

**INFLUENCE OF MONITORING AND EVALUATION ON PROJECT'S
PERFORMANCE: CASE OF YOUTH ENTERPRISE DEVELOPMENT
FUND IN MARANI DISTRICT, KENYA. 1)**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
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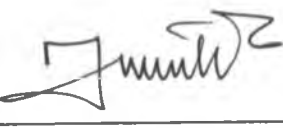
DECLARATION.

This research project is my original work and has not been presented for any other academic award in any university.

Signature  Date 05/09/2010

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This research has been presented for examination with my approval as the university supervisor.

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DEDICATION.

This research project is dedicated to my wife Damaris and my two sons Moses and Enock for their non- ending support and encouragement to see me through in my studies.

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Am deeply grateful to my supervisor Dr. Paul A. Odundo for his guidance through the process of developing this project. Special thanks to members of Masters class 2010 in Project Planning and Management for their peer review of my work .I also wish to express my sincere appreciation to the efforts and contributions of Marani District Youth officers Mrs. Joan,Mr.Anari, and Mr.Nyariki. I sincerely appreciate Mr. Alois ,Doris ,Jason ,Dan and Omboi all of St. Ann's College for their support . I earnestly appreciate those others who in one way or another provided assistance in the sailing through of this important exercise.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA-	Analysis of Variance.
CAFE-	Community For conservation of Energy.
CDC-	Constituencies Development committee.
CDF-	Constituencies Development Fund.
CEO-	Chief Executive Officer.
CFC-	Constituencies Fund Committee.
COTU-	Central Organization of Trade Unions.
C-WES-	Constituencies Women Enterprises Scheme.
C-YES-	Constituency Youth Enterprise Scheme.
DO-	District Officer.
DPC-	District Project Committee.
DSO-	District Development Officer
DV-	Dependent Variable.
DYO	District Youth Officer.
FI-	Financial intermediary.
GoK-	Government Of Kenya.
IGA-	Income Generating Activity.
IOM-	International Organization for Immigration.
IV –	Independent Variable.
KNUT-	Kenya National Union of Teachers.
LATF-	Local Authority Transfer Fund.

LPO-	Local Purchase Order.
M&E-	Monitoring and Evaluation.
MDG-	Millennium Development Goal.
MFI-	Micro Finance Institution.
MOYA –	Ministry of Youth Affairs.
MP-	Member of Parliament .
MSEP-	Micro Small enterprises Program.
MSMEs -	Micro ,small and medium enterprises
NGO-	Non Governmental Organization.
NMC-	National management committee .
PS-	Permanent Secretary.
SACCO-	Savings and Credit Co-operative Organization.
SCDC-	Scottish Community Development Center
SDA-	Social Development Assistant.
SEVAL-	Swiss Evaluation Society.
SPSS-	Statistical Package For social Scientist Version 16.
UNDP-	United Nations Development Program.
UYF-	Umsobomvu Youth Fund.
WEF-	Women Enterprises Fund.
WWW-	World Wide Web.
YEDFC-	Youth Enterprise Development Fund Committee.
YEDF-	Youth Enterprise Development Fund.

ABSTRACT

This study was conducted to assess the influence of Monitoring and Evaluation on project's performance as a case of Youth Enterprise Development Fund in Marani district-Kenya. Monitoring and evaluation (M&E) was characterized by baseline surveys, Monitoring and Evaluation trainings, M&E design and strategies to improve performance while performance was degree of goal achievement. The objectives of the study were to establish how trainings in M&E by implementers influence performance of youth projects, to investigate the extent to which (M&E) baseline surveys done prior to implementation of a project influence performance of youth projects, explore how design of M&E plans influence performance of youth project and to explore strategies that can be used to improve performance of youth projects. The study was conducted through descriptive Design. Data was collected using questionnaires and interview responses from 79 youth projects with 240 respondents who were selected using purposive sampling, strict random sampling and stratified random sampling from the accessible population, data was analyzed using percentage distribution and frequency distribution techniques using Statistical Package for Social Scientists (SPSS) version 16 & Ms-Excel.

The study found out that few youth project implementers have little trainings in M&E and at a very low level of seminars, baseline studies are largely not done, District and Divisional youth officers are rarely involved in design of M&E plans for youth group's projects, Log frames used lack vital components and M&E plans lack in large number of youth projects. Data collected for M&E is not specified to a large extent while M&E is done on monthly intervals, M&E activities are mostly not scheduled while youth group members and youth group officials with little trainings in M&E are the personnel in charge of M&E. There was lack of trained personnel in M&E, time for M&E exercise and scheduling of the activity.

