that both technical background and leadership skills are necessary for project management success.

Project implementers include the program or project manager and staff. The M&E personnel should ideally be brought on board from the early stages of the project. Also, it is essential that the implementers have the right skills to carry out M&E, otherwise there will be concerns about credibility when the results are made available (Tina J. and Jonathan M. www.infodev.org/en/Document.287.pdf). Ermira Lubani and Mihallaq Qirjo, (2002) also stated that, through observations and study, managers must determine the skills available within the organization and when skills are lacking, managers must decide on training or recruiting measures to address those needs. Naturally, not all performance can be gauged, but all managers are wise to keep the advice in mind. Based on this information an active development programme can be designed, including training, education and general preparation of the project team for present and future work.

2.7 Influence of Knowledge on M&E

Sharlett Gillard (2009) reported that Pant & Baroudi's guide book is a recommended text in some universities offering project management education, which prompted a research study into how well project management literature and university education equips potential project managers in the area of human skills. The study notes that the PMBOK Guide predominantly emphasizes the required hard skills at the expense of the soft (human) skills'. The study further highlights the need for a balance between hard and soft skills within project management education in universities and suggests that educators within this discipline should recognize the importance of incorporating greater human skills aspects into their educational programs.

DiVincenzo (2006) points out that an individual aspiring to be a project manager should take classes that emphasize communication, should have a solid background in mathematics, and a familiarity with personal computers. He further states that the potential project manager needs to have at least a bachelor's degree, although it need not be in a business or management related concentration. In fact, a degree in a specific subject area is helpful for providing expertise and guidance on projects that require background knowledge.

And in a research initiative to explore the leadership style of graduate project management students vs. other MBA students, the researchers found that project management students rate themselves significantly higher on the concern for people leadership style and were found to have a balance between the concern for task and concern for people leadership style vs. MBA students. The researchers concluded that individuals exhibiting a concern for people leadership style and those with a balance between concern for task and concern for people leadership styles are good candidates for project management positions as well as training or education in project management (Jacques, Garger, & Thomas, 2008).

Academicians and practitioners have realized the need for the evaluation function within business processes, and recently they have been focusing on the use of evaluation as a strategic tool for knowledge and information acquisition and construction with the aim of facilitating decision making and organizational learning (Segone 1998). Sherwood-Smith (1994) is also for the opinion that evaluation supports informed decision making which is necessary in every stage of any business process initiative. By gathering information and generating knowledge, those involved in or affected by the business process have the opportunity to understand the issues involved in the process.

2.8 Project Implementation

Dr. Ishaq Qutub on a planning site stated that in implementing a plan, one must always take into account the fact that people are human, which means there will always be a certain margin of error because of certain factors, such as closure, the economic situation, etc., all of which can lead to changes in the original plan. He further stated that one must always be fully aware of one's responsibilities and limitations as a manager and should ask the question, "Do I have responsibility for decision-making, or shall I simply follow the orders of others?" Answering this question leads to less misunderstanding and complications later on. He also said that it is important to review the goals of the project and translate them into practical plans and strategies. The plan should be reviewed in order to discover the extent to which the project plan or the current plan conforms to the goals

World Bank Group (June, 1998) report on the web on project implantation states that, findings from the review conducted, suggest that the Bank's experience with the utilization of Project Implementation Units (PIUs) has been mixed. The positive findings suggest that PIUs which have been appropriately staffed with the required technical skills have proven useful and even indispensable, for the achievement of rapid and efficient implementation of projects

in borrower countries. They further discovered that, the use of appropriate technical experts to provide advice on critical policy issues enhanced the efficiency of project implementation and management, and strengthened quality control. The PIUs also proved to be a useful tool to establish professional linkages. "Bundling" of related areas of expertise helped to form alliances and bring staff from various backgrounds together. This approach in PIU operations was used in a Pakistan Agricultural Project on Irrigation and Drainage and another project on Agricultural Development in Nigeria, in which semi-autonomous PIUs were used. The unique mix of indigenous, foreign and diverse staff within the semi-autonomous units helped form effective alliances within various sectors.

Davidson (2008) is for the idea that in an increasingly fast paced world, clients want implementation to be quicker and less intrusive through it is a tough thing to achieve because implementing a business solution is not a straightforward process, and there are certainly no quick fixes. Completing a project quickly may please the client in the short-term but in the long term there's a high chance that everyone loses out, there are many examples of projects which have ended in acrimony and disappointment. He mentioned further that there needs to be a good relationship between whoever is delivering the project and the client in order to make it a success, but as Ford says "Coming together is a beginning. Keeping together is progress. Working together is success", both parties need to work at it. It's understandable that companies want things done quickly, in theory it keeps costs down and doesn't disrupt the core business. But rushing things inevitably leads to mistakes.

Dahlgaard J.J et all (1998) stated that in the modern world the implementation of management process is one of the most complex activities that an organization can undertake, because it requires cultural change of everybody. It is well known that it is difficult to change

people rather than things, nevertheless it is necessary for the top managers to take an active leadership role involving everybody in the organization in order to fulfil the quality goals.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the methodology used is presented. The researcher discusses the research design adopted, the target population, description of the sample and sampling techniques, instruments, the data collection instruments and data analysis procedures.

3.2 Research Design

Kombo and Tromp (2006) define research as the structure of research. It is the 'glue' that holds all of the elements in a research project together.

The researcher used a cross-sectional research design. Bridget S and Cathy L. (2005) concluded that a cross-sectional research is often used in survey research and involves the collection of quantitative data on at more than one variable at one point in time and from a number of cases. They further mentioned that these data are then used to look for patterns of association or relationship either in the group as a whole or in subgroups sharing characteristics or attributes. Since the researcher opted to ascertain the influence of knowledge, skill and attitude on M&E implementation, this method allowed him to correlate the relationship between the independent variables and the dependent variable

3.3 Target Population

This study targeted all the CDF committee implementers in Emgwen constituency. This constituency comprises of three different committees who are directly responsible for the implementation of the CDF project. These committees comprised of, Constituency Development Fund Committee, District Projects Committee and the Project Committee.

