FACTORS AFFECTING THE EFFECTIVENESS OF MONITORING AND EVALUATION OF CONSTITUENCY DEVELOPMENT FUND PROJECTS IN LIKONI CONSTITUENCY, KENYA

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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI

2011

DECLARATION

This research project report is my original work which has never been presented to any other institution for the award of any Degree, Diploma, or Certificate whatsoever.

Signature _____ Date 23RD AUGUST 2011

Student: **DAVID OCHIENG OLOO**

No. **L50/78037/2009**

This research project is being submitted for examination with our approval as the University supervisors.

Signature: _____

JOHNBOSCO KISIMBII

LECTURER, DEPARTMENT OF EXTRA MURAL STUDIES

UNIVERSITY OF NAIROBI

Date 28/8/2011

Signature: _____

DR. MOSES M. OTIENO

LECTURER, DEPARTMENT OF EXTRA MURAL STUDIES

UNIVERSITY OF NAIROBI

Date 23/8/11

DEDICATION

I dedicate this project report to my loving wife Pamela and children Cyril, Samuel and Simon who have been kind to donate part of their family time to me as I pursue this course for the last two years. May the Good Lord richly bless all of you and His Grace shine upon you.

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ABBREVIATIONS AND ACRONYMS

AIE : Authority to Incur Expenses
AUSAID : Australian Government Overseas Aid Program
CDF : Constituency Development Fund
CDFC : Constituency Development Fund Committee
CGD : Centre for Governance and Democracy
DAC : Development Assistance Committee
DDO : District Development Officer
DDP : District Development Plan
DEO : District Education Officer
DFRD : District Focus for Rural Development
DO : District Officer
ERS : Economic Recovery Strategy
EU : European Union
FHI : Family Health International
GOK : Government of Kenya
IFAD : International Fund for Agriculture Development
IFRC : International Committee for the Red Cross
KHRC : Kenya Human Rights Commission
KIPPRA : Kenya Institute for Public Policy and Analysis
LFA : Logical Framework Approach
M&E : Monitoring and Evaluation
MDG : Millennium Development Goal
MP : Member of Parliament
NASA : National Space Agency
NORAD : Norwegian Agency for Development Cooperation
NPEP : National Poverty Eradication Plan
OECD : Organization for Economic Cooperation and Development
PASSIA : Palestinian Academic Society for the Study of International Affairs
PMC : Project Management Committee
PMI : Project Management Institute
SPSS : Statistical Package for Social Sciences
UN : United Nations
UNDP : United Nations Development Program
UNFPA : United Nations Fund for Population Activity
WB : World Bank
WSSD : World Summit for Social Development

ABSTRACT

Although Kenya has pursued economic development through central planning since independence in 1963, the centralization of authority and management of resources has led to inadequate distribution of resources across regions. A substantive decentralization policy came in 1983 with the adoption of the District Focus for Rural Development (DFRD) strategy which aimed at enhancing geographical equity where funds were allocated to less developed districts. The Constituency Development Fund was created in 2003 out of the desire to achieve Community Driven Development where the local communities generate their own development agenda and get it funded by the central government. Unlike other devolved funds that go through several bureaucracies, the funds under this program go directly to the local level. The research sought to find out the factors affecting the effective monitoring and evaluation of projects under this fund. The research had five guiding objectives. These were: To determine the influence of level of training, budgetary allocation, stakeholder participation, politics and institutional framework on effective monitoring and evaluation of CDF projects. A descriptive survey research design was used to collect primary data. The questionnaire was pilot tested so that the anomalies were corrected. Qualitative data was also collected which provided adequate clarifications on some aspects of the primary data. The research purposively targeted 31 respondents, 27 of whom were Project Management Committee members responsible for monitoring and evaluation of CDF Projects according to the CDF Act (2003). The rest were officials charged with responsibilities for prudent management of this fund. A census was done involving all the respondents. Descriptive analysis of the data collected was mainly done in narrative form using descriptive statistics and tables as appropriate. The results agreed with other similar studies done previously. The research established that there were several factors affecting effective monitoring and evaluation of Constituencies Development Fund. These included lack of training of those tasked with monitoring and evaluation activities and unclear institutional framework for conducting the same. Other factors included not incorporating monitoring and evaluation budget into project budgets, limited involvement of primary stakeholders and political interference. The study recommends training of the various committees involved in monitoring and evaluation to arm them with requisite skills and improve communication of data, defining clear structures for monitoring and evaluation including an appointment of monitoring and evaluation personnel, delineation of monitoring budget from capacity building, involvement of primary beneficiaries at all stages of the project cycle other than conceptualisation and limiting political influence in the CDF projects. The study also recommends further research to establish whether monitoring and evaluation is effective in other sectors covered by the CDF like Health and Water other than Education. Other research could also look at modalities of strengthening primary stakeholders in order to optimize their participation in monitoring and evaluation of projects.

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

In March 1995, over 100 world leaders reached an agreement in Copenhagen to eradicate poverty and foster social integration as a way of putting people at the centre of development during the World Summit for Social Development (UN, 1995). Five years later in September 2000, world nations, Kenya included, adopted the Millennium Declaration. This declaration adopted eight targets and actions to be achieved by 2015 chief of which included eradication of extreme poverty and hunger together with achieving universal primary education (MDGs Status Report for Kenya, 2005).

Most countries have resorted to decentralization of resources to tackle these challenges. Decentralization refers to "the transfer of political power, decision making capacity and resources from central to sub-national levels of government" (Walker, 2002). This has led to resuscitation of old institutions that seemed to offer opportunities for decentralization. Since 1990s decentralization has been linked to collective empowerment and democracy due to failure of marketising reforms to significantly reduce absolute poverty (Houtzager, 2003).This democratic decentralization is more focused on democracy, pluralism and human rights (Cook and Manor 1998; United Nations Capital Development Fund 2000).

Most analysts distinguish among three types of decentralization namely administrative, fiscal and political (Smoke 2003); and forms of decentralization: deconcentration, devolution, delegation, and privatization (Work 2002). Deconcentration and delegation are forms of administrative decentralization. Political decentralization occurs in situations where political power and authority are transferred to sub-national levels of government. Citizens and their elected leaders get engaged in decision making and encourage citizen mobilization (Litvack, Ahmad and Bird, 1998). Finally, we have fiscal decentralization which involves transfer of financial resources from central government to sub national levels of government (Work, 2002). It is argued that if properly applied, fiscal decentralization can help in development. It only needs institutional arrangements, such as a legal framework, political and administrative institutions, local capacity, civil society and multi-party elections (Litvack et al. 1998; McLure 1995; Tanzi 2001).

In India, for example, following the 73rd Constitution Amendment Act (1992), a new generation of Panchayati Raj Institutions (PRI) has come into being in rural India with respect to the preparation of plans for economic development and social justice and for the implementation of development schemes (Khasnabis, 2005). Indian states of West Bengal and Kerala and the Brazilian states of Ceara, Minas Gerais and Rio Grande do Sul have benefitted from decentralization. In West Bengal, democratic decentralization is associated with a programme of radical agrarian reform, which over a period of more than 20 years has produced significant benefits for the poor in terms of participation, growth of agricultural production and human development (Webster, 2000; Crook and Sverrisson, 2001).

In Brazil, the most positive anti-poverty outcomes have been associated with either federally funded rural development programmes (most notably the North East Rural Development Programme) or state and city level programmes launched by progressive reforming parties—the PSDB (Brazilian Social Democratic Party) and the PT (Workers Party)—in Ceara, Minas Gerais and Rio Grande do Sul (van Zyl et al., 1995; Tendler, 1997; World Bank, 1997; Heller, 2001).

In the public sector reforms in Africa, decentralization has various meanings. Generally it is understood as the process where power and responsibilities are transferred from the central authority to lower levels in a territorial hierarchy (Cook and Manor 1998; Mawhood 1993). In practice, it takes different meanings to different people (Bardhan 2002, Mawhood 1993). In African decentralization, during the colonial period, it meant management of local populations by extending central administration into the local arena (Mamdani, 1996). After independence, it was conceptualized as the transfer of responsibility for planning, management and resource raising and allocation from the central government to its field ministries and agencies (Cheema and Rondinelli cited in UNDP 1998) in this context, decentralization took the form of deconcentration of administration from the central government to the local fields, delegation to semi autonomous bodies such as parastatals and devolution of functions to non government institutions (Cheema and Rondinelli, 1983). In the 1980s, there arose a shift towards market mechanisms from public services leading to deregulation and privatization in addition to deconcentration and devolution (World Bank, 1983; Mohan and Stokke, 2000).

In Ghana District Assemblies were formed in 1989, which were initially successful in enhancing electoral participation and giving access and representation to excluded groups, such as the uneducated, farmers, traders and artisans (Crook and Manor, 1998). This was later refurbished through introduction of District Assemblies Common Fund that allocated 5% local revenue to the District Assemblies (Owosu, 2004).

In Ethiopia, fiscal decentralization has been hampered by inter-party political relationships. There seems to be an understanding that sub-national governments' autonomy and capacity to run their affairs and genuinely represent their interests at the central level are strengthened when sub-national governments are run by parties that operate independently of the party in power at the centre (Aalen 2002; Assefa 2006).

In Uganda, Fiscal decentralisation has accompanied the decentralisation of responsibilities. Sub-counties may now retain about two-thirds of the revenue collected within their area. But overall resources remain meagre, and transfers from central government are low and increasingly tied to conditions, leaving little room for local discretion. Additionally, broader reforms are necessary to achieve effective participation by villagers. Local elites still exercise much influence in determining how funds are used. Many local leaders are held back by illiteracy, lack of knowledge of government procedures and low awareness of their rights (Steffenson, Jesper, Tidemand 2004; UNDP 2000).

Locally, the fight against poverty, ignorance and disease has been a major goal of the Government since independence. Kenya has pursued economic development through central planning since independence in 1964. The centralization of authority and management of resources has led to the inadequate distribution of resources across regions, resulting in a growing inequality in services, infrastructure and development across the country (Court and Kinyanjui 1980; Mapesa and Kibua 2006).

To overcome the distortion in the allocation of public expenditure, a number of decentralization programs were put into place during the 1960s and 1970s, but without much success as these programs became politicized and the misallocation of resources persisted (Court

and Kinyanjui 1980). The more substantive decentralization came in 1983 with the adoption of the District Focus for Rural Development DFRD strategy (GOK, 1983; Makokha, 1985; Chitere and Ireri, 2004). It aimed at enhancing geographical equity where funds were allocated to less developed districts. This failed due to incompetence of staff in participatory planning, absence of monitoring and evaluation, poor design of projects, weak commitment of sector staffing multisectoral initiatives. Weak social administrative structures below the districts were also cited (GOK, 1999).

In September 2000, world nations adopted the Millennium Declaration. This declaration adopted eight targets and actions to be achieved by 2015 (MDGs Status Report for Kenya, 2005). Chief among these goals are eradication of poverty and attainment of Universal Primary Education.

Kenya has equally elaborated a new development blueprint, the Vision 2030 that aims at making Kenya a newly industrializing, middle income country providing high quality of life for its citizens by the year 2030, through its Economic, Social and Political Pillars (GOK, 2008).

As part of this strategy, in 2003, the government of Kenya established the Constituency Development Fund (CDF); a program that seeks to enhance community's participation in the fight against poverty at the grassroots level. Established under the CDF Act 2003, and amended in 2007, CDF was to help in development by channeling financial resources to the Constituency level for the implementation of community based development projects with long term effects of improving the peoples' social and economic well being (CDF Act 2003:GOK,2005). Another objective of the introduction of the CDF was to control and reduce imbalances in regional development brought about by partisan politics as had been experienced previously in Kenya (Mapesa & Kibua, 2006).

The Fund is administered by an officer under the National Management Committee. It comprises an annual budgetary allocation equivalent to 2.5% of the national revenue. (National Devolved Funds Report, 2007). The CDF Act also provides that 75% of this amount shall be

disbursed equally to all the 210 constituencies and the remaining 25% shall be disbursed on the basis of population and the poverty index (GOK, 2005).

The CDF has so far disbursed a total of KES 70,956,300,000 to the 210 constituencies since its inception in 2003. Most of these projects are in the Education (55%), Water (11%) and Health (6%) sectors nationally (The CDF Strategic Plan, 2011). Of this amount, Likoni Constituency has used a total of KES 226,603,836 (CDF Office, Likoni) in projects in various sectors, most of which has been spent in Education Projects. For Kenya to remain on target for the Millenium Development Goals (2015) and Vision 2030, it is therefore important to study how the Constituency Development Fund projects are monitored and evaluated.

Uitto (2004) defines monitoring briefly as a continuous function that aims primarily to provide management and stakeholders with early indicators of project performance of a project and progress (or lack thereof) in achievement of the results. Mulwa (2008) and DAC (2001) agree but add that it involves measuring, assessing, recording and analysing the project information on a continuous basis and communicating the same to those concerned. Crawford and Bryce (2003) argue that monitoring is an ongoing process of data capture and analysis for primarily project control with an internally driven emphasis on efficiency of project. The authors define efficiency in this context as doing the right thing that is: efficient conversion of inputs to outputs within budget and schedule and wise use of human, financial and natural capital. This definition emphasizes the fact that monitoring is geared mainly to project control.