The study concludes that lack of trainings in M&E is likely to lead to project failure, baseline surveys which are largely not done may lead to challenges on how to track project progress, lack on involvement of experts and poorly designed M&E plans with lack of specification of data to be collected for M&E, lack of schedule for M&E activities and somebody in charge of M&E is likely to lead to a poorly implemented M&E slowed implementation of the project and low goal achievement.

The study recommends that M&E trainings given to youth are few and need to be more; baseline studies prior to project implementation should be done with the help of District & Divisional youth project experts and also be involved in the design of M&E plans. The M&E plans should use a log frame with vital details which are purposes, objectives, activities, indicators, assumptions & outputs of the youth projects. Youth projects should have M&E plans, data collected for M&E should be specified and collected at a short weekly interval, schedule M&E activities and have a trained person in charge of M&E. More study should be carried out to find out how M&E trainings can be availed to the youth more reliably, how a reliable M&E baseline study can be done, how best can District and Divisional youth officers advice youth on design of M&E plans, why there are few district and divisional youth officers when the government spends more on the youth and why the youth are not ready to use computers in Monitoring and Evaluation activities.

CHAPTER ONE

1.0 Background of the study

Monitoring and Evaluation exists in many countries on youth funds. South Africa has Umsobomvu Youth Fund (UYF) and does M&E (Kekana.2007). This is likely to increase stakeholder satisfaction as accountability and transparency are increased once M&E is done. In Nigeria Ministry of Youth Development,(2009) has developed a plan for the monitoring and evaluation of implementation of youth funds .This is likely to increase chances of project success in Nigeria. In Ghana Youth Employment organization & management (<http://www.ghanadistricts.com> ,accessed 2009) noted that a management structure is designed to oversee the implementation of the programme. Implementation of the programme is monitored by a Regional Monitoring Team. This is purported to hasten implementation and quick goal achievement. Kenya has a number of devolved funds such as the Constituencies Development Fund (CDF) which is monitored by the Constituency Development Committee (CDC) according to the (CDF Act ,2003). Local Authority transfer Fund (LATF) (LATF Act, 1998) has a monitoring committee hence M&E is of importance in LATF as it increases transparency and accountability on funds use.

Kenya has many devolved funds and one such besides CDF and LATF is the Youth Enterprise Development Fund (YEDF). Many a time youth projects have been seen to stall and hence the youth struggle to repay YEDF loans ,under achieve their project goals and with slowed implementation. The government and other stakeholders have expressed dissatisfaction on project performance (Lucy et al, 2009). This has been blamed on ignorance of using Monitoring and evaluation on youth projects.

Devolved fund structure stimulates economic effectiveness and efficiency (Burkhead and Wildasin, 1984). Views aired by Bamberger (1986) a senior Evaluator in World Bank are that Monitoring (M) is the regular collection and analysis of quantitative and qualitative data on a project. Monitoring takes place throughout a projects life on inputs, process and output. Bamberger (1986) argues that evaluation (E) as being the systematic examination of the project's worthiness or value usually once it's complete to design better ones in future. Evaluation uses the monitoring information. Evaluation is concerned with what works and what needs improvement. When M&E is done by implementers, goals are likely to be quickly achieved and implementation hastened. On the other hand a project can be described as performing if it meets with established objectives including the required needs of the user producing quality, standards that have been specified to satisfy the needs. Performance is gauged with objective achievement of project goals (Bharat, 2007).

The Youth Enterprise Development Fund (YEDF) conceived in June 2006 by the government is a strategy for arresting unemployment of the unemployed youth. The government through the Ministry of Youth Affairs and Sports are financing youth based ventures. Through banks as FIs where youth get loans (YEDF Guidelines , 2009). Seventy five percent (75%) of the unemployed are the youth. The government set aside Kenya shillings one billion (Kshs. 1 billion) in 2006/2007 budget for the timely initiative. The Fund, according to Kimunya(2007) in YEDF report (2007) has the objective of enabling the youth to access credit to start or scale up Small and Medium Enterprise (SMEs).

To achieve objectives of the Fund, the Ministry mounts intensive capacity building among the youth, such as technical skills training ,entrepreneurial skills training whose focus is on provision of sustainable and integrated training system that would build the business and

entrepreneurial capacities of the youth. This does not mention the need for M&E skills. The Fund being a loan is therefore repaid (YEDF Guidelines, 2008). To repay the loan implementation is vital, hence calls for M&E. Projects where Monitoring and Evaluation (M&E) has been done well are likely to be successful. Hence Monitoring and Evaluation (M&E) increases chances of success. Hence the project implementers need to have these lifeline skills (CAFE, 2001). Projects which stall are just funds already dumped as they have been used up and do not have returns. For the prevention of such, early enough Monitoring and Evaluation (M&E) would assist the Youth projects. YEDF is government fund invested for a return ([www.youthaffairs .go.ke](http://www.youthaffairs.go.ke), accessed 2009).