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These committees comprised of about ten members per committee. There are also other committees which are formed at the community level who are responsible for the implementation of the projects. Other organizations who also support the CDF projects in the community were also involved in this study

3.4 Sample and Sampling Techniques

According to Orodho and Kombo (2002) sampling is the procedure a researcher uses to gather, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Webster (1985) defines a sample as a finite part of a statistical population whose properties are studied to gain information about a whole.

Webster (1985) further states that when dealing with people it can be defined as a set of respondents (people) selected from a larger population for the purpose of survey.

The researcher employed census sampling technique to select respondents who would participate in the study, from the two administrative divisions of the constituency. Alan Bryman (2008) states that census is the enumeration of an entire population. Thus, if data are collected in relation to all units in a population, rather than in relation to a sample of units of the population, the data are treated as census data. Since the research intended to collect data from all the committee members of the CDF project, this technique proved to the best for this survey. Therefore a total population involved in this was 30 respondents comprising of 10 members from each committee.

3.5 Data Collection Instruments

The data collection instrument used in this study was a questionnaire and an interview schedule. The Questionnaire consisted of open and close ended items. It contained items on:

Background information of the implementers and issues in project monitoring and evaluation. This second section was divided into four sub-sections consisting of: M&E planning (15 items), M&E data management (8 items), M&E reporting and accountability (7 items) and M&E learning and knowledge sharing (5 items). The interview schedule consisted of ten items.

3.5.1 Pilot Study

The researcher carried out a pilot study in Aldai Constituency. This enabled the study to ensure that survey questions operate well. It also ensured that the research instruments as a whole functioned well. The first set of questionnaires were administered to the respondents and collected back and after two weeks a second set was administered to the same population.

3.5.2 Validity of the instrument

Mugenda (1999) defines validity as the accuracy and meaningfulness of inferences, which are based on the research results. It defines the degree to which results obtained from the analysis of data represent the phenomenon under study.

Validity is an indication of how sound the research is. It applies to both the design and the methods of the research. Validity in data collection means that the findings truly represent the phenomenon measured. It is the degree to which a test measurers what it is supposed to measure. The questionnaire designed to tap information from the respondents was content validate by relevant personnel from the University of Nairobi. Suitability of items and appropriateness of language was also determined

3.5.3 Reliability

Mugenda (2003) defines reliability as a measure of the degree to which Instrument yields consistent results or data after repeated trial. Reliability of research instruments refers to the consistency of instrument items.

Reliability is the extent to which an instrument produces the same result (consistent) every time it is used. For an instrument to be reliable it must have a correlation coefficient of at least 0.5. A correlation of less than 0.4 implies that the instrument is unreliable. To ascertain the reliability of the instrument, the researcher carried out a pilot study (pre-testing) by using a test-retest method on respondents from Aldai Constituency. The time-span between the first administration and the second administration was two weeks. After this data collected from the field was analysed through a Statistical Package for Social Sciences (SPSS) to ascertain the reliability of the instrument. Relevant adjustment was made on the instrument by adjusting some questions which seemed ambiguous to the respondents.

3.6 Data Collection Procedure

The researcher obtained an introduction letter from the Department of Extra Mural Studies, Nairobi University allowing him to collect data. After this he sought permission from relevant authorities in charge CDF project implementation before administering the research instrument. The researcher with the help of two research assistants personally visited the target population and distributed the instrument to the respondents. The questionnaire was distributed to 30 respondents at their work place and given two days to respond to the instrument. After two days the team moved back to the stations to collect the instruments in readiness for analysis. Any observation or information provided by the respondents that was not specifically in the instrument but found necessary was captured in the interview schedule.

3.7 Data Analysis Techniques

The researcher established first if the entire questionnaire was dully completed. The data on the questionnaire was coded, classified, and summarized for analysis. The corded data was fed into a SPSS program analysis. Descriptive analysis was done to test the objectives. This enabled the researcher to get the percentages and counts of the respondents opinion on the issues related to their CDF M&E practices.

3.8 Ethical considerations.

The study observed ethics in research. This included treating all the information from respondents with confidentiality. The researcher sought permission from the respondents and explained to them how the information gathered would be important to the management of CDF.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter deals with presentation and analysis of data collected from the respondents of the study

4.2 Socio-Demographic Information Of The Respondents

The study sought to establish the socio-demographic characteristics of CDF respondents in the following themes: age, sex and qualifications.

4.1.1 Age of respondents

Age of the respondents was vital to this study. Age at times determines knowledge, skills and experience gained over the years. The respondents were asked to state their age and the results are recorded in the following table.

Table 4.1: Age of respondents

Age	Frequency	Percent
20-30	5	18
31-40	15	54
41-50	6	21
51-60	2	7
Total	28	100

Table 4.1 shows that 18 % of the respondents were between the ages of 31-40 years while 54% were between the ages of 31-40 years. The table further indicates that 21% of the respondents were between the ages of 41-50 years while 7% were between the ages of 51-60 years

4.1.2 Sex of the respondents

It was very important to determine the sex of the respondents in order to establish gender parity in relation to monitoring and evaluation of CDF projects. The information about gender was recorded in table 4.2 as follows.

Table 4.2: Sex of the respondents

Sex	Frequency	Percent
Male	20	71.4
Female	8	28.6
Total	28	100.0

In view of table 4 2 71 4% of the respondents were males while 28 6% were females The imbalance in gender was a concern to most respondents who noted that monitoring and evaluation of projects should be balanced in relation to gender Respondents attributed this to the government's affirmative action in order to involve more women in decision-making organs