Evaluations are systematic and independent. They are an assessment of an ongoing or completed project including its design, implementation and results. Evaluations assess the relevance, efficiency of implementation, effectiveness, impact and sustainability of the project (Uitto, 2003: OECD, 2002) and should be credible and objective (IFAD, 2004).

1.2 Statement of the Problem

Despite the disbursement of over KES 70 billion to constituencies since 2003 (CDF Strategic Plan, 2011), the Constituency Development Fund continues to meet implementation challenges due to issues of governance with subsequent adverse effect on Monitoring and Evaluation (KIPPRA, 2006: CGD, 2007). It suffers gross data inadequacy to inform its operations (KIPPRA, 2006). Beneficiaries are not motivated to monitor how the fund is used in projects causing 'fiscal illusion', since the fund is seen to be free (Mwangi, 2005). There is also preferential treatment of areas supportive of incumbent Member of Parliament. On their part, Mapesa and Kibua (2006) fault the utilization of the fund on grounds of poor management and low community involvement.

According to statistics from the Constituencies Development Fund Board, only 2% of the budget is meant not only for Monitoring and Evaluation but also capacity building (CDF Strategic Plan 2011: CDF Act, 2003). In Likoni Constituency, out of the total of over KES 200 million disbursed since 2003, only 1.1% has been allocated for Monitoring and Evaluation together with capacity building (CDF Office, Likoni).

Furthermore, the fund is under the control of politicians who not only propose the projects in their constituencies but also present and vote for their estimates in Parliament. It is against the principle of separation of powers for Members of Parliament to submit annual estimates to themselves for approval, take part in the actual spending and then query the spending themselves through Public Accounts Committee or Public Investments Committee (Ongoya & Lumallas, 2005).

The essence of this study was therefore to look at the factors affecting effective monitoring and evaluation of projects under the CDF.

1.3 Purpose of study

The purpose of this study was to examine the factors affecting effective Monitoring and Evaluation of CDF Projects in Kenya with specific reference to projects within the Education Sector in Likoni Constituency.

1.4 Objectives of the study

The objectives of this study were fivefold:

1. To determine the influence of level of training of CDF committee members on effective Monitoring and Evaluation of CDF Projects in Likoni Constituency.
2. To assess the influence of institutional frame work on effective monitoring and evaluation of CDF projects in Likoni Constituency.
3. To assess the influence of budgetary allocation on effective Monitoring and Evaluation of CDF Projects in Likoni Constituency.
4. To establish the influence of stakeholder participation on effective monitoring and evaluation of CDF projects in Likoni Constituency.
5. To determine the influence of politics on effective Monitoring and Evaluation of CDF Projects in Likoni Constituency.

1.5 Research Questions

The study attempted to answer the following five research questions:

1. How does the level of training of CDF committee members influence the effectiveness of Monitoring and Evaluation of CDF projects in Likoni Constituency?
2. How does institutional framework influence effectiveness of Monitoring and Evaluation in CDF projects in Likoni Constituency?
3. To what extent does the level of budgetary allocation influence the effectiveness of Monitoring and Evaluation in CDF projects in Likoni Constituency?
4. To what extent does stakeholder involvement influence the effectiveness of Monitoring and Evaluation in CDF projects in Likoni Constituency?
5. To what extent does politics influence the effectiveness of Monitoring and Evaluation in CDF projects in Likoni Constituency?

1.6 Significance of the study

The significance of his study lay in benefiting the following groups:

CDF Fund Managers and staff:

The CDF Fund managers will benefit from the results of this research by enabling them incorporate tools and indicators for monitoring and evaluation. Besides, they will learn best processes, practices and methods that promote effective monitoring and Evaluation.

Government Officers:

The officers charged with monitoring and evaluation like those from the Ministry of State for Planning, National Development and Vision 2030, will be able to develop, modify or design tools that will determine efficiency, effectiveness, relevance and impact of evaluations.

The Committees

Similarly Constituency Development Fund Committee together with other smaller committees will be equipped with strategies on how to monitor and evaluate projects effectively.

Members of Parliament

The Members of Parliament will equally benefit from research by providing insight on how to manage the development funds under their care with integrity and fairness while being conscious of the needs of their constituents.

All stakeholders

All the stakeholders in the management and governance of the Projects will be sensitised on their roles in the management of the Fund. This will pre-empt any conflicts and disagreements associated with the fund.

1.7 Limitations of the Study

The study had the following limitations:

Time. The time constraint was overcome by seeking permission from the employer and preparing an activity plan to distribute and collect the questionnaires. Mobile phone was used to keep in touch with the head teachers who acted as the contact persons.

Funding. This limitation was dealt with when part of budgetary requirements were met by the researcher's course scholarship sponsors.

Quality of data. Due to suspicions that emanated from project staff, there was fear the accuracy of data could be affected. The introduction of this research by the Fund Accounts Manager and Project Coordinator allayed all suspicions.

1.8 Delimitation of the Study

The study focused on all projects funded by CDF in the whole country. Since it was not practical to study all of them, Likoni constituency was chosen to represent them. Further, due to cost considerations, a purposive sample of projects in the education sector within Likoni constituency was targeted for the study.

1.9 Basic Assumptions of the Study

The researcher assumed that the projects under review were being implemented, that information on these projects would be available at the relevant offices and that various committees and officials involved in CDF projects would cooperate in the research.

1.10 Definition of Significant Terms

Constituency- This refers to 'an area represented by an elected Member of Parliament in Kenya'.

CDF Projects- These are projects funded by CDF Board within Likoni Constituency.

Fiscal Decentralisation – It is the transfer of financial resources from central government to sub national levels of government (Work, 2002).

Evaluation- According to Uitto (2004), it is an assessment of an ongoing or completed project including its design, implementation and results. He further argues that evaluations asses the relevance, efficiency of implementation, effectiveness, impact and sustainability of the project.

Monitoring- 'is an ongoing process of data capture and analysis for primarily project control with an internally driven emphasis on efficiency of project (Crawford and Bryce (2003).

Participation may be defined as the right to define, to shape and be engaged in a given space (Gaventa, 2006). In the context of this paper, participation will be used to refer to the process whereby local communities are able to influence the decision making process within CDF.

Projects- This refers to 'a temporary endeavour undertaken to create a unique product, service or result' (PMI, 2004). In the context of this research it refers to on going development projects financed by CDF in Likoni Constituency.

Stakeholders- This refers to CDF Board and officers, community representatives and government officers.

1.11 Organization of the study

The study was organized around five chapters excluding the front part which contains the title, declaration, dedication, abstract, acknowledgements, table of contents, list of figures, list of tables, abbreviations and acronyms and at the back matters containing the bibliography, letter of transmittal and appendices.

Chapter one contains the background of decentralized development particularly after the World Social Summit on Development in Copenhagen in 1995. It looks at various case studies in various parts of the world, Africa and then specifically in Kenya leading to the formation of the Constituencies Development Fund.

Chapter two contains literature review on both theoretical and empirical literature on Monitoring and Evaluation, Decentralized development in Kenya and the CDF. It concludes with the Conceptual Framework.

Chapter three contains the research design, target population, sampling procedures and sample size, methods of data collection, data validity and reliability, data analysis techniques, ethical considerations and operational definition of variables.

Chapter four contains key findings which include details of respondents, tables of descriptive statistics of variables and analysis on factors influencing monitoring and evaluation of CDF projects.

Chapter five is on summary of findings, discussions, conclusions, recommendations and suggested areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Projects are aimed at solving social problems and the beneficiaries are key stakeholders. This review of literature looks at the need for monitoring and evaluation with respect to projects. It largely dwells on factors influencing effective monitoring and evaluation, forms of evaluation, and project monitoring and evaluation process. It also covers logical framework and theoretical approaches to monitoring and evaluation. Program and Social Science theories which provide a basis for logic, process, social change and impact of programs aimed at addressing the effectiveness, efficiency and relevance of development projects are also covered. The review concludes with the conceptual framework.

2.2 Need for Monitoring and Evaluation in Projects

Monitoring and evaluation are intimately linked project management functions and as a result there is a lot of confusion in trying to make them work on projects (Crawford and Bryce, 2003). Monitoring and Evaluation are distinct but complementary PASSIA, 2004). Casley and Kumar (1986) as quoted by Crawford and Bryce (2003) disprove the use the acronym M&E (monitoring and evaluation) as it suggests that we are looking at a single function without making a clear distinction between the two.

Monitoring ensures that implementation is moving according to plans and if not, the project manager takes corrective action. Monitoring enhances project management decision making during the implementation thereby increasing the chances of good project performance (Crawford and Bryce, 2003: and Gyorkos, 2003). It also facilitates transparency and accountability of the resources to the stakeholders including donors, project beneficiaries and the wider community in which the project is implemented. Monitoring tracks and documents resource use throughout the implementation of the project (PASSIA, 2004: Uitto, 2004).

Evaluation assesses project effectiveness in achieving its goals and in determining the relevance and sustainability of an ongoing project (McCoy, 2005). It compares the project impact

with what was set to be achieved in the project plan (Shapiro, 2004). Evaluations are mainly of two types depending on when they take place. These are formative and summative evaluations. Formative Evaluation is concerned more with efficient use of the resources to produce outputs and focuses on strengths, weakness, and challenges of the project and whether the continued project plan will be able to deliver the project objectives or it needs redesigning (PASSIA, 2004). Formative evaluations are sometimes called interim or midterm evaluations. Summative evaluations are carried out at the end of the project and aims at determining how the project progressed, what went right and wrong and capture any lessons learned (Shapiro,2004). Wellings and Macdowall (2000) identify two types of summative evaluations: processes evaluation and outcome evaluation. Process evaluation is geared towards guiding future projects by facilitating organizational learning by documenting good practices and mistakes. Outcome evaluation is concerned with the extent to which the set objectives were achieved and how we can attribute the role of project to the outcomes.

2.3 Factors that Influence Monitoring and Evaluation of Projects

In order to carry out monitoring and evaluation effectively, there are some critical factors that must be taken into account. These include use of relevant skills, sound methods, adequate resources and transparency, in order to be of quality (Jones et al, 2009). The resources here include skilled personnel and financial resources. Rogers (2008) suggests the use of multi-stakeholders' dialogues in data collection, hypothesis testing and in the intervention, in order to allow greater participation and recognize the differences that may arise. All these must be done within a supportive institutional framework while being cognizant of political influence. The factors are described below in detail.

2.3.1 Institutional Framework and Monitoring and Evaluation.

Evaluation is influenced by institutional factors (Braun et al, 2006).The organizational governance and leadership structure is obviously shaped by its origins (who where the champions in the inception of the institution, their leverage, their contacts and their beliefs). The knowledge management processes within the institution should also be taken into account, since important know-how transferences can take place within the organization (Vanesa and Gala, 2011).

Jones (2009) suggests that there is a need for a broader, strategic framework for impact evaluation production. In this sense, it becomes relevant whether the organization has a strategic planning process where the evaluation can be framed. The monitoring and evaluation should be prepared as an integral part of the project plan and design (PASSIA, 2004: and McCoy, 2005).

Besides, a baseline study should be undertaken before the project commences so that the condition prior to the implementation of the project is determined. This aids the evaluation function in order to determine whether the designed project did have an impact (Webb and Elliot, 2002: and Gyorkos, 2003).

Monitoring and evaluation should be aided by a coherent structured conceptual framework which will aid in identifying the logic behind project elements. One of the best practices that have been adopted because of its structured approach is the use of the Logical Framework Analysis as a tool to aid both the planning and the monitoring and evaluation functions during implementation (Aune, 2000: and FHI, 2004).

Apart from this, there should be an individual who is directly in charge of the monitoring and evaluation as a main function (Kelly and Magongo, 2004). Identification of different personnel for the different activities of the monitoring and evaluation such as data collection, analysis, report writing, dissemination of the monitoring and evaluation findings should be done, too (AUSAID, 2006: Gyorkos, 2003: and McCoy, 2005). These activities should be in the project schedule (IFRC, 2001: AUSAID, 2006) and their frequencies predetermined according to the project size (FHI, 2004).

Within the institutional framework, there is need for a dissemination plan of monitoring and evaluation findings or reports to the community and beneficiaries and to the implementing staff to improve on their implementation practices and strategies (Gyorkos, 2003: McCoy, 2005). Part of institutional framework includes legalization of the practice. According to Khan A. (1998), Monitoring and Evaluation institutions created through legislation appear to acquire greater permanency and stability than those created through executive action; the latter seem to experience constant shifts in location, resources and budget.

The CDF Act (2003) establishes 5 committees to aid in the proper management of CDF. These institutions are the CDF board established under section 5(1) and operating at the national level, Constituencies Fund Committee established under section 27(1) and operating at the national (Parliamentary) level, District Projects Committee established under section 39 (1) and operating at the district level, Constituency Development Committee established under section 23 (1) and operating at the Constituency level and Projects Management Committees recognized under section 30 (1) and operating at the community level (CDF Act,2003 :CGD, 2007).

The composition and functions of each of these institutions is spelt out in the CDF Act. Proper coordination between these institutions is critical for effective linkages between the various actors at the various levels to ensure effective implementation of CDF projects. Figure 1 depicts the CDF organizational structure of monitoring Committees.