Views aired by Ong'ong'a (2009) after his study on LATF showed that there was no Monitoring and Evaluation department and even an officer in Councils to follow project implementation even if an M & E framework as part of strategic management existed. Also lack of funds to run the department was noted. Hence M&E was delegated to District M & E committee whose capacity and work programme was not within the control of the council. Performance indicators such as cost effectiveness, completion rate, relevance and timeliness were shown in and M & E plans but not elaborated. Information relay from councils on the ground to the district committee was absent. This is blamed on poor M&E. Ong'ong'a (2009) suggested further research on how to strengthen Monitoring and Evaluation in the Local Authorities to effectively carry out their projects.

From the provided information YEDF is a lot of money provided by the government and hence there is need to see youth projects financed by the YEDF reach a successful end. Papers have written but not adequately about the importance of Monitoring and Evaluation on projects.

Thus there was a need to investigate the influence of Monitoring and Evaluation (M&E) the project implementers have on performance of the projects financed by Youth Enterprise Development fund in Marani District, Kenya.

1.1 Statement of the problem.

In Kenya many devolved funds exist and one such besides the WEF, LATF and CDF is the Youth Enterprise Development Fund (YEDF). The Youth Enterprise Development Fund (YEDF) conceived in June 2006 by the government is a strategy for arresting unemployment of the unemployed youth. The government through the Ministry of Youth Affairs and Sports are financing youth based ventures. Through banks as FIs where youth get loans (YEDF Guidelines , 2009). Seventy five percent (75%) of the unemployed are the youth. The government set aside Kenya shillings one billion (Kshs. 1 billion) in 2006/2007 budget for the timely initiative. The Fund, according to Kimunya(2007) in YEDF report (2007) has the objective of enabling the youth to access credit to start or scale up Small and Medium Enterprise (SMEs).

To achieve objectives of the Fund, the Ministry mounts intensive capacity building among the youth, such as technical skills training ,entrepreneurial skills training whose focus is on provision of sustainable and integrated training system that would build the business and entrepreneurial capacities of the youth. This does not mention the need for M&E skills. This does not mention a need for M&E skills and such ignorance is likely to lead to failure of YEDF financed projects .The Fund is a loan and must therefore be repaid (YEDF Guidelines, 2008).To repay the loan implementation is vital, hence calls for M&E.Youth Enterprise Development Fund was gazetted (Amos 2007) with the objective of enabling the youth to access credit to start or scale up Small and Medium Enterprise (SMEs), develop their entrepreneurial skills and create more job opportunities. (YEDF, Guidelines, 2008).

Donors ,beneficiaries and other stakeholder including YEDF are increasingly demanding evidence that the development projects that they support are achieving the expected results and having the intended impact, hence there is increased need for the monitoring and evaluation of projects .When properly planned and carried out M&E ensures optimal and effective use of resources as well as transparency and accountability (Path.2006).Since inception YEDF has received Kshs. 2,285,000,000.

This amount is large (Kinuthia 2007).Many youth struggle to repay the money given to them by YEDF. From the provided information YEDF is a lot of money provided by the government for a timely cause hence there is need to see youth projects financed by the YEDF reach a successful end. Based on this the need for M&E is often ignored and in many instances results in project failure. Research has been done but not adequately about the importance of Monitoring and Evaluation on project's performance. Thus there was a need to investigate the influence of Monitoring and Evaluation (M&E on the performance of projects financed by Youth Enterprise Development fund in Marani District, Kenya.

1.2 Purpose of the study

The purpose of this study was to asses the influence of Monitoring and Evaluation on project's performance. A case of Youth Enterprise Development Fund in Marani district-Kenya .It was done using a descriptive design with a view of improving the performance of Youth projects in Marani District. The study investigated if baseline studies are done, How the design of M & E plans are which was characterized by presence of M & E plans, stakeholder involvement and use of log frame. Assessed the nature of M&E plans which were characterized by data specification, frequency of data collection.

Scheduling of M&E activities, presence of an in charge for M&E and responsibilities assigned to the person and M&E skills had by implementers in seminars, certificate training ,diploma degree training and strategies to improve youth project's performance. While performance was characterized by the degree of achievement of project goals projects completed and satisfaction index .