4.1.3 Level of education of the respondents

It was very important to determine the level of education of the respondents so as to know their knowledge, skills and attitude and how these influence the process of monitoring and evaluation of CDF projects in Emgwen constituency The response was as follows
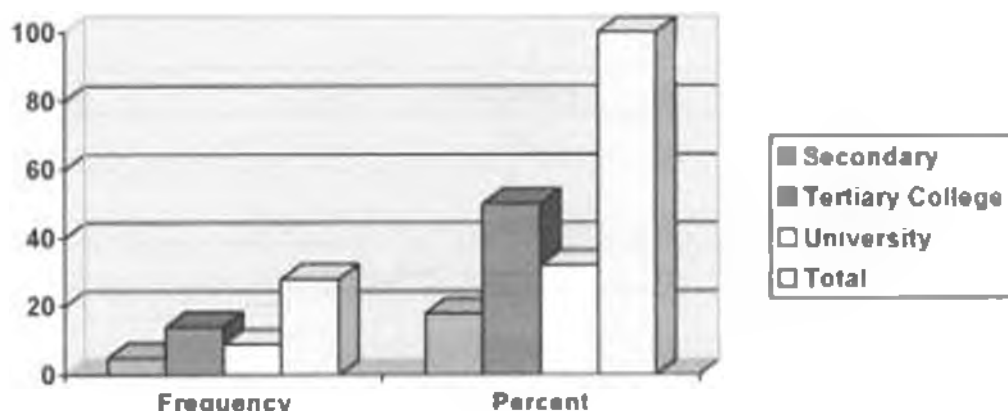
Figure 2 Level of education

The above bar graph indicates that majority of the respondents 14(50%) had obtained tertiary training, 9(32 1%) had university training and 5(17 9%) were secondary certificate holders This was very positive in project management because the process of monitoring and evaluation of projects calls for technical knowledge

4.3 Knowledge, Skills and Attitude In M&E

The study sought to establish knowledge, skills and attitude of the respondents in monitoring and evaluation under the following themes: training, experience, opinion, perceptions, and community participation, national and local objectives among others.

4.2.1 Experience in Monitoring and Evaluation

The study sought to find out the level of experience of implementers in monitoring and evaluation of projects in Emgwen constituency and its influence on CDF projects. The respondents were asked to state their experience and the results are recorded in the following table.

Table 4.3: Experience in M&E

Experience in M&E	Frequency	Percent
1-5 years	19	67.9
6-10 years	6	21.4
11-15 years	3	10.7
Total	28	100.0

Considering table 4.5 majority of the respondents 19(67.9%) had served for 1-5 years while 6(21.4%) had worked for 6-10 years and the 3(10.7%) indicated that they had worked between 11-15 years. The table therefore indicates that majority of the implementers of CDF projects in Emgwen constituency have little experience in monitoring and evaluation of projects though it is a very crucial factor for the success of a project. It was reported that most implementers lacked experience because CDF is a new concept.

4.2.2 Training in Monitoring and Evaluation

Information regarding training of implementers in monitoring and evaluation of CDF project was very vital in order to evaluate their knowledge, skills and attitude. The respondents were asked about training and the response is recorded in table 4.6

Table 4.4: Training in M&E

Training on M&E	Frequency	Percent
Yes	8	28.6
No	20	71.4
Total	28	100.0
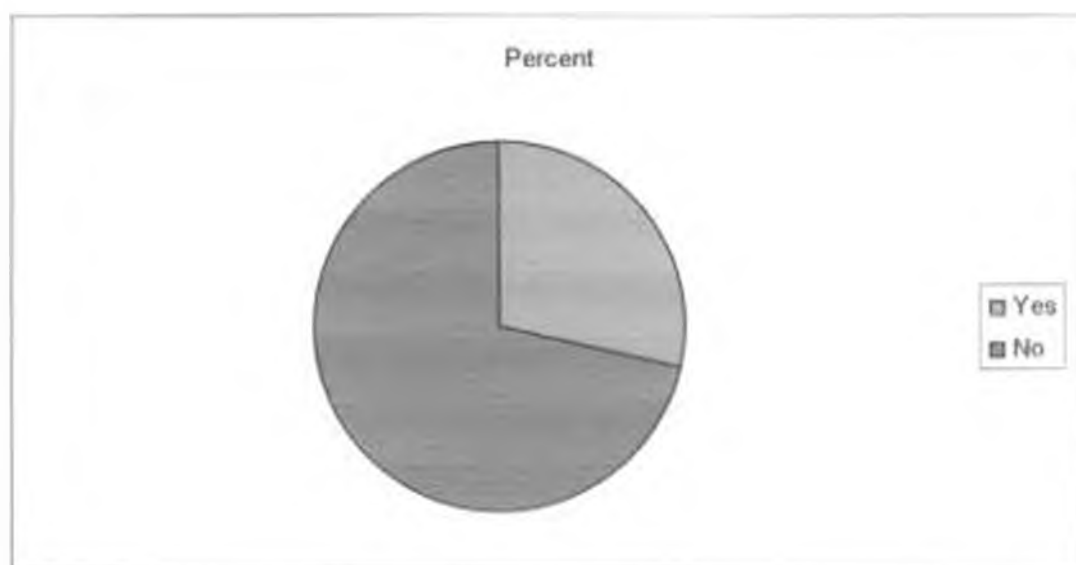
Figure 3 Training in M&E

When asked on the issue of project monitoring and evaluation most of the respondents 20 (71.4%) indicated that they had no training while only 8(28.6%) had training on monitoring and evaluation. Most of those who had training had acquired thorough, workshops, seminars, in-service courses and other colleges

4.2.3 Importance of Monitoring and Evaluation.

It was important to determine the attitude of the respondents in regard to whether it was important for project implementers to undergo training in M&E and the response was recorded in table 4.7 as follows ·

Table 4.5: Importance of M&E

Importance of M&E	Frequency	Percent
Yes	21	75.0
No	7	25.0
Total	28	100.0

Most of the respondents 21(75.0%) perceived the process of monitoring and evaluation to be important to the life cycle of a project and the rest 7(25.0%) did not think so. Most of the respondent who appreciated the importance of M&E in project cycle are those ones who had attended training in M&E and they therefore understood its importance

4.2.4 CDF and Community participation

Community participation in CDF projects is very crucial. It was therefore important to determine the level at which the community members are involved in monitoring and evaluation of projects. The response was as follows

Table 4 6: CDF and community participation

CDF & community participation	Frequency	Percent
Strongly Agree	24	85.7
Agree	4	14.3
Total	28	100.0

Table 4.8 shows that 85.7% of the respondents indicated that the community is involved in monitoring and evaluation of projects while 14.3% indicated that the community is never involved. It was reported that the community is involved through the church, sponsors, and other community leaders who are always involved in decision making

4.2.5 Link between CDF projects and National CDF objectives

Projects from the grassroots level must agree with the national objectives of improving the standards of people at the lower level. The study therefore sought to assess the respondents' attitude as to whether the projects meet the national objectives of CDF and the response was as follows.