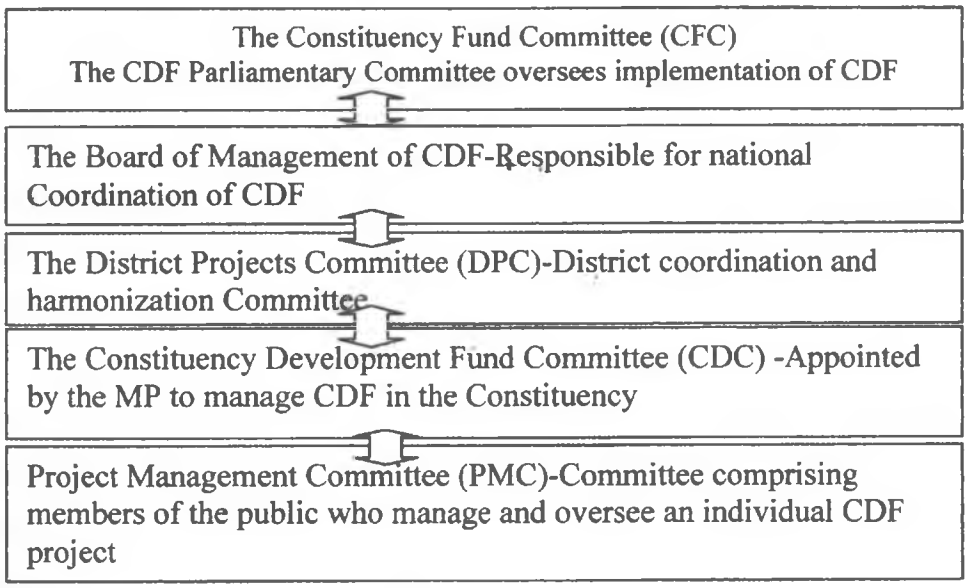

Figure 1. Institutions under CDF

Source: CDF Guidelines 2004

The District Development Officer who is also the secretary to the District Development Committee is the AIE (Authority to Incur Expenditure) holder for the CDF. S/he is mandated to coordinate development in the district while ensuring there is no duplication. However the district line ministry officials are not directly answerable to the Board according to Kenya Human Rights Commission (KHRC, 2010).

The Constituencies Development Fund faces challenges which make Monitoring and Evaluation key in its management. The CDF website states that Monitoring and Evaluation of CDF projects is to be undertaken by the local communities, projects implementation committees, Constituencies Development Committee, the District Project Committees, the Constituencies Fund Committees and the CDF Board (www.cdf.go.ke). However, high turnover rates within the committee membership makes monitoring and evaluation difficult (CDF Strategic Plan, 2011).

Mapesa and Kibua (2006) found glaring management deficiencies within CDF. For example, whereas the CDF projects are in line with national development needs, the institutions for decision-making are weak, accountability and transparency mechanisms are absent; there is insufficiency of technical staff, poor community participation and generally low awareness levels among intended beneficiaries.

2.3.2 Training and Monitoring and Evaluation

The technical capacity of the organization in conducting evaluations, the value and participation of its human resources in the policymaking process, and their motivation to impact decisions, can be huge determinants of how the evaluation's lessons are produced, communicated and perceived (Vanessa and Gala, 2011).

Human resources on the project should be given clear job allocation and designation befitting their expertise, if they are inadequate then training for the requisite skills should be arranged. For projects with staff that are sent out in the field to carry out project activities on their own there is need for constant and intensive on site support to the outfield staff (Ramesh, 2002: and Reijer *et al.,* 2002).

One of the larger aspects of developing employee's skills and abilities is the actual organizational focus on the employee to become better, either as a person or as a contributor to the organization. The attention by the organization coupled with increased expectations following the opportunity can lead to a self-fulfilling prophecy of enhanced output by the employee (Pearce and Robinson 2004).

Foresti, (2007) argues this means not just training, but a whole suite of learning approaches: from secondments to research institutes and opportunities to work on impact evaluations within the organization or elsewhere, to time spent by program staff in evaluation departments and, equally, time spent by evaluators in the field.

Evaluations must also be independent and relevant. Independence is achieved when it is 'carried out by entities and persons free of the control of those responsible for the design and implementation of the development intervention' (OECD, 2002 and Gaarder and Briceño, 2010). Research shows that it is vital to determine what methods are appropriate to the users' needs, the given context, and issues of data, baselines and indicators (Hulme, 2000).

Despite the fact that the Constituencies Development Fund disbursement is growing at higher rate, the Fund commits 2% of its budget for capacity building into which Monitoring and Evaluation of CDF Projects is included. What is demanded of the Board and by extension, the community level organs together with which it operates, cannot be met by the current capacity both in terms of human resource as well as available skills (CDF Board, Strategic Plan, 2011).

2.3.3 Budgetary Allocation and Monitoring and Evaluation

The project budget should provide a clear and adequate provision for monitoring and evaluation activities. A monitoring and evaluation budget can be clearly delineated within the overall project budget to give the monitoring and evaluation function the due recognition it plays in project management (Gyorkos, 2003: and McCoy, 2005). A monitoring and evaluation budget should be about 5 to 10 percent of the total budget (Kelly and Magongo, 2004: IFRC, 2001: and AIDS Alliance, 2006).

According to the Constituencies Development Act (2003), at the Constituency level, a maximum of 3% of each constituency's annual allocation may be used for administration, 15% for an education bursary scheme, 2% for sports activities and 2% for environmental activities. Although CDF does not cover recurrent costs it allows 3% of the constituency's annual allocation to be used for recurrent expenses of vehicles, equipment and machinery since they constitute development projects under the CDF Act.

It is important to note that only 2% may be allocated for Monitoring and Evaluation of ongoing projects and capacity building activities while 5% is kept aside as an emergency reserve to be made available for emergencies that may occur in the Constituency like drought and famine. Likoni constituency has allocated only 1.1% of its budget for capacity building; far below the 2% guideline (CDF Office, Likoni).

2.3.4 Stakeholder Participation and Monitoring and Evaluation

Engaging stakeholders in discussions about the what, how, and why of program activities is often empowering for them and, additionally, promotes inclusion and facilitates meaningful participation by diverse stakeholder groups (Donaldson, 2003). Stakeholder participation means empowering development beneficiaries in terms of resource and needs identification, planning on the use of resources and the actual implementation of development initiatives (Chambers, 1997; Chitere, 1994).

Best practice examples demonstrate that a central factor facilitating uptake of evaluations is stakeholder involvement. This involvement must be brought in at the early stages of the Evaluation process, include the support of high-profile champions and attract political agents interested in learning or using instruments to demonstrate effectiveness (Jones, 2009).

Proudlock (2009) also found that the whole process of impact evaluation, and particularly the analysis and interpretation of results, can be greatly improved by the participation of intended beneficiaries, who are after all the primary stakeholders in their own development and the best judges of their own situation. However, stakeholder engagement needs to be managed with care- too much stakeholder involvement could lead to undue influence on the evaluation, and too little could lead to evaluators dominating the process (Patton, 2008).

Although the CDF allows the community to identify the projects close to their interests at the Location Development Committee levels (CDF Act, 2003), it's difficult to tell their level of competency in determining what is beneficial in the long run or how to integrate the projects within neighbouring locations or constituencies for maximum benefit (Mwangi, 2005).

Whether the community participates in the identification of projects depends on how the MP shapes the boundaries of engagement. There are those who will be invited and those who will not be invited in the identification of projects in CDF. The projects identified by those close to the MP are said to be passed as having been identified by the community (Mungai M, 2009).

As Gaventas argues, 'without prior awareness building so that citizens possess a sense of their own right to claim rights or express voice, the mechanisms for participation may be captured by prevailing interests.'

2.3.5 Politics and Monitoring and Evaluation

Choices regarding the purpose and scope of impact evaluations are political and have important implications for the selection of appropriate methodologies, the kinds of knowledge and conclusions generated, and follow-up and use of these. It is crucial therefore, that adequate time is factored in for the meaningful participation of all stakeholders in defining the purpose and scope of impact evaluations (Patton, 2008; Sandison, 2006;Proudlock , 2009)

The key issue is whether the questions being posed in the impact evaluation are relevant to these needs. If they are not, then there is a high likelihood the evaluation will not see substantial take-up (Patton, 2008). As Robert Chambers has put it: 'the starting point would be to ask about the political economy of the evaluation: who would gain? Who might lose? And how? And, especially, how was it intended and anticipated that the findings would make a difference?' (Chambers, 2009).

The CDF is virtually under the control of politicians who not only propose the projects in their constituencies but also present and vote for their estimates in Parliament. It is odd and against the principle of separation of powers for Members of Parliament to submit annual estimates to themselves for approval, take part in the actual spending and then query the spending themselves through Public Accounts Committee or Public Investments Committee (Ongoya & Lumallas, 2005). To the extent that members of Parliament have a key role in the identification and implementation of the projects, we do expect choices are influenced by political maximization (Mwangi , 2005).

Mapesa and Kibua (2006) found that majority of constituents in some selected constituencies in Kenya took CDF funds for the local politicians own development gesture extended to the people. With this kind of mentality, it is expected that when such funds are embezzled, the local people may not know, and if so may be unable to question or may not know the channels through which to complain.

The CDF Act (2003) allows Members of Parliament (MPs) to be members of the Constituency Development Fund Committees which must be constituted within 60 days of the new parliament and consists of 15 members. This includes MP as chairperson, unless he/she opts out where the CDFC elects, two councilors, one District Officer within the area, two religious leaders, two representatives of men, two representatives of women, one representative of youth, a representative of Non-Governmental Organizations within the area and a maximum of three other persons from the constituency such that the number doesn't exceed fifteen. An officer is seconded by the Board as an ex-officio member (CDF Act, 2003). The structure and management of CDF makes it vulnerable to political manipulation.

The institutional framework, level of training (technical capacity), budgetary allocation, stakeholder participation (involvement) and political influence are key factors in monitoring and evaluation of projects.

2.4 Project Monitoring and Evaluation Process and Approaches

Monitoring and Evaluation should be integral components of the project management cycle including project planning and design (PASSIA, 2004). Gyorkos (2003) notes that project planners should include a clearly delineated monitoring and evaluation plan as an integral part of the overall project plan that include monitoring and evaluation activities, persons to carry out the activities, frequency of activities, sufficient budget for activities and specification of the use of monitoring and evaluation findings.

Monitoring and Evaluation are integral parts of the Project Cycle Management as Figure 2 shows.

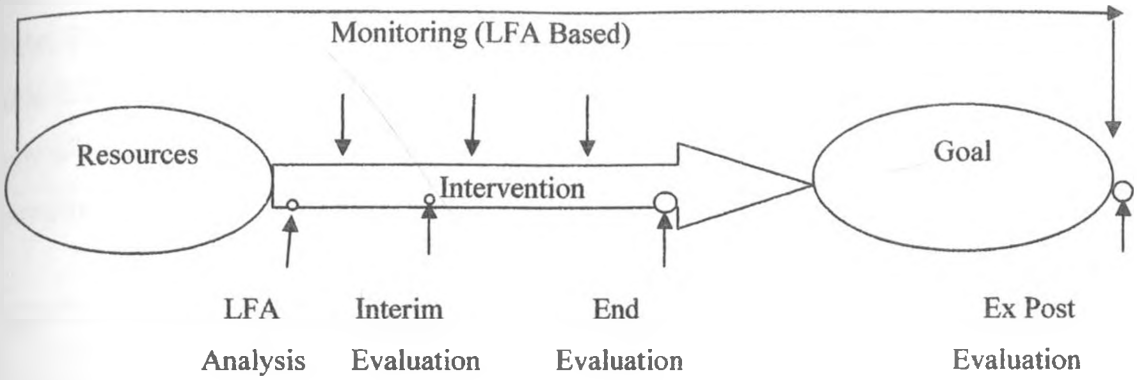

Figure 2. Monitoring and Evaluation in the Project Cycle

Source: COWI (Danish Consultants), 2009

Figure 2 illustrates how an intervention makes use of resources in order to meet specific goals and needs. The intervention is the process designed to achieve the goals. The initial request for support is analyzed using Logical Framework Analysis (LFA). LFA is also used to design the strategy, design the intervention and specify which indicators to use when monitoring progress. Finally, evaluation is the tool for providing knowledge for continued implementation. Ex-post evaluation may be used for impact assessment (Mikkelsen, 1995).

Jody and Ray (2004) identify the complementary roles of the two functions. Information from monitoring feeds into evaluation in order to understand and capture any lessons in the middle or at the end of the implementation with regard to what went right or wrong for learning purposes. This could lead to redesigning the project.

2.4.1 Logical Framework Approach to Monitoring and Evaluation

The logical framework approach (LFA) has come to play a central role in the planning and management of development and aid interventions. It was first used by the United States military, and then adopted by the National Space Agency (NASA) before being used by USAID for development projects. European development organizations began using it in the 1980s and by the end of the 1990s, the LFA (or an adapted form of it) had become the standard approach required by many donors for grant applications (Aune, 2000: Reidar, 2003: and Kaplan and

Garent, 2005). The result of the Logical Framework Approach shows the relationship of inputs, processes, outputs, outcomes and goals of the project plus underlying assumptions (Crawford and Bryce, 2003). Table 2.1 illustrates components of a logical framework (log frame).