1.3 Objectives of the study

The study sought to address the following objectives to:

1. Establish how trainings in Monitoring and Evaluation (M&E) attended by implementers influence performance of youth projects.
2. Investigate the extent to which M&E baseline surveys done prior to implementation of a project influence the performance of youth projects.
3. Explore how design of M&E plans influence performance of youth projects.
4. Examine strategies that can be used to improve performance of youth projects.

1.4 Research Questions

Research questions, which were drawn from the objectives to guide the study:

1. How does trainings in M&E attended by implementers influence performance of youth projects?
2. Is there any influence of M&E baseline surveys done prior to implementation of a youth project on performance of youth projects?
3. In what ways does M&E plans design influence performance of youth projects?
4. Which strategies can be used to improve performance of youth projects?

1.5 Significance of the study.

It is hoped that the study will be useful in knowing importance of Monitoring and Evaluation (M&E) skills on projects financed by Youth Enterprise Development fund in Marani District. This is likely to improve practice in projects implementation by YEDF. Further more it is likely to increase chances of success of youth projects hence fewer youth projects are likely to stall. Policy makers especially Ministry of youth affairs (MOYA) is likely to find study useful because they will be able to advice on M&E and how they prove useful. The implementers are likely to know how M&E influence project performance and act accordingly. Early enough warning will be available and fire fighting when it is too late is likely to be avoided. Additionally the effort of the implementers is likely to be readily known thus stakeholder satisfaction is likely to be increased.

1.6 Basic assumptions of the study.

The following were the basic assumptions of the study: Sample was representative of the population, Instruments had validity, respondents answered questionnaire correctly and trustfully, attending a Monitoring and Evaluation (M&E) training participants get the skills if they complete the entire training. Being with the Monitoring and Evaluation (M&E) skills at any training level by an implementer meant one used them. A trained implementer at any level was able to use the M& E skills.

1.7 Limitations of the study.

These were the constraints and limitations of the study which didn't compromise the study as data was collected as planned: transport availability to getting information from all the youth projects in the district hence a sample was used using accessible and better roads.

Lack of funds to study the entire district hence used a sample. Rain and bad weather posed a challenge but raincoats and umbrellas were used in case of rain. Respondents were likely to give questionnaires to their juniors to answer and fill on their behalf but researcher ensured they filled the questionnaire themselves by administering them personally.

1.8 Delimitations of the study.

The study was conducted in Marani district on a sample of 79 youth projects using a sample descriptive design of contracted cohort of youth projects in sampled groups financed by YEDF. The study was conducted in Marani district because it is a newly created district with many challenges, its in a remote rural setting, has many unemployed youth and is similar to the rest new districts. Also lack of funds to study the entire nation and time hence a feasible area: Marani district. The study was basically concerned with influence of monitoring and evaluation on youth projects performance, these two key variables have been defined operationally. The researcher using questionnaires, interviews and document analysis techniques collected quantitative and qualitative data.

1.9 Definitions of significant terms as used in the study.

Baseline study-A Study done on indicators prior to project implementation to know how the situation is on indicators.

Design of M&E-Involvement of stakeholders, use of logframe,data specification,frequency of data collection,schedulingof M&E activities and having somebody in charge of M&E.

Log frame –Tabular matrix with project objectives, indicators, purpose, activities assumptions and outputs.

Monitoring skill – Regular data collection ability on a project.

Training in M&E-A course in M&E at seminar, certificate ,diploma or degree level.

Youth -A Kenyan male or female aged between 18 and 35 years.

Youth enterprise development fund –Money provided by Ministry of Youth Affairs for youth projects.

Youth project – An activity with start and end date carried out by youths and funded by YEDF through the ministry of Youth Affairs and sports.

1.10 Organization of the study.

The study is organized in five chapters. Chapter one consists of background to the study, problem statement, purpose of the study, basic assumptions, limitations and delimitations, definitions of operational terms and finally organization of the study. The second chapter deals with literature review. It analyses history of devolved funds such as CDF, WEF, LATF, YEDF, project performance, rationale and importance of monitoring and evaluation. Studies on how monitoring and evaluation influences projects performance as the key variables of the studies are also included. Chapter three covers a detailed description of the research methodology for the study. It outlines the research design adopted for the study, target population, data sources, sample and sampling design, piloting of the research instruments, data collection procedures, and instruments as well as data processing and analysis techniques. The fourth chapter covers detailed analysis and interpretation of research findings while the fifth chapter document summary, conclusion and recommendations based on the research findings.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter explores theoretical and empirical literature touching on background history, rationale on the concept and influence of monitoring and evaluation on youth project performance. It describes history of devolved funds in various parts of the world ,influence of trainings in M&E ,How baseline studies help in performance, Design of M&E plans ,strategies to improve performance of youth projects and then to Kenya where focus is on CDF, WEF, LATF and YEDF.It also gives recommendations on studies done so far on the main concept of devolved fund and Monitoring and Evaluation on project performance.