Table 4.7: Showing whether CDF projects agree with national objectives.

CDF projects agree with national CDF objectives	Frequency	Percent
Strongly Agree	13	46.4
Agree	13	46.4
Disagree	2	7.1
Total	28	100.0

The above table indicates that only 14.3% of the respondents agreed that enough resources are allocated for M&E while 46.4% disagreed. The table further indicates that 39.3% of the respondents strongly disagreed. This statistics therefore indicates that there is no serious consideration of M&E in CDF projects.

4.2.7 Sufficient staff and M&E

For monitoring and evaluation of projects to be successful sufficient and qualified staff needs to be put into place. It was important to understand whether the government has empowered the project implementers with the skilled and sufficient staff and the response was as follows.

Table 4.9: Skilled staff allocated for M&E

Sufficient skilled staff are allocated for CDF M&E planning	Frequency	Percent
Agree	5	17.9
Disagree	11	39.3
Strongly Disagree	12	42.9
Total	28	100.0
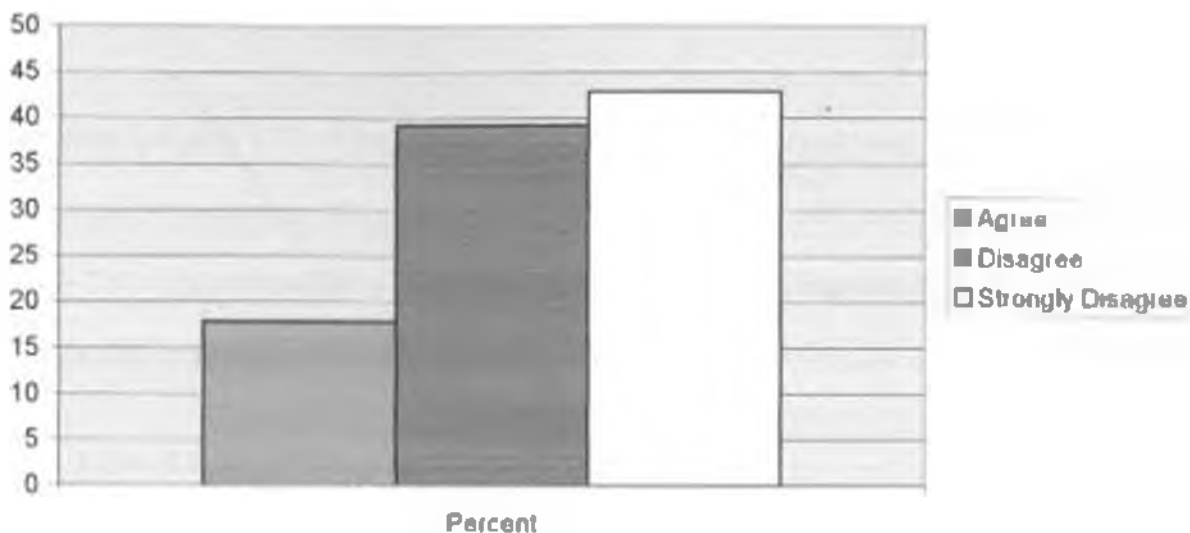
Figure 5 skilled staff allocated for M&E

In view of this bar graph a paltry 17.9% of the respondents indicated that there is enough staff for the process of M&E while 39.3% disagreed and 42.9% strongly disagreed. This information clearly indicates that the government has not put into place strong foundations in this very crucial process of monitoring and evaluation.

4.2.8 Sufficient technical equipment in M&E

Monitoring and evaluation being a very technical and continuous process needs sufficient technical equipment for efficacy and efficiency. When asked about the level of investment by the government in sufficient technical equipment the response was as follows

Table 4.10: Sufficient technical equipment allocated for M&E

Sufficient technical equipment are allocated for CDF M&E planning	Frequency	Percent
Agree	7	25.0
Disagree	17	60.7
Strongly Disagree	4	14.3
Total	28	100.0

Table 4.12 indicates that only 25% of the respondents indicated that there is enough technical equipment allocated for monitoring and evaluation of CDF projects. The table further indicates that 60.7% of the respondents disagreed while 14.3% strongly disagreed. These findings conclude that there is no sufficient equipment allocated for M&E of CDF projects.

4.2.9 Documentation of roles and responsibilities of CDF projects.

It was vital to determine documentation of roles and responsibilities of CDF project implementers. Responsibilities and roles reduce duplication of duties and promotes self appraisal, accountability and individual performance can easily be measured. The response was recorded in the following table

Table 4.11:   Showing whether there is documentation of roles and responsibilities in M&E.

There is clearly defined and documented roles and responsibilities for monitoring and evaluation for CDF project staff in our committee	Frequency	Percent
Strongly Agree	2	7.1
Agree	4	14.3
Disagree	8	28.6
Strongly Disagree	14	50.0
Total	28	100.0

In view of table 4.13 only 7.1% of the respondents strongly agreed that there is a clearly defined documentation and responsibilities for monitoring and evaluation of projects for CDF projects while 14.3% agreed. The table also indicates that 28.6% of the respondents disagreed

while 50% strongly disagreed. Most respondents complained that their roles and limits are no clearly defined.