Table 2.1

Logical Frame Work Matrix (Log Frame)

Narrative	**Objectively verifiable indicators**	**Means of verifying the Indicators**	**Assumptions**
Final Goals (Developmental Objective)	Impact		
Project Purpose (Immediate Objective)	Outcome Indicators	Surveys	Goal Outcome
Output	Output Indicators	Surveys	Output outcome
Processes/Activities	Process	Project Reports	Activity Output Assumptions
Input	Input Indicators	Project Reports	Input activity Assumptions

Source: Adapted from AusAID, 2000

Inputs are the resources used in the project to produce outputs. These include equipment, financial and human resources. The tasks carried out to implement the project are referred to as processes or activities. Outputs are information, products, or results produced by undertaking projects activities. Outputs usually reflect a result achieved in a relatively short time period (0–2 years) (McCoy, 2005). Outcomes are immediate impact of the out puts of the projects on the community.

Goals or impact are the long term outcomes of the project. McCoy (2005) defines impact as the overall and long-term effects of an intervention/project usually over a longer period (5-10 years). Goals are usually general desirable conditions the project should bring about: the goal may be divided into smaller objectives. These objectives should be Specific, Measurable, Achievable, Realistic, Achievable and Time bound (SMART) (Reijer, 2002).

Indicators enable managers to track progress, demonstrate results, and take corrective action to improve project performance (World Bank, 2004). Uitto (2004) defines indicators as quantitative or qualitative measures that can be used describe situations and changes in them over a period time. Indicators in the simplest terms tell us about the situation, they signal the status of a situation.

The logical framework has the vertical axis presenting a logical hierarchy of objectives and assumptions based on cause and effect logic known as "vertical logic" of the project. The horizontal axis of the matrix can be verified at each level in the vertical logic and is known as the "horizontal logic" of the project (Crawford and Bryce, 2003).

According to the International Federation of Red Cross (2001), the LFA is used to monitor whether finances, personnel, materials are available in right amounts and in time and quality. The activities will be checked whether they are being done within schedule and cost. They will be monitored to check whether they lead to the right outputs and outcomes.

2.4.2 Theoretical Framework for Monitoring and Evaluation in Projects

Chen (1990) described theory as a frame of reference that helps humans understand their world and how to function within it. The first major boom in evaluation occurred in the United States in late 1960s and 70s under the Kennedy and Johnson Administrations, when social programs were developed on a grand scale and heavily supported by federal funding under the policies of the "War on Poverty" and the "Great Society" (Rossi, Lipsey, Freeman, 2004). New theories of evaluation practice, methods, and tools are being developed and refined to address a much broader and diverse range of evaluation practice challenges. The Evaluation Theory consists of Social Science Theory and Program Theory.

Social Science Theory can play several important roles in evaluation practice. Such theory and prior research can be very informative for initial needs assessment and program design. A careful examination of available literature, including primary studies, may turn up knowledge about effective strategies for dealing with the problems of concern, lessons learned about what

does not work, which may save program designers and evaluators time and resources (Donaldson, 2001; Lipsey, 1990).

Program Theory on the other hand guides an evaluation by identifying key program elements and articulating how these elements are expected to relate to each other. Data collection plans are then made within the framework in order to measure the extent and nature of each element's occurrence. Once collected, the data are analyzed within the framework. First, data that have been collected by different methods or from different sources on the same program element are triangulated (Denzin, 1970; Greene, Caracelli, and Graham, 1989; Mathison, 1988). Second, the pattern of relationships found in the data is compared to the pattern of relationships articulated in the program theory (Marquart, 1990; Scott & Sechrest, 1989; Trochim, 1989; Yin, 1994). Stake (1967) presented a model that calls for describing the intended antecedents (whatever needs to be in place before a program is operational), transactions (activities and outputs), and outcomes of a program. Then data on the program in operation are compared to what was intended and to what the standards are for that kind of program.

Another early proponent of program theory, Weiss (1972) recommended using path diagrams to model the sequence of steps between a program's intervention and the desired outcomes. This kind of causal model helps the evaluator identify the variables to include in the evaluation, discover where in the chain of events the sequence breaks down, and stay attuned to changes in program implementation that may affect the pattern depicted in the model.

Program theory is defined in evaluation practice today as the construction of a plausible and sensible model of how a program is supposed to work (Bickman, 1987) or a set of propositions regarding what goes on in the black box during the transformation of input to output, that is, how a bad situation is transformed into a better one through treatment inputs (Lipsey, 1993). It is also looked at as the process through which program components are presumed to affect outcomes.

Rossi (2004) describes program theory as consisting of the organizational plan which deals with how to garner, configure, and deploy resources, and how to organize program

activities so that the intended service delivery system is developed and maintained. The theory also deals with the service utilization plan which looks at how the intended target population receives the intended amount of the intended intervention through interaction with the programs service delivery system. Finally, it looks at how the intended intervention for the specified target population brings about the desired social benefits (impact).

Rogers, as cited by Uitto (2000) identifies advantages of the theory based framework to monitoring and evaluation to include being able to attribute project outcomes to specific projects or activities and identify unanticipated and undesired programme or project consequences.
Theory based evaluations enable the evaluator to tell why and how the programme is working (Weiss, 2003: and Birkmayer and Weiss, 2000).

2.5 The Main Concerns

There is therefore a concern about the organizational and management structure of the CDF since the politicians (MPs) control the project formulation and disbursement of the finances. Besides they control the CDFC and at times are chairmen or patrons. The latter title does not even exist in the Act (Ongoya and Lumallas, 2005). This essentially means they are likely to influence what aspects of a project to monitor and what information to be shared with other stakeholders.

Secondly, the Logical Framework Approach of project formulation and implementation is largely ignored. Some of the projects in the education and health sectors are idle due to lack of personnel (KHRC, 2010). Projects are prioritized not because of the immediate socio-economic needs but for political maximization (Mwangi, 2005). Besides community mobilization is likely to suffer due to the feeling that the CDF money is free. This causes 'fiscal illusion' (Mwangi, 2005). Finally, projects cutting across locational or constituency borders will be avoided since communities want to 'own' their own projects and as such they wouldn't prioritize or consider projects whose benefits seep over to neighbouring constituencies, clans or tribes (Mwangi, 2005).

2.6 Conceptual Framework

Figure 3 below shows the relationship among the variables.

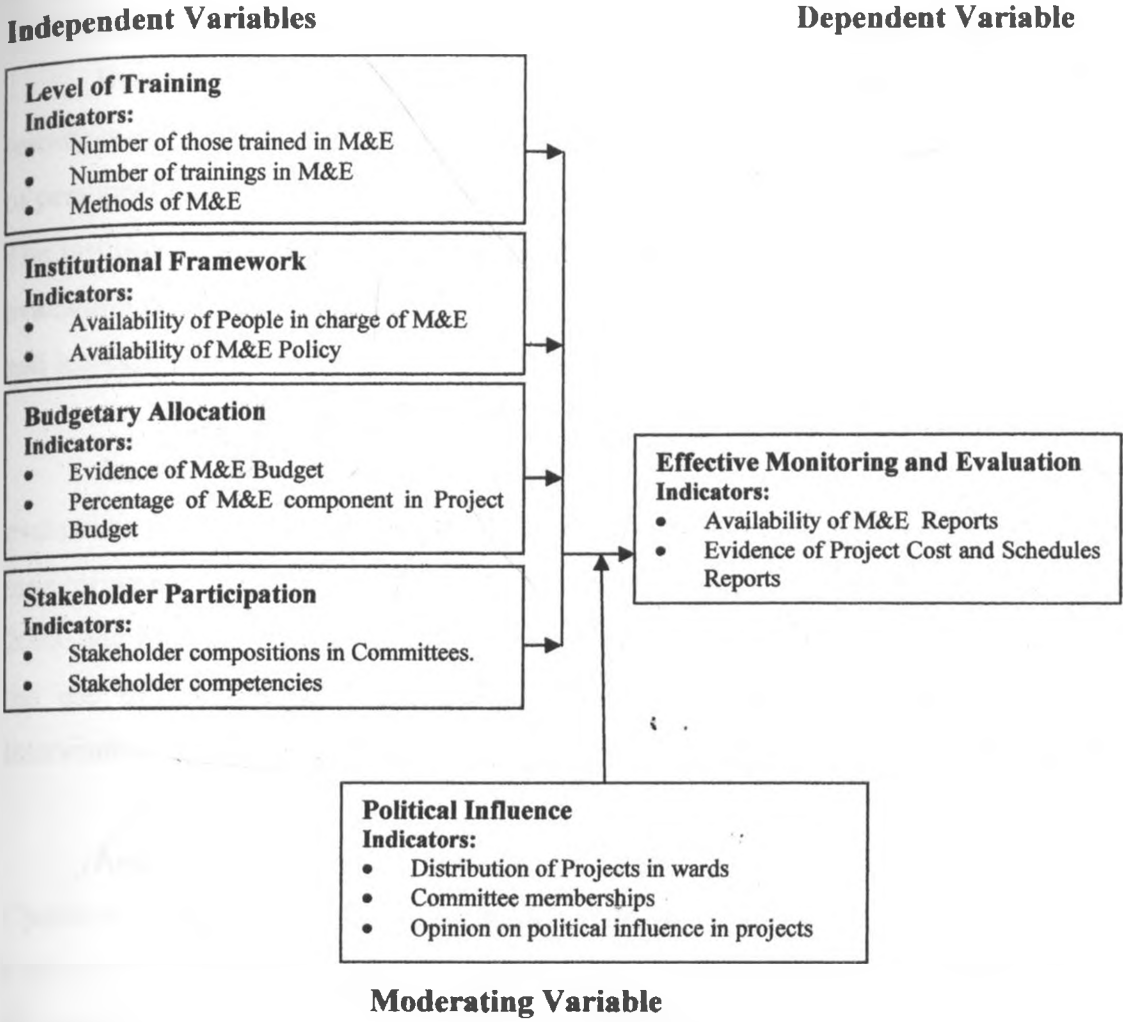

Figure 3. Conceptual Framework

The Conceptual Framework gives a depiction on how the variables relate to one another. The variables defined here are the independent, dependent and moderating variables. An independent variable influences and determines the effect of another variable (Mugenda 1999). The independent variables in this study are level of staff training, institutional framework, budgetary allocation and stakeholder participation. Dependent variable is that factor which is observed and measured to determine the effect of the independent variable (Nyandemo). The dependent variable is effective monitoring and evaluation of CDF projects. The moderator variable is that which is measured, manipulated to discover whether or not it modifies the

relationship between the independent variable and the dependent variable (Nyademo).The political influence is identified as a moderating variable.

Evaluations should be carried on with the relevant skills, sound methods, adequate resources and transparency, in order to be of quality (Jones et al, 2009). This implies the training of personnel largely determines the effectiveness of monitoring and evaluation.
The institutional framework for doing the monitoring process must equally be very clear. Impact evaluation is influenced by institutional factors (Braun et al, 2006).The organizational governance and leadership structure is obviously a factor in monitoring and evaluation.

Another crucial factor to consider is the budgetary allocation. A monitoring and evaluation budget can be clearly delineated within the overall project budget to give the monitoring and evaluation function the due recognition it plays in project management (Gyorkos, 2003: and McCoy *et al.*, 2005).Greater participation is equally necessary. Rogers (2008) suggests the use of multi-stakeholders dialogues in data collection, hypothesis testing and in the intervention, in order to allow greater participation and recognize the differences that may arise.

Apart from a coherent framework, politics also plays a very huge role. As Robert Chambers has put it: 'the starting point would be to ask about the political economy of the evaluation: who would gain? Who might lose? And how? And, especially, how was it intended and anticipated that the findings would make a difference?' (Chambers, 2009).

2.7 Summary of Chapter

This chapter has differentiated monitoring from evaluation in projects. Although monitoring is continuous; evaluation is periodic and aims at addressing relevance, effectiveness and impact of projects. It has also looked at institutional framework, training, budgetary allocation, stakeholder participation and political influence as factors that influence monitoring and evaluation of projects. The Evaluation Theory consisting of Program and Social Science sub-theories and their interrelationships was described. The Logical Framework Approach to monitoring and evaluation was equally discussed. The Conceptual Framework diagram was then drawn and the factors explained.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design and the methodology used in this study. It also highlights the research design, target population, sampling technique and sample size, the methods of data collection, the instruments for data collection and procedures, quality control which includes validity, reliability and ethical considerations.

3.2 Research Design

This study used descriptive survey research design to ascertain and make assertions on how level of training of personnel, institutional framework, budgetary allocation, stakeholder participation and political influence affect effectiveness of Monitoring and Evaluation of CDF projects. Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual or of a group and ascertain whether variables are associated (Kothari, 2004). Survey research seeks to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviour or values (Mugenda and Mugenda 1999).

The descriptive survey method was chosen by the researcher as the appropriate method for the research at hand because it is the most appropriate in collecting data about the characteristics of a large population in terms of being cost effective and within the constraints of time available. Moreover, the questionnaire is employed as the main tool for data collection (Harrison and Clock, 2004, and Kelley *et al.*, 2002). It also produces data based on real world observation which makes the data empirical. Descriptive data are typically collected through a questionnaire survey, interview or by observation (Mugenda and Mugenda, 1999).