2.1 Devolved fund background history.

The benefit of devolved fund structure is economic effectiveness and efficiency. Individuals who reside in a community or region posses tastes and preference patterns that are homogenous and that the tastes and preferences differ from those of individuals who live in other communities or regions. Individuals within a region have a better knowledge of the costs and benefits of public service of their region (Burkhead and Wildasin, 1984). Assigning financial decision making to the locals would benefit large, heterogeneous countries in particular especially when localities have enough capacity to cater for local needs. For example in Bolivia study on decentralization finds that investment patterns in human and capital of social service changed significantly after decentralization, the smallest and poorest municipalities invested in the highest priority projects (Faguet, 2004).

Scottish Community Development Center (SCDC), 2009) does monitor and evaluate whether their community projects achieves its purposes. Their M&E standards are:

The process and effects are continually evaluated to measure progress and refine practices. Progress is evaluated against the intended results. Information is collected. The information is presented accurately and they involve participants. Evidence of good practice is recorded. While Care International (2000) in conjunction with Swiss Evaluation Society (SEVAL, 2000) have given the following minimum Standards for design, Monitoring and Evaluation that it is based on a holistic diagnosis of needs and problems. The project plan is clearly summarized using logical framework. Analysis of needs and problems using cause and effect, have a mechanism for measuring impact; Final goal should be achievable and measurable during the life of the project. A project should have clear impact (SEVAL, 2000).

Mechanisms for measuring impact include use of relevant indicators at all levels in the project. Collection of baseline data on these indicators. Have a monitoring and evaluation plan that describes how the indicators will be measured. This plan should be developed at the beginning of the project and should involve stakeholders in the design, monitoring and evaluation processes. Have a budget and be technically feasible (SEVAL, 2000). This is rarely the case with YEDF projects. When done, goals are quickly achieved on projects and implementation hastened. Also higher level of accountability and transparency is attained and stakeholders are more likely to get satisfied.

M&E explains and justifies any expenditure in a project. It demonstrates whether project was carried in agreement to terms and conditions of grant offer. To secure future funds financiers get information which serves as evidence on what a project has achieved within given time & what might be achieved with project continuation (Community Action For Energy, CAFE, 2008). This are backbones to effective project implementation. Further more the progress of a project is checked against aims and objectives.

This allows identification of weaknesses on which corrective action is taken to increase chances of success (Charities Evaluation Trust, 2008). This increases confidence on what has worked and often more importantly what hasn't worked hence avoiding repeating same mistake in future, which may lead to failure. M&E assesses the impact of a project to the intended target group or community (www.ces-vol.org.uk, accessed, 2008).

Monitoring and Evaluation (M&E) has the following benchmarks according to Ssegawa J. and Muzinda (2009); obtaining baseline data, designing of M&E plans, which is M&E, plans presence, stakeholder involvement and use of a log frame .A log frame is a matrix with goals, purposes ,output and activities each with intervention logic ,indicators ,verification sources and assumptions. Nature of M&E plans is another benchmark .This is to specify data to be collected, frequency of data collection, scheduling of M&E activities, having somebody in charge for M&E and responsibilities assigned to the same person.

Countries around the world monitor and evaluate their projects especially if financed by state and provided to the youth as in United Kingdom there are Youth Opportunity Fund (YOF) and Youth Capital Fund are monitored and evaluated. (<http://www.wirral.gov.uk> ,accessed 2009). United Kingdom has Youth Opportunity Fund and Youth Capital Fund (<http://www.wirral.gov.uk>) for the youth. They are two pots of money that have been given to young people by the Government. Young people themselves will decide how the money is to be spent.The funds are for young people especially disadvantaged and harder to reach .It is invested in youth facilities, in deprived areas. The funds contribute to Every Child Matters (ECM) outcome areas. ECM is the government's vision for improving services for children and young people (<http://www.everychildmatters.gov.uk/aims/outcomes/>). Youth Opportunity Fund (YOF): The money in this fund is for young people to bid for new activities.