4.2.10 Partnership with other stakeholders

Partnership with other stakeholders such as civil society and other government departments is very crucial in M&E for the sake of knowledge transfer, skill acquisition and sharing of experiences. When asked whether there was any networking and partnership with other stakeholders the response was as follows

Table 4.12: Partnership with other stakeholders

CDF has partnerships with other civil society organizations and Government departments developed for coordination of CDF M&E activities	Frequency	Percent
Strongly Agree	5	17.9
Agree	15	53.6
Disagree	6	21.4
Strongly Disagree	2	7.1
Total	28	100.0

Percent
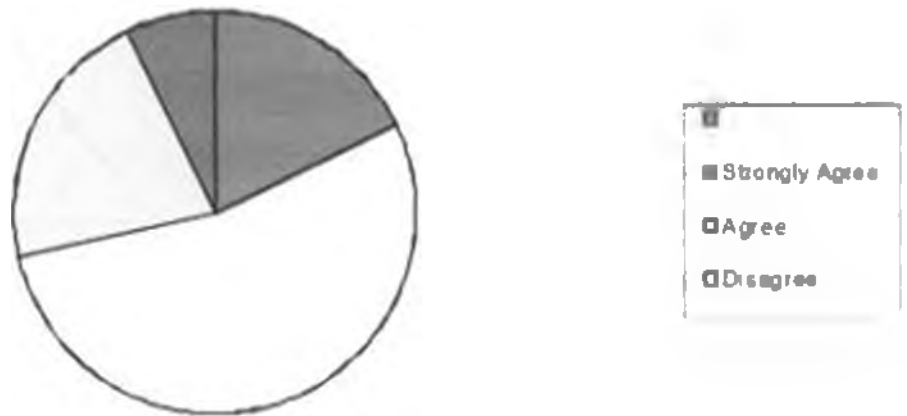
Figure 6. Partnership with other stakeholders

 The above pie chart indicates that only 17 9% of the respondents strongly agreed that there is

partnership with other stakeholders in M&E of CDF projects Emgwen constituency while

53% agreed Those who agreed identified community based organizations and Non-

Governmental organizations as some of the main partners The table further shows that 21 4%

of the respondents disagreed while 7 1% strongly disagreed

4.2.11 Link and coordination with the national CDF committee

The CDF committees provide M&E training and refresher training for project and M&E staff

It was therefore important to assess the level of coordination and partnership with between the

project implementers at the constituency level and the national level. The response is recorded

in table 4 15

Table 4.13: Level of coordination with the national CDF committee

We have partnerships with the national CDF committee for coordination of M&E activities of projects .	Frequency	Percent
Strongly Agree	4	14.3
Agree	11	39.3
Disagree	13	46.4
Total	28	100.0

The table shows that 14.3% of the respondents strongly agreed that there is partnership with the national CDF committee for coordination of M&E activities while 39.3 agreed and a large number that comprised of 46.4 disagreed.

4.2.12 Training of M&E staff.

The study sought to determine whether the CDF committees provide M&E training for project implementers and the response was as follows in table 8.16.

Table 4.14: Training of M&E staff

The CDF committees provide M&E training and refresher training for project and M&E staff	Frequency	Percent
Agree	9	32.1
Disagree	13	46.4
Strongly Disagree	6	21.4
Total	28	100.0
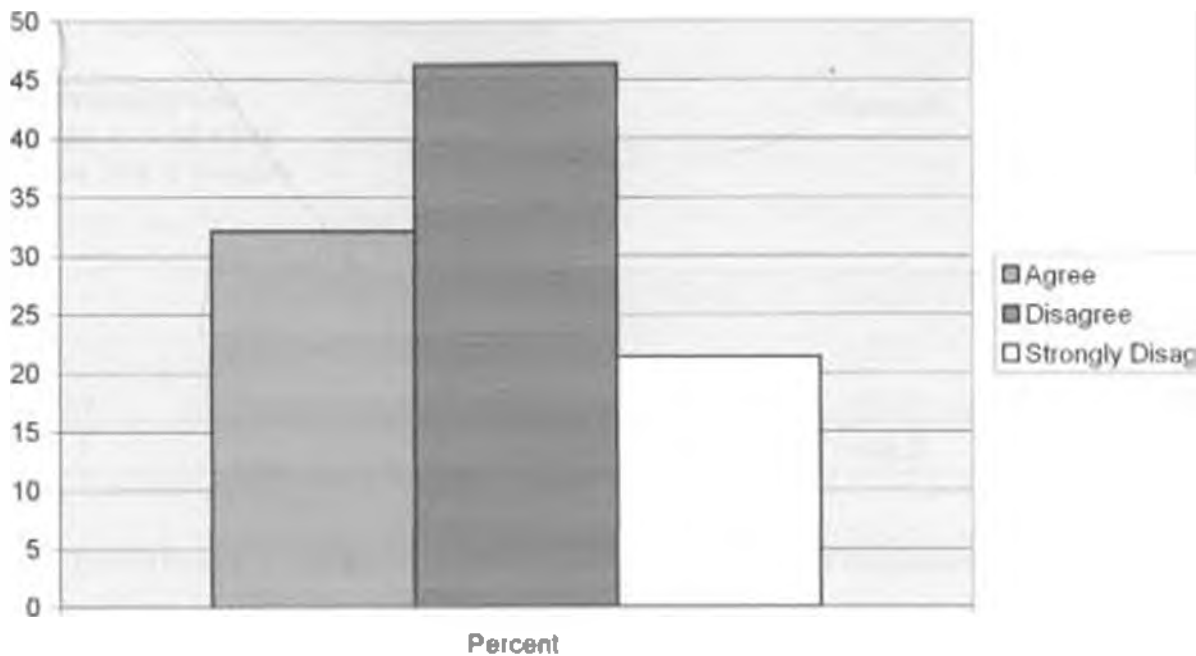
Figure 7 Training of M&E staff

The above bar graph indicates that 32 1% of the respondents agreed that there exists training for M&E project implementers while 46 4% disagreed and 21 3% strongly disagreed

4.2.13 Ethical issues in M&E

Issues of confidentiality are supposed to be sufficiently taken care of when recoding data on M&E process This is because the progress of a project depends on reporting exactly the way things are on the ground The study sought to evaluate confidentiality in recording data

Table 4.15: Showing confidentiality in recording data

Issues of confidentiality are sufficiently taken care of when recoding data on M& E process	Frequency	Percent
Agree	17	60.7
Disagree	7	25.0
Strongly Disagree	4	14.3
Total	28	100.0

The above table shows that 60.7% of the respondents indicated that issues of confidentiality are sufficiently taken care of when recording data on M&E process. Table 4.17 further indicates that 25% of the respondents disagreed while 14.3% strongly disagreed. Most respondents reported that confidentiality in M&E is very crucial in order to avoid victimization.

4.2.14 Mechanism of capturing and analyzing data

The study sought to determine whether there was a mechanism in place set for the purpose of capturing and analysing data for accuracy, efficacy and efficiency in monitoring of projects. The response was as recorded in the following table.