3.3 Target Population

A population can be defined as the complete set of subjects that can be studied: people, objects, animals, plants, organizations from which a sample may be obtained (Shao, 1999).
The target population consisted of all the Project Management Committee members charged with monitoring and evaluating all the 29 CDF projects within Likoni Constituency (CDF Office,

2011). These included the Location Development Committees and Project Management Committees found in Mtongwe, Shika Adabu, Ganjoni, Likoni, Bofu and Timbwani wards.
Self administered questionnaires were purposively given to key informants who had relevant information such as District Education Officer (DEO), District Development Officer (DDO), CDF Project Coordinator and Fund Accounts Manager. Subsequent meetings were also arranged with these officers to clarify some answers given in the questionnaires. This population was chosen on the basis of their mandate to monitor and evaluate projects undertaken under Constituencies Development Fund (www.cdf.go.ke)

3.4 Sample size and Sampling Procedure

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

A purposive sample of projects within schools was extracted from the list of all projects in the constituency. With the help of the Constituency Fund Accounts Manager, a list of all active projects within schools aimed at infrastructural developments was then prepared. There were 6 Primary schools and 3 secondary schools where CDF projects were active. These Projects were within various wards (locations) in Likoni Constituency namely: Mtongwe, Shika Adabu, Ganjoni, Likoni, Bofu and Timbwani. Most projects involved infrastructural development like painting, roofing, flooring and constructing new classrooms, installing electricity and plumbing. It was discovered that projects within the schools were run largely using existing School Management Committees in primary schools and Project Management Committees in Secondary schools which replaced the Location Development Committees. A purposive sample consisting of Chairmen, Secretaries and Treasurers of these Committees was then selected since they were more likely to be involved in the monitoring and evaluation of the projects under their jurisdiction.

All the 9 schools were then included in the study because the area of study was reachable. A total of 27 project management officials from the schools and 4 key informants were thus targeted for this research.

The population studied was as shown in Table 3.1.

Table 3.1 *Population of Study*

Category	*Number*
Project Management Committee/School Management Committee officials	27
Fund Accounts Manager	1
Project Coordinator	1
District Development Officer	1
District Education Officer	1
Total	**31**

3.5 Data Collection Instruments

Gathering of information and selection of data included both quantitative and qualitative methods. A questionnaire was used to gather primary data. Shao (1999) defines a questionnaire as a formal set of questions or statements designed to gather information from respondents that accomplish research objectives.

A series of structured and unstructured questions were used. The self administered questionnaires were dropped and later picked from the respondents through the secretaries of the committees who were the school head teachers. The key informants' questionnaires were delivered personally. The data was collected between May 20 and June 15, 2011. In order to improve response rates, the researcher maintained telephone contacts with the head teachers to follow up on data collection.

The first part of the questionnaire collected personal information, the next concentrated on location of projects and committee membership. The subsequent sections asked questions on training and budgetary allocation of funds. Other sections also asked questions on monitoring and evaluation practice. Key informants were then met to clarify and get opinions on monitoring and evaluation of CDF projects. Secondary data was drawn from CDF records, journals and theses on the internet. The data was used as a basis through which the research was carried out.

3.5.1 Validity of Research Instruments

Validity indicates the degree to which an instrument measures what it is supposed to measure while reliability of an instrument is when it gives consistent results (Kothari, 2004). Internal validity was achieved by ensuring questions counterchecked one another. The answers in some questions were used to verify or clarify earlier given answers. The questions were also phrased logically and sequentially in simple language.

3.5.2 Reliability of Research Instruments

Reliability refers to the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999). The questionnaire was pilot-tested to some selected subjects with the outcome being used to improve it by ensuring the data obtained is largely relevant to the subjects.

3.6 Methods of Data Analysis and Presentation Techniques.

The data was edited to eliminate mistakes and ensure consistency. The data was then, coded using Ms Excel Software and classified into meaningful categories for analysis. This was to assess whether any associations between the variables existed. The data was then tabulated to capture salient details of the questionnaire. Summaries were then drawn using tables, frequencies, percentages, mean averages and standard deviations as appropriate. Descriptive analysis of the data collected was mainly in narrative form but greatly making use of the values where appropriate to clarify details.

3.7 Ethical Considerations

The study participants were informed of the aims of the study. Questions involving levels of education may have been embarrassing and demoralising particularly to those with extremely low levels of education. For this reason, the following ethical considerations were taken into account:

a) Response to the questionnaire and participation in the study were purely voluntary.
b) The respondents were assured of confidentiality.
c) Permission was sought from the University of Nairobi which has ownership of this research and the Ministry of Education, through the area District Education Officer. Approval to collect data was also obtained from the District Commissioner's office.

3.8 Operational Definition of Variables

Table 3.2 shows the types of variables, their indicators and how they were measured.

Table 3.2

Operationalisation of Variables

Variable	Type of Variable	Indicator	Measurement	Scale
Monitoring and Evaluation *Weak* *Adequate* *Good*	Dependent	M&E Meetings Reports	0 per month=Weak 1 per month=Adequate 2 and more per month = Good 0 Quarterly=Weak 1 Quarterly=Adequate 2 or more= Good Present= Yes Absent= No	Ordinal
Level of staff training in M&E Excellent *Very Good* *Good* *Satisfactory* *Weak*	Independent	-Level of training in M&E. -No. of Workshops attended in M&E	Graduate = Excellent Diploma= V. Good Certificate= Good Workshops= Satisfactory No training= Weak 0= Weak 1= Adequate Descriptive statistics	Ordinal
Institutional Framework *Yes or No*	Independent	-Presence of Documented M&E Guideline -Person in charge of M&E -Planning for M&E	Present= Yes Absent= No Descriptive statistics	Nominal
Budgetary Allocation for M&E *High* *Adequate* *Low*	Independent	-Percentage of Project Cost Presence of M&E Budget	More than 5%=High 5%= Adequate Less than 5%= Low Present= Yes Absent= No Percentages	Ordinal Nominal
Stakeholder Participation *Adequate* *Low*	Independent	-Percentage in M&E Committee -Competence	50% and above= Adequate Less than 50%= Low Graduate = Excellent Diploma= V. Good O/A level Certificate= Good Primary= Satisfactory Below Primary= Weak	Ordinal
Political Influence *High* *Low*	Moderating Variable	Distribution of Projects in wards - Length of membership in Committees	40% and above= High Less than 50%= Low 1-3 Yrs= Presence of interference More than 4 yrs- Absence of interference	Ordinal

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the study and analysis from data collected from 18 primary School Management Committee and 9 secondary school Project Management Committee members purposively selected due to their role in monitoring and evaluating CDF projects. The response rate and the demographic characteristics and the respondents are presented. The operational definition of variables in chapter three guided the formulation of the questionnaire items which subsequently addressed the study objectives. Five major themes addressing the factors affecting effective monitoring and evaluation of projects were addressed by the study. These were the level of training of committee members, institutional framework, the budgetary allocation, stakeholder participation and political influence. The analysis and discussion in this chapter focuses on these themes. After validation, the questionnaires were used for gathering data. Simple descriptive statistics such as frequencies, percentages, mean averages and standard deviations were used where appropriate for data analysis. The findings were presented in tables.

4.2 Questionnaire Return Rate

A total of 27 self administered questionnaires were sent to the School and Project Management Committee members who had CDF projects active in their schools. These respondents were purposively selected due to the role they play in monitoring and evaluation of CDF projects according to the CDF Act (2003). Of these, 21 were completely filled and returned enabling a return rate of 78.8%. Baruch (2004) analyzed 175 surveys as reported in academic journals and found an average response rate of 36.1% with a standard deviation of 13.1%. The questionnaire response rate was therefore acceptable.

4.3 Demographic Characteristics of Respondents

Six primary schools and three secondary schools were involved in the study. Four key informants were purposively selected to fill up questionnaires. They consisted of the Constituency Project Coordinator, Fund Accounts Manager, District Education Officer and the District Development Officer. Follow up meetings were conducted to clarify and get their opinions on how CDF projects were being monitored and evaluated.

In the committees, the study needed to establish the age, gender and educational level of each committee member. This was necessary to determine whether the committees had the right qualifications to benefit from any training in monitoring and evaluation or participate optimally in projects during implementation. The gender characteristics would determine whether both genders would be represented equitably in the projects.

The other analyses were done according to the themes based on the objectives of the study.

Table 4.1 *Ages of Committee Members*

Age in Years	*No. of Respondents*	*Percent*
Below 30	0	0.0
31to 49	11	52.4
50 and Above	10	47.6
Total	**21**	**100.0**

The committees were analysed according to ages represented. This was important to provide indicators on whether the members would be easily available for training in monitoring and evaluation of projects. From Table 4.1 it is apparent there is no committee member less than 30 years of age. All the committee members were above 30 years. Without the availability of the young people, it appears that there would be poor turnout even if training were to be availed for monitoring and evaluation. Conducting the training would be strenuous too, considering the majority of the committee members' advanced age.

The respondents were then analysed based on gender. This was necessary in order to find out whether there is enough representation for both genders in projects.

Table 4.2 *Gender of Committee Members*

Gender	*No. of Respondents*	*Percent*
Male	13	61.9
Female	8	38.1
Total	**21**	**100.0**

According to Table 4.2, the males were 61.9% while females were 38.1%. It appears the projects that would take care of the female gender in schools would not be adequately monitored or evaluated relevantly.

In order to participate meaningfully in monitoring and evaluation process or project management altogether, the committees' level of education should enable this to be done easily. The respondents were asked to state their level of education according to Table 4.3.

Table 4.3 *Educational Level of Committee Members*

Qualification	***No. of Respondents***	***Percent***
Primary and other	9	42.9
O/A Level Education	7	33.3
Diploma	2	9.5
Degree	3	14.3
Total	**21**	**100.0**

The majority of the respondents had Primary Level education and Lower at 42.9%. Degree and Diploma holders combined were 23.8%. The Degree holders were mainly the head teachers of secondary schools who participated in the study. It appears gainful contribution to the needs of the schools could be hampered by the low level of education exhibited by the majority of the respondents. The O and A Level Certificate holders were only 33.3%. This percentage is likely to have represented the head teachers in the primary schools who participated in the study. This means the heads of schools are largely working with illiterate members of the committees particularly in primary schools. As one head teacher confessed when the researcher called to confirm return of questionnaires, "Give me more time since I have to translate this questionnaire to the majority of my committee members."

4.3.1 Level of training as a contributing factor to Monitoring and Evaluation

This analysis was done based on the first objective of study. These tables were then set accordingly to help analyse the relationships.

Table 4.4 shows the frequency of the number of committee members trained as distributed across the wards from which schools were drawn.

Table 4.4 *Distribution of Training in Project Management*

Training	***Wards***					
	Mtongwe	*Bofu*	*Timbwani*	*Shika Adabu*	*Total*	*Percent*
Trained	0	5	0	2	7	33.3
Not Trained	8	1	3	2	14	66.7
Total	**8**	**6**	**3**	**4**	**21**	**100.0**

The number of those trained in Table 4.4 shows that the majority of the committee members (66.7%) are not trained in any way concerning project management and specifically monitoring and evaluation of projects. Those trained are also found in two wards, Bofu (5) and Shika Adabu (2) only. It appears training of committees has not been part of the CDF program and if so, it is yet to reach project localities. Mtongwe has the largest number of members (8) but no training has taken place according to the results. According to the CDF Board, the main problem with capacity building is high turnover of the CDF committee members (CDF Strategic Plan, 2011). Training falls under capacity building. Those trained were also asked questions on use of baseline survey, Logical Framework Analysis and monitoring and evaluation planning. All the respondents did not carry out these.

In Timbwani, 100% of the respondents have not received any training yet they are in charge of projects; some of which involve millions of shillings.

The study sought find out the level of training prevalent among committee members. Table 4.5 shows the level of training in Project Management and specifically Monitoring and Evaluation of projects.

Table 4.5 *Level of training in Monitoring and Evaluation*

Level of Training	*Number Trained*	*Percent*
Degree	0	0.0
Diploma	0	0.0
Certificate	1	4.8
Workshop/Seminar	6	38.1
No Training	14	57.1
Total	**21**	**100.0**

From the figures in Table 4.5, only one person had a certificate training where as the other six had only attended workshops and seminars. It appears therefore that the most common mode of training was through workshops and seminars (38.1%). It was not possible to tell whether this training was organised by the CDF or another body.

It became necessary to find out how many times the training had taken place in the past year since these projects were in progress. Table 4.6 shows the number of times the committee members were trained in the past year.

Table 4.6 *Number of Trainings Within the Past Year*

No. of Trainings	*Wards*					
	Mtongwe	*Bofu*	*Timbwani*	*Shika Adabu*	*Total*	*Percent*
Not Trained	8	4	3	2	17	81
Trained once	0	2	0	2	4	16
Trained twice	0	0	0	0	0	0
Total	**8**	**6**	**3**	**4**	**21**	**100**

From Table 4.6 it appears only 16% of the respondents had been trained in the past one year. Besides, they had only been trained once in a calendar year. Considering that projects operate in conceptualization, feasibility, implementation and evaluation cycles, it is not possible to tell which of the cycles was targeted for training. It appears therefore, that all those who got the training may have not trained in monitoring and evaluation wholly. None of the respondents had been trained twice.

When data from the key informants was examined, only one had training in monitoring and evaluation. The key informant decried the inability to carry out monitoring tasks due to lack of expertise in the field of monitoring and evaluation. His role was reduced to a supervisory one, 'simply showing up to ensure some activity is on the ground'. One of the key informants had this reply on training, 'that is the job of Ministry of Planning and Vision 2030 and the relevant line ministries."

It appears from the line ministry that the monitoring and evaluation of CDF projects has been left to the relevant Monitoring and Evaluation government units under the Ministry of Planning and thus the subsequent training of committees are not taken care of. There is no clear structure on how these committees, the line ministry and the Ministry for National Planning and Vision 2030 engage.