Youth Capital Fund (YCF) is spent on things like doing up buildings and buying youth shelters. Young people have been given: Youth Opportunity Fund amounting to £424,000. Following extensive consultation with young people, the Grant Panel decided to split the fund this year (2009) as follows: £100,000 YOF and £182,100 YCF - for strategic commissioning purposes. This money will be used borough wide for larger capital projects and can be applied for via separate application while £293,220 – General Fund with emphasis on projects that meet priority areas: This money is for general projects. Uses should fit into the ECM outcome areas, which are: make a positive contribution and achieve economic well-being. Applications should show how the project is led by and involves young people in all stages, which are application, management, monitoring and evaluation (<http://www.everychildmatters.gov.uk> accessed 2009).

Azerbaijan has Youth Fund Program (<http://epfound.az/index.php>) and its goals are to help youth improve their quality of life in rural communities of Azerbaijan, through developing the professional skills of youth in the regions and placing tangible resources directly into their hands, enabling them to benefit their own communities. Ensure that young people's priorities are being met. In today's world, there is a recognized need to promote youth civic engagement. The lack of social and economic power due to major social-economic and political change, economic hardships and underdeveloped social services negatively impact youth's ability to be valid contributors and supporters of Azerbaijan's development. This is adapting a unique approach to local community development first used in Northern Ireland.

The Azerbaijan Youth Fund program launched in December 2005 is an innovative micro-grant program which provides much needed funding to support the initiatives of young people.

Each respective grant committee is accountable for all steps of the grant-making process including conducting community assessments, outreach, soliciting, evaluating and selecting candidate project proposals, assessing project impacts, and conducting follow-up monitoring and financial reporting. These are aspects of M&E where the implementers need skills. The Youth Fund Program is generously supported by the Foreign and Commonwealth Office of the United Kingdom, Lodestar Foundation, Garadagh Cement, and USAID (<http://epfound.az>). In Nigeria Ministry of Youth Development set up a plan, secretariat and zonal offices for monitoring and evaluation implementation of youth development activities in each of the zones (Akinlabi 2009).

While Ghana has Youth Employment organization & management as noted in (<http://www.ghanadistricts.com>). Management structure is designed to oversee the implementation of the programme which is organized at three levels; the National, Regional and District levels. Functions of National Employment Task Force (NET-Force) include, be responsible for the provision of guidelines for the formulation of short and medium term strategic plans for the National Youth Employment Programme, monitoring and evaluating the programmes activities and setting targets. The implementation of the National Youth Employment Programme at the district level is monitored at the regional level by the Regional Monitoring Team. At Regional level the Regional Monitoring Team has responsibility only for monitoring, evaluating and reporting on the implementation and progress of the programme.

District Level: Each District will have a District Employment Task Force chaired by the District Chief Executive. The functions of the District Employment Task Force are the following: Identify, mobilize and sensitize the unemployed youth for participation in the programme. Identify potential economic and social activities in the districts for sponsorship.

Ensure successful implementation of the programme and projects. Submit monthly, quarterly and annual reports to the NET-Force with copies to the Regional Monitoring Team by the 10th day of the following month. Undertake costing of programme and projects. The District Chief Executive shall bear ultimate responsibility for this important national exercise. For operations and management, the Ministry of Manpower, Youth and Employment has ministerial oversight responsibility for the entire programme.

The National Employment Task Force has responsibility for carrying out the monitoring and evaluation activities of the programme and conducts regular visits to districts to examine the programme's implementation. The District Monitoring Team shall be responsible for first level monitoring and evaluation and shall report periodically to the Regional Monitoring Team and the National Monitoring Team. The Regional Monitoring Team is responsible for second level monitoring and evaluation and reports periodically to the National Employment Task Force. The details of the monitoring requirements in terms of formats and frequency is determined by the National Employment Task Force. For local supervision and coordination.

In South Africa: Umsobomvu youth fund annual report 2006/07 on joint monitoring committee on 26th October 2007 presented by acting Chairperson Gamede the annual report outlined the results, successes, goals and financial statements of the Fund. Mtshali (2007) the director of operations of Umsobomvu Youth Fund(UYF) noted that the programme is aligned with the Accelerated and Shared Growth Initiative for South Africa (AsgiSA) and national Skills Development strategy. Views aired by Mbongeni showed that the fund was doing well as many young beneficiaries increased by 16 percent.

To monitor the fund financial reports according to standards set by Public Finance Management Act (PMFA) and qualified audit reports are given at annual basis. Kekana (2007) explained that the ability to meet targets going forward was obviously dependent on sustained funding for the Fund, and he hoped that their kind of funding continued and increased going forward. He said that in the life of the Fund they knew what they were doing, and as not much was changing they were now able to make sure they did the best job. On Monitoring and Evaluation Kekana (2007) assured the Committee that they did have a monitoring mechanism in place, which was improving as it developed.