Table 4.16: Mechanism of capturing and analyzing data

There is a system (manual or computerized) that assists staff in capturing and analysing CDF projects data	Frequency	Percent
Agree	5	17.9
Disagree	12	42.9
Strongly Disagree	11	39.3
Total	28	100.0

Table 4.18 indicates that majority of the respondents (17.9%) agreed that there was adequate mechanism of capturing and analyzing project data. The table further indicates that 42.9% of the respondents indicated disagreed that there exists mechanism of capturing and analyzing data while 39.3% disagreed. Lack of proper mechanisms in place to analyse data is due to inadequacy of funds.

4.2.15 Timely analysis of results

It was important to find out about timely analysis of data for quick feedback and interventions. The results are recorded in the following table.

Table 4.17: Showing timely analysis of results.

CDF reports and data received regularly are analysed in order to assess achievements and challenges	Frequency	Percent
Agree	10	35.7
Disagree	14	50.0
Strongly Disagree	4	14.3
Total	28	100.0
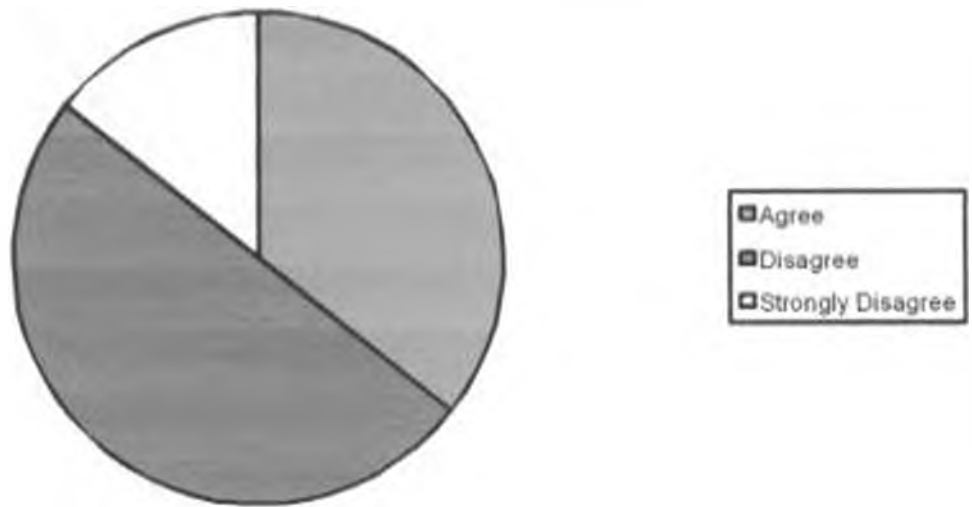
Figure 8 Showing timely analysis of results

In view of the above pie chart 35 7% of the respondents indicated that analysis is done on time while 50% disagreed and 14 3 strongly disagreed Most respondents complained that the delay in data analysis is a great hindrance to in assessing project performance and sustainability

4.2.16 Proper utilization of information in planning

The study sought to determine how information obtained was appropriately use in planning interventions and the response was recorded in the following table

Table 4.18: Showing whether information is used in planning.

The obtained CDF information is appropriately used when planning interventions	Frequency	Percent
Strongly Agree	2	7.1
Agree	10	35.7
Disagree	12	42.9
Strongly Disagree	4	14.3
Total	28	100.0

Considering the a above table only 7.1% of the respondents strongly agreed that the CDF information obtained is adequately utilized in planning while 35.7% agreed. The table further shows that 42.9% disagreed while 14.3% strongly disagreed. It was reported that monitoring and evaluation information lack coherence with planning and therefore same mistakes are always committed thus project failure

4.2.17 Quality information in project reports

It was important to understand the level at which CDF reports to the government is produced with quality information that demonstrates project progress and the response was recorded in the following table

Table 4.19: Showing level of quality information in project reports.

CDF reports to the government are produced with quality information that demonstrates project progress	Frequency	Percent
Strongly Agree	4	14.3
Agree	6	21.4
Disagree	12	42.9
Strongly Disagree	6	21.4
Total	28	100.0

Table 4.21 shows that 14.3% of the respondents strongly agreed that CDF reports to the government are produced with quality information that demonstrates project progress while 42.9% agreed. The table further shows that 42.9% disagreed while 21.4% strongly disagreed. It was also noted that monitoring and evaluation of projects in Emgwen constituency is not very effective due to poor quality of information in reports. This was attributed to poor planning and unnecessary privacy of information that need to be shared by the implementers of projects.

4.2.18 Meeting of deadlines

Working according to the schedule is very important and cost effective. It was therefore important to determine the level at which reports to the national CDF committee are produced and submitted as per agreed time. The response was recorded in the following table