Since some of the respondents had declared they were trained, their responses were subjected to analysis on what constitutes best practice in monitoring and evaluation. This was done with regard to how they planned and monitored their projects, how project information was disseminated and finally, how they used Logical Frame Analysis. For this research, training in monitoring and evaluation included knowledge on how to conduct needs assessment, plan for monitoring and evaluation, use monitoring and evaluation tools such as Logical Framework Analysis and how to monitor activities and funds. The respondents who indicated they had been trained (16%) did not show any knowledge in these processes or tools.
The criteria for measuring these practices were as shown in Table 4.7.

Table 4.7 *Criteria for Measurement*

Response	**Scale**
Never done	1
Sometimes done	2
Done all the times	3

When the respondents' data was analysed, the results were as shown in Table 4.8

Table 4.8 *Implementation of M&E Best Practices in CDF Projects*

Best Practice	Mean	Standard Deviation	Interpretation
Needs Assessment	2.3	1.9	Done but not always
Planning for M&E	1.4	0.7	Not done generally
Monitoring Project Expenditure	1.5	0.8	Not done generally
Monitoring Project Schedules	1.3	0.6	Not done generally
Disseminating Project Information	1.6	0.8	Not done generally
Documenting lessons learnt	1.3	0.5	Not done generally
Using Logical Framework Analysis	1.1	0.4	Not done generally

From Table 4.8, apart from 'needs assessment', all the mean averages are below two which means planning, monitoring of expenditure and schedules, dissemination and documentation of information are largely not done in the projects studied. The exception is seen in needs assessment probably because it is a prerequisite for project approval. However, the standard deviation of 1.9 means it highly varies among the respondents. The majority of the practices indicate a standard deviation of less than 1 which means there is no variation in the respondent answers. This shows that in all the projects studied, the practices for monitoring and evaluation are not being observed consistently.

4.3.2 The effect of Institutional framework on Monitoring and Evaluation

The respondents' data was then analysed to gauge their opinion on the level of awareness, satisfaction and implementation of monitoring and evaluation guidelines on a Likert Scale from 1 to 5 as shown in Table 4.9

Table 4.9 *M&E Guideline Measuring Criteria Scale*

Opinion	Scale
Extremely Dissatisfied	1
Dissatisfied	2
Neutral	3
Satisfied	4
Extremely Satisfied	5

Table 4.10 shows the opinion of the respondents on existing awareness of how CDF projects are being monitored and evaluated using current guidelines.

Table 4.10 *Level of Awareness of Monitoring and Evaluation Guidelines*

Opinion	***Respondents from Different Wards***					
	Mtongwe	*Bofu*	*Timbwani*	*Shika Adabu*	*Total*	*Percent*
Extremely Dissatisfied	1	0	0	1	2	9.5
Dissatisfied	6	4	0	0	10	47.6
Neutral	1	1	0	4	5	23.9
Satisfied	0	1	3	0	4	19.0
Extremely Satisfied	0	0	0	0	0	0.0
Total	**8**	**6**	**3**	**4**	**21**	**100.0**

In the study, the respondents were asked for their views on the level of awareness on monitoring and evaluation guidelines according to the CDF Act (2003). A total of 57.1% of the respondents were not satisfied with the level of awareness amongst the committee members with 9.5% being extremely dissatisfied. Those who were neutral were 23.9%. This means 81% of the respondents were not aware of how monitoring and evaluation of CDF projects should be done. Besides, the majority did not even know which body is responsible for monitoring and evaluation.

The respondents were then asked whether they had assigned any of their members to be responsible for monitoring and evaluation of the projects under their care, or whether they knew to whom they should report monitoring information. In their response they indicated there was nobody assigned to monitor or evaluate projects. Besides they had nobody to report to directly on monitoring and evaluation issues.

Table 4.11 *Level of Satisfaction with Monitoring and Evaluation Guidelines*

Opinion	***Respondents from Different Wards***					
	Mtongwe	*Bofu*	*Timbwani*	*Shika Adabu*	*Total*	*%*
Extremely Dissatisfied	1	1	0	1	3	14.3
Dissatisfied	6	4	0	0	10	47.6
Neutral	1	0	0	3	4	19.0
Satisfied	0	1	3	0	4	19.0
Extremely Satisfied	0	0	0	0	0	0.0
Total	**8**	**6**	**3**	**4**	**21**	**100.0**

The respondents were then asked of their opinions on whether they were satisfied with the monitoring and evaluation guidelines as they were at the moment in Table 4.11. A total of 61.9% were dissatisfied with 14.3% being extremely dissatisfied, 19% were neutral. In total 81% of the respondents were not satisfied with the monitoring and evaluation guidelines as constituted currently.

Table 4.12 *Level of Satisfaction with Implementation of Monitoring and Evaluation Guidelines.*

Opinion	***Respondents from Different Wards***					
	Mtongwe	*Bofu*	*Timbwani*	*Shika Adabu*	*Total*	*%*
Extremely Dissatisfied	1	0	0	0	1	4.8
Dissatisfied	7	5	0	0	12	57.1
Neutral	1	0	0	3	4	19.0
Satisfied	0	1	3	0	4	19.0
Extremely Satisfied	0	0	0	0	0	0.0
Total	**8**	**6**	**3**	**4**	**21**	**100.0**

In table 4.12 the respondents' opinions were sought on whether they were satisfied with how monitoring and evaluation guidelines are being implemented currently. The respondents indicated 80% dissatisfaction with how the guidelines are implemented with 61% reporting not

very satisfied. It appears the guidelines are unknown to the respondents, they are not satisfied with the status of implementation or how they are being implemented. It appears this is the main reason why projects either stall or are left incomplete. A head teacher in one of the high schools under construction had this to say," Up to now the plumbing work has not been done. Students can not access the wash rooms." This was in response to an ablution block that has been idle for close to one year now. Yet another wrote on the questionnaire," two class rooms are not yet fully completed yet they are occupied." All the respondents, according to the survey indicated the project contractors were only monitored by the CDF office and they played minimal or no role at all in this respect. All these show that contractors work under less or no monitoring and claim payments with incomplete work. A key informant in the line ministry informed the researcher he plays no role and only goes to open the premises when they are complete.

The variations regarding respondents was then analysed using the mean averages and standard deviations. The criteria for analysis was based on the Likert scale given earlier where any mean average below 4 meant the 'respondents were dissatisfied' whereas a mean average above 4 indicated 'being satisfied'. Table 4.13 shows the results.

Table 4.13 *Respondent Reaction to Monitoring and Evaluation Guidelines.*

Opinion Item	**Mean**	**Standard Deviation**	**Interpretation**
Awareness of Guidelines	2.57	0.98	Majority are consistently not aware.
Satisfaction with Guidelines	2.43	0.98	Majority are consistently dissatisfied.
Implementation of Guidelines	2.43	0.87	Majority not happy with implementation.

All the respondents indicated a mean average below three which means they were dissatisfied or extremely dissatisfied on each of the questions seeking their opinion on the awareness and implementation of monitoring and evaluation guidelines. All the questions returned a standard deviation less than 1 indicating less variability on their responses.

Table 4.14 *Dissemination of Monitoring and Evaluation information through meetings*

Meetings in past one Month	***Wards***					
	Mtongwe	*Bofu*	*Timbwani*	*Shika Adabu*	*Total*	*Percent*
None	7	5	0	1	13	62.0
One	1	0	0	3	4	19.0
2 or more	0	1	3	0	4	19.0
Total	**8**	**6**	**3**	**4**	**21**	**100.0**

One of the major pillars of monitoring and evaluation is the availability of disseminated information in order to make informed decisions. After the respondents indicated they disseminated project information through meetings and reports, in Table 4.14, the committee members were asked how often they disseminated project information to the stakeholders through meetings. The majority (62%) of the committee members have not disseminated any project information to the CDF office or other community members formally in any forum. Only 38% had done so either once or twice in the past month. It appears it is not only difficult to get ready information from the committee members but also project related documents easily.

Table 4.15 *Dissemination of Monitoring and Evaluation information through Reports*

Reports in past one Month	***Wards***					
	Mtongwe	*Bofu*	*Timbwani*	*Shika Adabu*	*Total*	*Percent*
None	7	5	0	2	14	66.7
One	1	1	0	1	3	14.3
2 or more	0	0	3	1	4	19.0
Total	**8**	**6**	**3**	**4**	**21**	**100.0**

The respondents were then asked according to Table 4.15 how often they disseminated information through reports. In total, 66.7% had not prepared any reports, 14.3% had prepared one while 19% had prepared two or more reports in the last three months. Project reports aid in

both formal and summative evaluations. They can help in detecting whether the project is proceeding towards the intended goals or whether the right materials are being used. This would help stakeholders make timely decisions. It is therefore not surprising to find some projects stalling due to lack of information which could not be corrected in time due to unavailability of timely information through reports. One of the key informants totally felt the committee members were not aware about the existing guidelines on monitoring and evaluation. When asked about satisfaction and implementation of these guidelines, the informant was extremely dissatisfied. However, one key informant while agreeing the existing guidelines and their implementation were not satisfactory stated that the District Projects Committee was very aware of the CDF projects monitoring and evaluation guidelines.

4.3.3 Effect of Budgetary Allocation on Monitoring and Evaluation

The respondents were asked questions on their awareness of their project budget, the proportion of monitoring and evaluation budget as compared to the total project budget and whether their projects ended within budget.Table 4.16 shows awareness of Project Budget among committee members.

Table 4.16 *Level of Awareness of Project Budget*

No. of Respondents	***Wards***					
	Mtongwe	*Bofu*	*Timbwani*	*Shika Adabu*	*Total*	*Percent*
Yes	1	2	3	2	8	38.1
No	7	4	0	2	13	61.9
Total	**8**	**6**	**3**	**4**	**21**	**100.0**

In Table 4.16, the respondents were first asked whether they knew the budget of their project within the current financial year. The respondents who had no knowledge of the project budget or allocation were 61.9% while those who knew were only 38.1%. It appears the committee members were not in a position to calculate the budget variances since they couldn't tell budget levels. When asked whether they knew how long the project phases were to last, the results resembled the ones above. This therefore means it is not possible to calculate schedule variances or monitor project activities to ensure they are within scope, quality and cost. It thus does not surprise that projects that ordinarily would take shorter periods took longer times to

complete. Mtongwe ward had the most number of respondents (7) unaware of the project budget. This could be as a result of being one of the most rural wards.

Table 4.17 *Awareness of Composition of the Monitoring and Evaluation Budget within the Project Budget*

No. of Respondents	***Wards***					
	Mtongwe	*Bofu*	*Timbwani*	*Shika Adabu*	*Total*	*Percent*
Yes	0	0	3	0	3	14.3
No	8	6	0	4	18	85.7
Total	**8**	**6**	**3**	**4**	**21**	**100.0**

The respondents were then asked whether they were aware of the composition of Monitoring and Evaluation vote on the project budget as per Table 4.17. The respondents who did not know were 85.7% while those who knew were only 14.3%. Besides, when asked whether they were aware that the project budget includes monitoring and evaluation, they all responded in the negative. It appears therefore, that the School and Project Management Committees do not know the value of projects they are being asked to monitor or evaluate. They do not seem be eager to know either. They either don't know how to, or don't care since it is free. They do not as a result seem to care whether those contracted are doing their work or not.

Table 4.18 *Project Completion within Budget*

No. of Respondents	***Wards***					
	Mtongwe	*Bofu*	*Timbwani*	*Shika Adabu*	*Total*	*Percent*
Yes	2	3	3	0	8	38.1
No	6	3	0	4	13	61.9
Total	**8**	**6**	**3**	**4**	**21**	**100.0**

In table 4.18, the respondents were then asked whether their project phases had completed within budget. The respondents who responded in the negative were 61.9% which formed the majority. Only 38.1% indicated their projects were completed within budget. Some respondents

indicated it is the contractors who knew the answer. On the budgetary allocation, one key informant clearly stated that no monitoring and evaluation is done in CDF projects. One of the informants stated," Some projects are not completed within budget due to unforeseen costs on land ownership and fluctuation of cost of materials."

4.3.4 Effect of Stakeholder Participation in Monitoring and Evaluation

In order find out the stakeholder involvement in committees, their composition in committees and occupations were analysed.

Table 4.19 *Stakeholder Participation in School Management Committees*

Groups represented	***No. of Respondents***	***Percent***
School/Ministry of Education	9	**43**
Community	12	**57**
Provincial Administration	0	**0**
Religious Groups	0	**0**
CDF Nominee	0	**0**
Total	**21**	**100**

Table 4.19 shows the representation of stakeholders in school management committees. The community is represented in the committee by 57% of the respondents. The other 43% are teachers who represent the Ministry of Education. It is important to note that these committees are active during project inception only. It appears therefore that the schools needs get articulated, proposed and forwarded to the CDF for consideration through the School Management Committee and that is all that the schools do. However, during implementation the schools are not party to the decisions involving projects in their schools. One of the head teachers had this to say to the researcher," I do not have control over who works in this project. I only see materials brought, contractors do their work and go. I am not involved in any decision that takes place." In yet another school which is being constructed involving millions of shillings, the head teacher does not have any stake. The project is being supervised by one of the MP's close relatives. One of the key informants who should have every detail of projects said, "I am in charge of all projects but I have to rely on returns from the line ministries which should reach me every month. However, I don't receive any." Even though the head teachers are to represent the ministry of

education's interests, no reports or returns are forwarded to the DEO's office. The key informant said," I am involved when the facilities are being opened."