Kekana (2007) also noted that government departments assisted with monitoring because they put their money in the project and need to watch it. Kekana(2007) mentioned that for all their projects, they tracked the students trained after completion of the training. Their courses were all 18 months long, where 12 months in training and thereafter there was monitoring. Kekana (2007) noted that part of the ISO 9000 rating stipulated that every customer served must be surveyed, and as such they had all the details.

2.2 Influence of Baseline Study on M&E

Australian AID (AusAID supports high quality activities that produce a beneficial development impact in partner countries. Hence the measurement of the results of an activity is a vital responsibility of the Agency (IFAD 2005). Particular emphasis is given to measuring those results at the outcome and impact levels. A Baseline Study gathers key information early in an activity so that later judgments can be made about the quality and development results achieved of the activity. A 'needs assessment study', that gathers information during the design of an activity, is not a 'Baseline Study'.

Most activities use a logical framework matrix (a logframe) that is divided into levels of desired achievement or a hierarchy of objectives. The levels are usually called goal, purpose, component level objectives and outputs (IFAD 2005). The activity's monitoring and evaluation plan is closely linked to each (objective) level of the logframe and includes indicators of achievement and means of verification. The Baseline Study is an early element in the monitoring and evaluation plan and uses the logframe structure to systematically assess the circumstances in which the activity commences. It provides the basis for subsequent assessment of how efficiently the activity is being implemented and the eventual results achieved. Subsequent monitoring of activity progress also gathers and analyses data using the logframe and will be consistent with, but not repeat, the Baseline Study.

Mid-term reviews, project completion reports and other evaluations will judge progress largely based on comparisons with the information from the Baseline Study (IFAD 2005). A development activity entails change, so a good monitoring and evaluation system will: show whether change is occurring; indicate the results of the activity, including eventual impacts, whether these changes are intended or not intended, direct or indirect, positive or negative, primary or secondary; and suggest how to improve the efficiency of implementation, the extent of the desired results achieved and their sustainability. The Baseline Study is the first step in this important process.

2.3. Necessity of Baseline Study

A Baseline Study will not be warranted in some small-scale or short duration activities. Also where activity design is incorporated into the inception phase, it might be preferable to collect data on a rolling basis before the commencement of major sub components that require separate baseline studies (USAID 2002).

However a Baseline Study will be necessary for most activities. It is important to find out what information is already available. The data needed to help measure the degree and quality of change during an activity might already exist. In this case, the only task is to collect the data and ensure it can be updated in the longer term. But more commonly, there will not be any existing data or it will be incomplete, of poor quality or need supplementation or further disaggregation. For example, disaggregation of data related to gender and other marginalised groups is often essential for an adequate initial poverty analysis(USAID 2002). A Baseline Study will help overcome these problems but it should wherever possible maximize the use of good quality local data. New data collection should be confined to items that are essential for monitoring activity implementation quality and measuring development results achieved.

A monitoring and evaluation system is also a useful management tool for allocating human and material resources in the most efficient and effective way to achieve the desired results. If baseline information will not be used (or subsequently replicated) to improve the quality of activity implementation or to measure development results, then the reason for collecting the data should be seriously questioned. A Baseline Study should also meet the needs and interests of key stakeholders. If it does not, it is a strong indication that the Baseline Study is either unnecessary or the approach should be reconsidered. If the baseline information will satisfy the needs of only one stakeholder or group, this might signal the need to re-think the study to broaden its utility and relevance(USAID 2002).

2.4 Timing of Baseline Study

A Baseline Study should take place as soon as practicable after an activity begins. This does not necessarily mean that such studies must be conducted within the first few months of activity implementation.

A study is better conducted once the main implementing agents have a reasonable understanding of the context of the activity. This will enable thorough planning, and time to gain the commitment and involvement of local partners. It is important to be able to confirm that the proposed Baseline Study will not duplicate research that has already been done and to ensure all partners are familiar with existing data sources.