Table 4.20. Showing whether the CDF committee meets deadlines

CDF reports to the National CDF Committee are produced and are submitted as per agreed deadlines	Frequency	Percent
Strongly Agree	9	32.1
Agree	6	21.4
Disagree	10	35.7
Strongly Disagree	3	10.7
Total	28	100.0
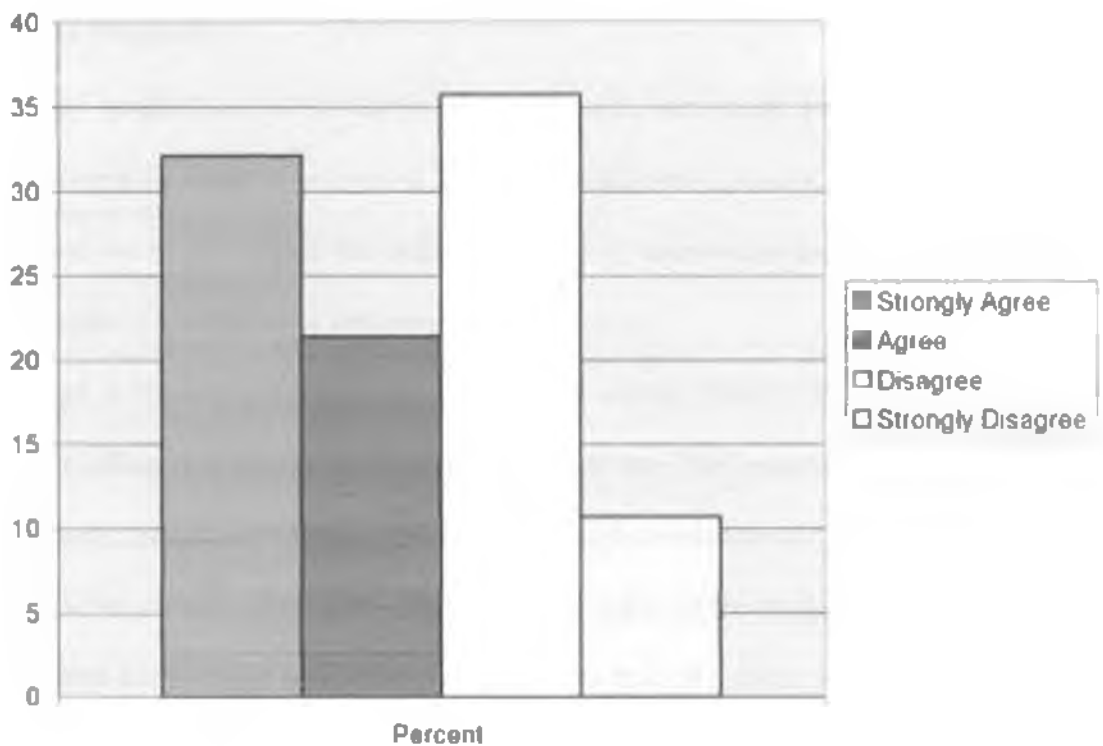
Figure 9 Showing whether the CDF committee meets deadlines

The above figure shows that 32.1% of the respondents strongly agreed that CDF reports to the national committee are produced and submitted as per the deadlines while 21.4% agreed. The table also shows that 35.7% disagreed while 10.7% strongly disagreed. The respondents reported that failure to meet deadlines extents the period of the project and also it becomes more expensive than planned for.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In the preceding chapter, an attempt was made to analyse and report the findings of the study. This chapter therefore gives a summary of the study its and conclusion recommendations.

5.1 Summary of the study

The study sought to establish the influence of skills, knowledge and attitude of CDF project implementers on M&E of projects in Emgwen constituency, Kenya. The main purpose of this study was be to investigate the influence of skills, knowledge and attitude of CDF project implementers on monitoring and evaluation of projects

This study aimed at answering the following research questions: What is the extent to which skills of officers influence M&E in the implementation of the CDF projects; hat is the extent to which knowledge of officers influence M&E in the implementation of CDF projects; what is the extent to which attitude of officers affect influence M&E on the Implementation of CDF projects and to find out possible ways of bridging the gaps in CDF project M&E.

In chapter three the research methodology was clearly outlined. Data was gathered through use of questionnaire Chapter four outlined data analysis, interpretation and discussion. Data was analyzed qualitatively and quantitatively and presented in tables, pie charts and bar graphs.

5.2 Conclusion

Inadequate resources for CDF Monitoring and evaluation of project in a great disadvantage to project sustainability. Monitoring and evaluation is an expensive exercise that needs enough resources allocation if CDF is to realise its objective. In emgwen constituency the CDF is allocated for project initiation and sustenance but very little more fund are allocated for monitoring and evaluation of project. This explains the fact that monitoring and evaluation has not been seriously perceived by the government

In Emgwen constituency monitoring and evaluation of CDF projects by project's implementers has been adversely affected by inadequate staff. Emgwen constituency in Rift valley has quite a number of projects that are being funded by CDF. These projects lack close supervision in form of monitoring and they also lack close scrutiny to determine whether they have been completed to satisfaction in relation to allocated funds ,quality and time or not. These three constraints to project cycle have been affected by luck of staff. The expanse of the constituency and the many projects running from schools, hospitals, water project, roads, electricity, among others need enough manpower.

Monitoring and evaluation being a very sensitive and complicated exercise require very experience staff However, in Emgwen constituency most of the staff is not qualified professionally to monitor and evaluate projects also the current staff luck the constant career development in form of training, workshops, seminars and in service courses. Such a constant upgrading would empower project implementers to keep up breast with new trends in project of monitoring and evaluation. It would also keep the staff informed of new trends in project planning and management.

There are also problems of poor coordination between the monitoring and evaluation committee at the constituency level and the national level. Such a disjointed interaction means

Emgwen constituency little is considered from past experience during planning. Such a one sight was identified as being major stumbling block in monitoring and evaluation of project. Learning from experience needs to be cultivated from the success of project management

5.3 Recommendations

The government should allocate enough funds to in monitoring and evaluation of project. This will make the project to meet the objectives of CDF. Enough resources in monitoring and evaluation will inform the government about any destruction in project development for quick intervention. Sufficient funds will also will also close supervision of project thus project sustainability. A well funded monitoring and evaluation exercise will ensure equal distributed of CDF and many projects will be completed within the stipulated time frame and quality workmanship will be realize.

The government policy makers and other stakeholders need to invest in the staffs that are charged with the responsibility of monitoring and evaluation of projects. This will help them to go with the current trends in project M &E. Regular training, workshops, seminars, and other in service courses will make the staff to be effective and efficient during monitoring and evaluation. It will also help them to create network for consultation sharing ideas and experiences in M&E.

Data pertaining monitoring and evaluation should be analysed immediately and necessary steps taken. This can only be possible with sound information technology with qualified staff. Report should be disseminated in time for on time intervention to be realized. Reports should also be correct detailing the real status of project. This will give a real picture thus informing the government and project implementers about necessary report to be taken. Information sharing in atmosphere of democratic space should also be created. This will create partnership between the committee at the constituency level and the national level.

There should be partnership between the committee at the constituency level and the national level. Such a partnership will inform the committee at the grassroots level to interpret the national objective of CDF to the people at the constituency level. It will also help project implementers to work on performance basis. Such a partnership will help competent monitoring and evaluation staff to gain recognition up to national level.