Table 4.20 *Occupation of Committee Members*

Occupation	***No. of Respondents***	***Percent***
Teacher	9	42.8
Peasant Farmer	8	38.1
Business	4	19.1
Total	**21**	**100.0**

The committee members were then analysed based on their occupations as shown in Table 4.20. This was necessary in order to provide indications on how much time they would have for monitoring project activities and meetings. The farmers were 38.1% while those engaged in business were 19.1%. This gave a total of 57.2% which makes it appear the majority of the committee members would be unavailable to supervise and evaluate the projects continuously or consistently. One head teacher had this to say, "I hold most of my meetings on a Sunday since during the week, the committee members are largely unavailable due their commitments." Effective stakeholder participation is equally hindered by age, gender and low levels of education as seen in the demographics.

4.3.5 Effect of Politics on Monitoring and Evaluation

The data was then analysed for evidence of political interference. This was done by studying the distribution of projects and the length of service of committee members.

Table 4.21 *Distribution of Projects Within the Constituency Wards*

Schools	***Wards***							
	Ganjoni	*Likoni*	*Mtongwe*	*Bofu*	*Timbwani*	*Shika Adabu*	*Total*	*%*
Primary	0	0	3	2	0	1	6	
Secondary	0	0	1	0	1	1	3	
Total	**0**	**0**	**4**	**2**	**1**	**2**	**9**	**1**
Percent	**0**	**0**	**44.4**	**22.2**	**11.1**	**22.2**	**100.0**	

In order to determine how much politics affected the monitoring and evaluation of projects, the respondents were asked to indicate the location of their projects. According to Table 4.21 the projects in Mtongwe were 44.4% compared to Bofu and Shika Adabu with 22.2% while Likoni had none. Most of these projects were continuing projects. They were initiated in the previous political term. The former MP was a resident of Mtongwe ward. No doubt the concentrations of these projects are seen in the area. The current MP is a resident of Shika Adabu which at 22.2% is gaining ground already. Projects seem not to be used as rewards but also to court support in areas where the MP is hunting for votes and this shows why a multi-million project is currently going on in Timbwani ward. Preference has also been given to primary schools (66.7%). This could be because the impact and appeal to voters will be felt widely.

Table 4.22 *Length of Time Served by Incumbent Committee Members*

Duration in Office (in Yrs)	***No. of Respondents***	***Percent***
0-1	3	14.3
2-3	14	66.7
4-5	1	4.7
Over 5	3	14.3
Total	**21**	**100.0**

The respondents when analysed on their terms in office as committee members, According to Table 4.22, the majority had served between 2 and 3 years (66.7%). Those who had served over 5 years tied with those less than 1 year at 14.3%. A close examination of the majority group indicates they came into office at the earliest, in 2008 and this was shortly after the general elections in December 2007. This meant after these elections most of the committees changed leadership to reflect the political realities of the day. One of the respondents had this to write on the questionnaire when asked whether their project phases do end in time, "Our project has stalled due to political differences."One of the Project committee members on site of a new secondary school being built and a relative to the MP when asked why the secondary school head doesn't seem to have more information on the project said, "we are protecting Mzee's (MP's) votes." One of the key informants confessed the CDF would do quite a lot on the ground were it not for political interference in the management of projects. With this influence, monitoring and

evaluation of the CDF projects would greatly be affected. Besides, the constituency project coordinator is recruited by the MP and does errands more for the MP than supervise project activities.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter represents the summary of the findings of the data collected, discussions, conclusions and proposed recommendations. They were based on the five objectives of the study one of which was to determine the influence of level of training of CDF committee members on effective monitoring and evaluation of CDF projects. The second and third were to assess the effect of institutional frame work and budgetary allocation on effective monitoring and evaluation of the CDF projects. The study also sought to establish the influence of stakeholder participation and politics on effective monitoring and evaluation of CDF projects.

5.2 Summary of findings

The findings of the study managed to address both the research questions and objectives. The study had set out to establish factors affecting the effectiveness of monitoring and evaluation of CDF projects within the education sector in Likoni constituency, Likoni District.

On the effect of level of training, the study found there was low level of training of committee members charged with monitoring and evaluation of the projects under the CDF. Those not trained were 66.7% of the respondents. Besides, those trained had only attended workshops and seminars (38.1%). Even amongst these, only 19% had trained once in the past calendar year.

The study revealed that the committee members were not aware of the monitoring and evaluation guidelines (81%). They were also not satisfied with how they were being implemented (80%). A large number of the respondents disseminated the monitoring and evaluation information through meetings which were not regular with the majority (62%) not having held any meeting in the past month. They didn't prepare monitoring and evaluation reports either with 66.7% of the respondents not having prepared any monitoring and evaluation reports in the last three months on projects under them. This means there are no records with data to aid project

implementers on future similar projects. These findings agree with those of Aukot, Okendo and Korir (2010), who argue that skills for effective monitoring information sharing may be lacking among the community members in CDF projects. They further agree there is no mechanism for information dissemination on ongoing projects including commencement and completion time, cost, those involved in the implementation and how.

The study found out that the respondents were not aware of the monitoring and evaluation budget for their projects (85.7%). They therefore could not tell what percentage it was of the total project budget. The biggest surprise was that the respondents could not tell how much they had been allocated for their projects as well (61.9%). Another 61.9% could not tell whether their project phases had been completed within budget. One of the respondents wrote down misappropriation and embezzlement of funds as one of the reasons the projects were never completed in time and within budget.

The study found out that the majority of the primary beneficiaries were represented in the projects at formulation stage (57%) only. They had little or no role after the projects were approved during implementation. Mapesa and Kibua (2006) fault the utilization of the fund on grounds of poor management and low community involvement.

It was also apparent the majority had low level of education as a hindrance to meaningful contribution in the monitoring and evaluation of the projects. Those with Primary Level education and below were 42.9% of the respondents. Although the teachers were at A/O Level and above in educational level, they were left as the main opinion leaders. The majority of the teachers may not have been trained in monitoring and evaluation of projects. Mwangi (2005) agrees that the average level of education in a constituency is expected to influence the involvement of the community and also the extent to which they are able to monitor the utilization of funds. It is therefore expected that CDF projects will be more in line with priorities in areas where the average level of education is higher.

The occupations of the stakeholders indicated they were farmers and businessmen (57.2%). This means they would hardly have time to monitor projects or get time for their evaluation.

Aukot, Okendo and Korir (2010) agree with these findings stating that information collection has a time component which directly translates to a financial implication. Directly this may mean paying someone to collect the information while indirectly it may mean the cost forgone by the person who opts to collect information rather than engage in an economic activity. Besides, the ages of the respondents were quite advanced. Those over 50 years were 47.6%. This would make training them quite an arduous task even if they were to be available.

Other findings indicated that politics played a big role on how projects were distributed and being run. Mtongwe Ward had a majority of the projects (44.4%) since the former Member of Parliament was from the area. The majority of the respondents had served for only between 2 and 3 years (66.7%). This means most of them came into office after the 2007 and elections. Some of the projects with large budgetary allocations were being supervised by supporters or relatives of the MP. For unknown reasons, the secondary school head teachers participating in the study complained of being sidelined during the project implementations. The Projects Coordinator had no training on Project Management and like the Constituency Development Fund Committee members; he was under the control of the area MP. These findings agree with others which clearly indicated that projects under the CDF are for political patronage as opposed to local community development as was envisioned in the CDF Act (Awiti 2008; IEA 2006; Gikonyo 2008; Mapesa and Kibua 2006; Mwalulu and Irungu 2007). This makes efficiency in the projects difficult since efficiency is primarily determined by the degree of involvement by local communities and also the capacity for the beneficiaries to hold politicians and those in charge of implementation accountable (Mwangi, 2005).

5.3 Discussions

This study indicated that the monitoring and evaluation of Constituency Development Fund Projects within Likoni Constituency is not effective. It has also shown that the level of training is largely inadequate and that there is no effective institutional framework for monitoring and evaluation of projects. The budgetary allocation for monitoring and evaluation appears on paper but not effected on the projects. Even though the school administrations are stakeholders, in some instances they are left as observers. Politics plays an overbearing role on Constituencies Development Fund.

The research study found that even though monitoring and evaluation ought to be done by the local communities and projects implementation committees (www.cdf.go.ke, April 2011), they were not trained on how to do this. Further, implementation challenges still dog the CDF particularly with regard to issues of governance (KIPPRA, 2006: CGD, 2007).

The study found that essential skills for monitoring and evaluation lack even within the CDF personnel and therefore training needs to be done. Foresti, (2007) argues this means not just training, but a whole suite of learning approaches: from secondments to research institutes and opportunities to work on impact evaluations within the organization or elsewhere, to time spent by programme staff in evaluation departments and, equally, time spent by evaluators in the field.

The baseline survey study which should be undertaken before the project commences so that the condition prior to the implementation of the project is determined (Webb and Elliot, 2002: and Gyorkos, 2003) is not done. The monitoring and evaluation plan which should be prepared as an integral part of project plan and design (PASSIA, 2004: and McCoy *et al.,* 2005) is never in place. It is therefore difficult to determine what methods are appropriate to the users' needs, the given context, and issues of data, baselines and indicators (Hulme, 2000) in the CDF projects.

Monitoring and evaluation expertise such as design skills particularly Log Frame design, indicator setting: both qualitative and quantitative, design of data collecting instruments including questionnaires, focus discussion guides are non existent. Other necessary skills including data collection skills such as conducting interviews, conducting focus group discussion, data analysis and report writing skills (Hughes d'Aeth, 2002: and Gibbs *et al.,* 2002) are not there altogether. Use of best practices like LFA adopted to aid both the planning and the monitoring and evaluation functions during implementation (Aune, 2000: and FHI, 2004) because of the structured approach are not in use.

Processes or activities to be done on the project are tracked with aid of a project schedule or project timeline. At regular intervals actual schedule of activities done is compared with the planned schedule to determine whether the project is within schedule or over schedule (Crawford

and Bryce, 2003). This practice is entirely not being followed on the ground and some projects are not completed in time or within budget.

There is no clear structured institutional framework for monitoring and evaluation according to the findings. The Location Development Committees do not exist in certain projects and the CDF uses existing structures such as the School Management Committees for projects in schools. There is no individual within the CDF directly responsible for monitoring and evaluation. According to Kelly and Magongo (2004), AUSAID (2006), Gyorkos (2003) and McCoy *et al.* (2005), there should be an individual who is directly in charge of the monitoring and evaluation as a main function and an identification of different personnel for the different activities of the monitoring and evaluation such as data collection, analysis, report writing, dissemination of the monitoring and evaluation findings. The District Development Officer's involvement in the management of all devolved funds is wanting since the district line ministry officials are not directly answerable to the Constituencies Development Fund Board. Although the fund managers are supposed to be politically independent, in some cases, interference from area MPs continues, with subsequent transfer of fund mangers (KHRC, 2010).

The monitoring and evaluation budget, although stated by the CDF Board at 2% (CDF Strategic Plan 2011: CDF Act, 2003), is not reflected in the CDF projects on the ground. According to Kelly and Magongo (2004), IFRC (2001) and AIDS Alliance (2006), the monitoring and evaluation budget needs to be about 5 to 10 percent of the total budget. The Likoni constituency budget has assigned only 1.1% of its budget to both capacity building and monitoring and evaluation (CDF, Likoni Office). Besides, financial resources should be tracked with a project budget. The project activities should have costs attached to them, and a comparison made of what has been spent on project activities with what should have been spent as per planned expenditure in the budget (Crawford and Bryce, 2003). Without proper records in the projects, this is not being achieved in CDF projects.

According to the study, stakeholders for school projects are largely used during project conceptualization. After this, they are entirely passive during the implementation. According to Chambers (1997) and Chitere (1994), stakeholder participation means empowering development beneficiaries in terms of resource and needs identification, planning on the use of resources and

the actual implementation of development initiatives. This is not done with regard to these projects under the CDF.

The findings agree with Mungai (2009), who found that the community participates in the identification of projects depending on how the MP shapes the boundaries of engagement. There are those who will be invited and those who will not be invited in the identification of projects in CDF. The projects identified by those close to the MP are said to be passed as having been identified by the community.

Mwangi (2005), explains the passivity of CDF Project beneficiaries by saying they are not motivated to monitor how the fund is used in projects since the fund is seen to be free causing what he calls 'fiscal illusion'. The stakeholders are equally not entirely representative with 61.9% being male and 38.9% female. These findings agree with Aukot et al(2010), who say that attributes such as gender, disability status and age balance are not clarified in the term 'community'.

The study found profound influence of politics on project management and by extension monitoring and evaluation. This agrees with the findings of Ongoya and Lumallas (2005) that found the fund to be under the control of politicians who not only proposed the projects in their constituencies but also presented and voted for their estimates in Parliament. It is against the principle of separation of powers for Members of Parliament to submit annual estimates to themselves for approval, take part in the actual spending and then query the spending themselves through Public Accounts Committee or Public Investments Committee. An MP can easily use his patronage networks to influence memberships of committees in order to determine which projects are identified and prioritized in the locations the MP got the highest votes or where there is hope for future votes (Mwalulu and Irungu, 2007). This has been compounded by the fact that citizens base their decision to re-elect their MP on a number of factors, including how the contending MPs manage the CDF, (Gutiérrez-Romero, 2010).