The government should employ enough skilled staff to monitor and evaluate projects. The correct ratio has overwhelmed the existing staff. Enough staff will mean timely monitoring and evaluation of project. It will also help to speed up information collecting analysis and feedback. Sufficient staff will promote specialization and this wills satisfaction thus better results. With enough staff, report will be prepared on time and there will exist coherence between the constituency committee and the national committee. Sufficient staff will also create a sense of competition among the workers and this will yield better results.

Implementers of projects also need to be given better remuneration and conducive working environment. Most workers end up interfering with valid information during monitoring and evaluation in order to be bribed. It is therefore important to ensure that people involve in M&E has integrity and good track record in their performance. This can also happen when the government recognises excellent workers and reward them through incentives such as pay hikes, promotions among other recognitions

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APPENDIX I

QUESTIONNAIRE

I am a student at the University of Nairobi carrying out a study entitled "Effects of Skills, Knowledge and Attitude of CDF Project Implementers on M&E of Projects in Emgwen Constituency, Kenya" You have been chosen as one of the respondents. I therefore request for your assistance in the study by providing answers to the questions below Your responses will be used for the purpose of research only and will be treated with utmost confidentiality. Respond to the questions by either putting a mark in the box provided or by filling in the spaces.

A. BACKGROUND INFORMATION

1. What is your age bracket?

    20-22 ☐   23-27 ☐   28-30 ☐

    31-35 ☐   36-40 ☐   41-50 ☐   51-60 ☐

2. What is your gender?

    Male ☐   Female ☐

3. Education Qualifications

    Primary ☐   Secondary ☐   Tertiary College ☐   University ☐

4. Have you ever had training on project Monitoring and evaluation

    Yes ☐   No ☐

5. Do you think the process of monitoring and evaluating a project is important?

    Yes ☐   No ☐

6. For how long have you taken part in project monitoring and Evaluation

    1-5 years ☐   6-10 years ☐   11-15 years ☐   Above 15 years ☐

SECTION 2

N/B: M&E stands for Monitoring and Evaluation

Section two of the questionnaire uses the following scoring framework:

    AS   =Strongly Agree
    A   =Agree
    D   =Disagree
    SD   =Strongly Disagree

M&E Planning

#	QUESTION	AS	A	D	SD
1	My CDF committee involves the local community in project identification.				
2	The CDF project design and planning reflect results of the identified projects				
3	The CDF projects have objectives that are in line with the National CDF objectives				
4	The CDF projects have objectives which are time bound				
5	The CDF projects have objectives which are measurable				
6	M&E plan has indicators that are clearly linked to the objectives of the CDF projects				
7	M&E indicators (Reports, meetings and inspections) are linked to the CDF project inputs.				
8	M&E indicators (Reports, meetings and inspections) are linked to the CDF project outputs.				
10	M&E indicators (Reports, meetings and inspections) are linked to the CDF project impact to the community				
11	Sufficient financial resources are allocated for CDF M&E planning –				
12	Sufficient skilled staff are allocated for CDF M&E planning				
13	Sufficient technical equipments are allocated CDF M&E planning.				
14	There is clearly defined and documented roles and responsibilities for monitoring and evaluation for CDF project staff in our committee				
15	We have partnerships with other civil society organizations and Government departments developed for coordination of CDF M&E activities				
16	We have partnerships with the national CDF committee for coordination of M&E activities of projects				

A) M&E Data Management:

#	QUESTION	AS	A	D	SD
1	The CDF committees provide M&E training and refresher training for project and M&E staff				
2	Data captured is recorded when and where an M&E activity is implemented.				
3	Issues of confidentiality are sufficiently taken care of when recoding data on M& E process.				
4	There is a system (manual or computerized) that assists staff in capturing CDF projects data				
5	There is a system (manual or computerized) that assists staff in analyzing CDF projects data				
6	Data on M&E Is reported in a coordinated manner				
7	There is a documented CDF data management process that helps reporting requirements to be met				
8	There is a systematic process of ensuring CDF data quality control at all levels of project implementation, including spot checks				

C) Reporting & Accountability:

#	QUESTION	AS	A	D	SD
1	CDF reports and data received regularly are analyzed in order to assess achievements and challenges				
2	The CDF project figures are produced and included in this analysis (1 above).				
3	The obtained CDF information is appropriately used when planning interventions				
4	Information from the CDF project's monitoring systems is provided to the managers/officers to assist in decision-making and planning				
5	CDF reports to the government are produced according to their requirements				
6	CDF reports to the government are produced with quality information that demonstrates project progress				
7	CDF reports to the National CDF Committee are produced and are submitted as per agreed deadlines				
	The CDF project reports are also shared with other external Stakeholders				

D) Learning & Knowledge Dissemination:

#	QUESTION	AS	A	D	SD
1	Plans exist to conduct an evaluation (with objectives) during the life cycle of the CDF project.				
2	There is a systematic way of sharing evaluation findings with all staff involved in the CDF project				
3	Lessons learned and 'good practice' are applied to future CDF projects				
4	Findings and lessons learnt from evaluations are shared with other CDF national stakeholders				
5	The projects M&E data is appropriately used when planning interventions or for targeting				

What is your opinion on the effectiveness of CDF committee in your constituency in the implementation of projects?

....

....

....

Suggest ways of improving the performance of CDF committee in your constituency

....

....

....

Do you think the community is actively involved in identification and implementation of CDF projects in your area?

....

....

Thank you

APPENDIX II:

INTERVIEW SCHEDULE

1   How does your CDF committee involve the community in project identification?

2. Do your projects have objectives that are in line with the National CDF Goals? How do you link the two?

3   Does your M&E plan have indicators that are clearly linked to the objectives of the /project(s)?

4. Are sufficient resources allocated for your planned M&E activities – including availability of skilled staff, financial resources and technical equipment?

5. Is there a system (manual or computerized) that assists staff in capturing, managing and analyzing programme data?

6. Is there a systematic process of ensuring data quality control at all levels of implementation, including spot checks?

7. Are reports and data received regularly analyzed?

8. Are reports to National CDF committee produced according to their requirements, with sufficient detail to demonstrate progress and submitted as per agreed deadlines?

9. Do plans exist to conduct an evaluation during the life-cycle of the CDF project(s)?

10 Are lessons learned and 'good practice' applied to future CDF projects?