5.4 Conclusion

The study found that the Committee members were not trained on monitoring and evaluation of projects. This is because a few of them did needs assessment before initiating projects, however, no planning was done for monitoring and evaluation, there was no monitoring of project schedules and expenditure, no dissemination of information or documentation of lessons learnt. The LFA was not used, too.

The study results indicated no clear institutional framework for doing Monitoring and Evaluation. There was low awareness for guidelines for monitoring and evaluation among the committee members. The committee members were not only dissatisfied with these guidelines but also did not approve of how they were implemented.

The study found that the committee members were not aware of the budgetary allocation for monitoring and evaluation or what proportion it was of the total project budget. Surprisingly, they could not tell the current budgets for their projects, too.

The results showed that primary beneficiaries of the projects partially participated only during project conceptualization. At the implementation stage, the projects are largely under the CDF staff. It was also found that the primary stakeholders had very low education levels and very old. This compromised their capacity to participate optimally in projects. Besides they were mainly business people or farmers making it difficult for them to get time for monitoring projects.

Finally, the study found profound influence of politics on the projects under CDF. The projects were distributed either in areas where the MP hailed from or where he was hunting for votes. Critical stakeholders such head teachers in secondary schools seemed disenfranchised since these projects are run by the MP's supporters or relatives.

5.5 Recommendations

It is evident that several factors affect monitoring and evaluation of CDF projects. CDF has numerous weaknesses, which if not redressed will seriously undermine the success of the fund. These include low levels of stakeholder participation in the monitoring and evaluation of projects

being implemented and low representations of other groups such as women; poor compliance with CDF regulations and procedures; the powerful role of the MP , which has in several cases, been abused; lack of transparency and accountability especially in the monitoring of project expenditure; lack of access to information which hampers the ability of the public to effectively monitor CDF usage; and poor feedback mechanisms between the different committees and government organs in the monitoring and evaluation process.

The researcher has the following recommendations to make with regard to monitoring and valuation of CDF projects.

1. **Training.** The findings found a critical lack of expertise in monitoring and evaluation of projects implemented by the CDF. The respondents indicated 66.7% were not trained in monitoring and evaluation. The CDF Board in conjunction with the line ministries and the monitoring agencies within the Ministry of National Planning and Vision 2030 should institute programmes to impart CDF projects monitoring and evaluation skills amongst the various CDF committees.

2. **Institutional Framework.** The CDF structure should include clear structures for monitoring and evaluation of projects. They must create an office for a Monitoring and Evaluation Officer who will coordinate all the activities under his office. There is need to strengthen collaboration between the CDF structures and line ministry officers. The CDF will gain from the officer's technical know-how thus avoiding wastage of public funds from poorly planned projects and poor workmanship. It also ensures a smooth handover to the relevant government authorities once a project is completed. In order to ensure efficiency in CDF management and project implementation, there is need for capacity-building of the School/Project Management Committees and district administrative structures on needs assessment project design, implementation, monitoring and evaluation. The CDF Act should outline specific guidelines for members to be appointed to the Project Management Committees so that School Management Committees particularly in the primary schools have qualified people to steer them. The respondents in a majority of the schools (42%) had low literacy levels.

3. **Budgetary Allocation.** The CDF projects must clearly define what percentage of project cost would go to Monitoring and Evaluation. Capacity building costs should clearly be delineated from monitoring and evaluation for the sake of accountability and transparency.

4. **Stakeholder Participation.** The primary beneficiaries need to be included even at project implementation stages. As of now they are confined to project conceptualization. After this the CDF office takes over all functions. They should play an active role since they are the consumers of the projects for the sake of sustainability. The term 'community' should equally define how the various marginalized groups such as the female gender and disabled will be represented.

5. **Politics.** The influence of politicians should be controlled through an Amendment of the CDF Act. They should not get involved in the choice of Constituency Development Fund Committees. This will reduce cronyism, nepotism and use of projects as a reward or otherwise for political gain. It is therefore recommended that the MPs play the watchdog role of monitoring the use of CDF and should not chair or influence any of the committees under the CDF.

5.6 Recommendation for further research

1. Further research needs to be carried out to establish how other CDF projects in the health and water sectors are being monitored and evaluated.
2. Other researchers could also look at how to strengthen primary stakeholders in CDF projects particularly how to ensure the beneficiaries can participate effectively in monitoring and evaluating their projects.

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Appendix 1: Letter of Transmittal

26th April, 2011

TO WHOM IT MAY CONCERN

Dear Respondent,

RE: FILLING IN QUESTIONAIRES

I'm a student at University of Nairobi (UoN) pursuing a Masters degree in Project Planning and Management. As part of the course requirement, I am doing a research project on factors affecting Monitoring and Evaluation Constituency Development Funds Fund Projects with special reference to Education Projects in Likoni Constituency. I humbly request you to complete the attached questionnaire. Any information given will be used for this study only.

Yours faithfully,

David Ochieng Oloo

L50/78037/2009

cc.

CDF Fund Accounts Manager, Likoni Constituency
CDF Project Coordinator, Likoni Constituency
District Education Officer, Likoni District
District Development Officer, Likoni District
District Commissioner, Likoni District

Appendix 2 Questionnaires

RESPONDENT QUESTIONNAIRE

I am a Student at the University of Nairobi who is doing a research on "Factors affecting Monitoring and Evaluation of Constituency Development Fund Projects in the Education Sector, Likoni Constituency".

I humbly request you to fill in this questionnaire by responding to the questions concerning the project(s) you have played an active role in. The information gathered shall be treated in confidence and shall be used for this research only.

The success of this exercise largely depends on the information you will give.

Thanks in advance for your cooperation.

Personal Information

Date_____

Occupation_____

Age _____

Gender ☐Male ☐ Female

What is your level of Education?

☐ Primary Certificate ☐O/A Certificate ☐ploma ☐gree ☐er

Committee Membership

1. Which Committee(s) do you belong to

   ☐ Location Development Committee

   ☐ School Management Committee

   ☐ Constituency Development Fund Committee

   ☐ District Project Committee

   ☐ Constituency Bursary Committee

2. In which Location/Ward is your project located?

   ☐Ganjoni ☐Likoni ☐Mtongwe ☐Bofu ☐imbwani ☐ika Adabu ☐he of the above

3. For how long have you been a member of this committee?

   ☐ 0-1 yr ☐ 2-3 Yrs ☐ 4-5 Yrs ☐ more than 5 yrs ☐ther

4. Which of the following groups do you represent?

   ☐School ☐ocation/Ward ☐GO ☐overnment ☐ligious Group ☐F Board

   ☐Community

5. How did you become a member?

   ☐Nominated ☐Elected ☐Appointed

6. In your opinion, to what extent does politics influence who becomes a committee member

   ☐Never ☐Sometimes ☐ the times

Monitoring and Evaluation Training

7. Have you received any training in management of projects?

☐ Yes ☐ No

8. How many times have you been trained in the past one year?

☐0 ☐ 1 ☐ 2 ☐ 3 or more ☐Other

9. What level of Project Management training have you received?

☐ Degree ☐ Diploma ☐ Certificate ☐ Workshop/Seminar ☐Other

10. Did your training include Monitoring and Evaluating Projects?

☐Yes ☐ No

Monitoring and Evaluation Budget

11. How much has been allocated to your project(s) this year?

☐ Ksh 0-500000
☐ Ksh 5000001-1million
☐ Ksh 1m-1.5million
☐ Ksh 1.5m-2million
☐ Above Ksh 2million
☐ Not Known

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12. The Monitoring and Evaluation activities in this project have:

	Yes	No
A separate budget with a special vote	☐	☐
No special vote arrangement	☐	☐

13. Monitoring and evaluation activities are normally allocated a percentage of the total project budget. This is in the region of:

Less than 5% ☐ 5-9% ☐ 10% or more ☐ Not Known ☐

14. Have the previous project phases been completed on time as planned? Yes ☐ No ☐

Reason_____

_____

15. Have the previous project phases been completed within budget? ☐ Yes No ☐

Reason_____

_____

Are you aware there is a Monitoring and Evaluation Budget for every CDF Project?

Yes ☐ No ☐

Monitoring and Evaluation Process

16. Before embarking on any project you normally conduct a needs assessment

☐Never Sometimes All ☐ times

17. You normally have a plan that guides monitoring and evaluation when implementing the projects that you carry out on:

☐Never ☐Sometimes All t☐ times

18. We normally use the Logical Framework Approach (log frame) in aiding the monitoring and evaluation of projects we carry out

☐ever S☐metimes All☐e times

19. How do you disseminate monitoring and evaluation findings? *(please tick more than one if you have more than one way of dissemination)*

☐ No dissemination ☐Report to CDF Office ☐mmunity meetings

☐ On the notice board ☐ Report to Ministry of Education

20. The project finances are normally monitored by comparing the planned budgeted expenditure against actual expenditure

☐ Never ☐metimes ☐ the times

21. We normally monitor and control the activities of those contracted

☐Never ☐metimes ☐ the times

22. You document lessons learned on the project implementation?

☐Never ☐metimes All ☐ times

Beside each of the following Questions please indicate whether you are Extremely Dissatisfied, Dissatisfied, Neutral, Satisfied, or Extremely Satisfied.

KEY

1= Extremely Dissatisfied 2= Dissatisfied 3= Neutral 4= Satisfied 5= Extremely Satisfied

Indicate your level of satisfaction with

23. Existing guidelines for monitoring and evaluating CDF Projects.

☐1 ☐2 ☐3 ☐4 ☐5

24. Implementation of these guidelines to monitor and evaluate CDF projects.

☐1 ☐2 ☐3 ☐4 ☐5

25. Your Committee's awareness of these guidelines.

☐1 ☐2 ☐3 ☐4 ☐5

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Respondent Questionnaire: The Fund Accounts Manager, DEO, DDO, Project Coordinator

I am a Student at the University of Nairobi who is doing a research on "Factors affecting Monitoring and Evaluation of Constituency Development Fund Projects in the Education Sector, Likoni Constituency".

I humbly request you to fill in this questionnaire by responding to the questions concerning the project(s) you have played an active role in. The information gathered shall be treated in confidence and shall be used for this research only.

The success of this exercise largely depends on the information you will give.

Thanks in advance for your cooperation.

Officer: _____

Committee Membership

1. Which Committee(s) do you belong to
   - ☐ Location Development Committee
   - ☐ School Management Committee
   - ☐ Constituency Development Fund Committee
   - ☐ District Project Committee
   - ☐ Constituency Bursary Committee
2. For how long have you been a member of this committee?
   ☐ 0-1 yr ☐ 2-3 Yrs ☐ 4-5 Yrs ☐ more than 5 yrs ☐ Other
3. Indicate the number of the Education Project(s) within this constituency_____
4. Which of the following groups do you represent?
   ☐ School ☐ Location/Ward ☐ NGO ☐ Government ☐ Religious Group ☐ DF Board
5. How did you become a member?
   ☐ Nominated ☐ Elected ☐ Appointed

Training, Monitoring and Evaluation

6. How many project meetings or field monitoring visits have you had in the past one month?
   ☐ None ☐ once ☐ 2 or more ☐ Other
7. How many project reports have you received this year?
   ☐ None ☐ 1 ☐ 2 ☐ Other
8. Who prepares these reports?
   ☐ Chairman Secretary ☐ Treasurer ☐ Committee members
9. Have you received any training in management of projects?
   ☐ Yes ☐ No
10. How many times have you been trained in the past one year?
    ☐ 0 ☐ 1 ☐ 2 ☐ 3 or more ☐ Other

11. What level of Project Management training have you received?

☐ Degree ☐ Diploma ☐Certificate ☐ Workshop/Seminar ☐Other

12. Did your training include Monitoring and Evaluating Projects?

☐ Yes ☐ No

Monitoring and Evaluation Budget

13. How much has been allocated to the CDF projects in the Education sector this year?

☐ Ksh 0-500000

☐ Ksh 5000001-1million

☐ Ksh 1m-1.5million

☐ Ksh 1.5m-2million

☐ Above Ksh 2million

☐ Not Known

14. How much has been budgeted for monitoring and field visits in these projects this year?

☐0-10000 ☐0001-20000 ☐0001-30000 ☐001-40000 ☐bve 40000 ☐t Known

15. Have the previous project phases been completed on time as planned? ☐ Yes ☐ No

Reas_____

_____

16. Have the previous project phases been completed within budget? ☐ Yes No ☐

Reason_____

_____

17. Has the quality of the projects been satisfactory? ☐ Yes ☐ No ☐ Not Sure

Beside each of the following Questions please indicate whether you are Extremely Dissatisfied. Dissatisfied. Neutral, Satisfied, or Extremely Satisfied.

KEY

1= Extremely Dissatisfied 2= Dissatisfied 3= Neutral 4= Satisfied 5= Extremely Satisfied

Indicate your level of satisfaction with

18. Existing guidelines for monitoring and evaluating CDF Projects.

☐1 ☐2 ☐3 ☐ 4 ☐5

19. Implementation of these guidelines to monitor and evaluate CDF projects.

☐1 ☐2 ☐3 ☐ 4 ☐5

20. Your Committee's awareness of these guidelines.

☐1 ☐2 ☐3 ☐4 ☐5

21. The amount of money budgeted for Monitoring and evaluating of CDF projects

☐1 ☐2 ☐3 ☐4 ☐5

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