AusAID requires that genuine, critical thinking goes into establishing what information is really needed and to ensure that only the essential information will be collected. Time devoted to research and planning at the beginning will help to minimize the risk of squandered efforts and unhappy partners later on. Contractors and consultants are responsible and accountable for thinking through and ensuring baseline studies are meaningful, relevant, cost effective and not overly academic. (UNDP 2002)

2.5 Planning for a Baseline Study

The Baseline Study should be strongly linked with the critical aspects of the activity's monitoring and evaluation plan. Data collection can be then replicated if necessary during later monitoring and evaluation (USAID 2002). Opportunities to replicate data collection may include for a Mid Term Review, the activity Completion Report and/or an Expost Evaluation. Baseline data should provide only the minimum information required to assess the key aspects of quality of the activity delivery and measure the development results (including the eventual impacts). Anything more than this is likely to be a waste of time, effort and resources and risks making the Baseline Study not replicable. It is advisable to review the logframe with all partners to ensure that it is clear and well structured (UNDP 2002) . Logical and precisely expressed outputs, component level objectives, purpose and goal will assist data collection because it makes clear what needs to be measured.

While contextual analysis is done during the design phase, circumstances can change significantly between design and activity commencement. Each partner needs to understand the current conditions in which the Baseline Study will be conducted. For example, what season of the year is it? What political conditions prevail? What is the current state of the economy? What cultural divisions exist? Will the Baseline Study occur during, or follow on from, extraordinary events such as natural disasters, political upheavals or economic shocks?

If partners are not clear about such issues, then the meaning of the data generated by the Baseline Study might be misunderstood. Assess the feasibility of the Baseline Study, both in terms of material and human resourcing, and in terms of timing and duration. Each partner in an activity has competing workloads and differing capacities, and these must be clearly understood if planning for the Baseline Study is to be realistic. It is desirable to prepare and agree with partners a plan showing detailed resourcing and a budget before the study begins (UNDP 2002) .

2.6 Monitoring and Evaluation training

Training for those conducting the Baseline Study and provision for a pilot study should be considered. It is highly desirable that the pilot be satisfactorily completed and analysed before the full Baseline Study begins. This will help to avoid common field problems such as inappropriate use of language, poor interview or observation techniques, teams that are too large or too small, logistical difficulties and how to monitor the quality of a team's work in the field. Try to minimise the extent to which key technical staff are tied up in data collection and supervision, and the extent to which the daily life of communities being studied are disrupted. This needs to be considered from the perspective of both men and women.

Where practicable, consider using appropriately skilled local or research students to help implement the Baseline Study. Universities in Australia recommend appropriate Masters and PhD level students to help undertake baseline work. (UNDP 2002) AusAID is comfortable with this approach assuming that the Australian and/or local students are appropriate and well supervised. Some baseline studies demand specific and high level technical skills. In these situations it is important to ensure that these skills are available and that any necessary training takes place prior to commencement to fill identified skills gaps. Where specific equipment is needed, this should be available early enough to enable staff to become familiar with its use and to ensure it can be delivered to the field on time. If you are using survey forms, maps, photographs or other such materials, ensure there are more than a sufficient number of copies.

Planning should include adequate provision for data collection and analysis, including appropriate staff, materials such as computer software and recording forms, data storage facilities and a clear picture of who will need to access data and in what form. A Baseline Study will require considerable commitment from all personnel involved. They will need to be flexible and willing to compromise. Local resources are often limited and time is precious for everyone. Again, this is an issue of particular importance for women who already have the 'double burden' of work and family. Even after training, local capacity might not match all the needs of the original plan. Focus on key issues and the most significant data, and if you have to scale down your initial expectations, use lessons from the pilot study to help prioritise and allocate resources. Consideration must be given to the cost of the baseline to ensure that it is proportionate to the total activity.

2.7 Measurement of change and planning for a Baseline Study

When planning a Baseline Study, it is necessary to determine both what change needs to be assessed and what sort of comparison(s) will need to be made as part of that assessment of change. There are two common ways to measure change: 'With and without' Activity :This seeks to mimic the use of an experimental control, and compares change in the activity location to change in a similar location where the activity has not been implemented; 'Before and after' Activity :this measures change over time in the activity location alone. Summaries of the advantages and disadvantages of these approaches are given as follows: 'With and without activity' its advantages are it increases the likelihood of identifying causal factors in change and allows a clearer measure of the degree of change.

Disadvantages of 'with and without activity' are that it is difficult to find comparable areas in terms of ecology, resources and capacities. Can be compromised by new activity of other donors, local government or community organisations in 'without' location. Requires more advanced statistical skills and software. More expensive. Tends to give information that is only needed in impact evaluations, not monitoring. Poses an ethical problem if 'without' groups are used to measure change and impact yet excluded from development opportunities.

While 'Before and after activity' has the following advantages: Only need to collect data from activity area, so demands fewer resources. Allows combination of monitoring and evaluation functions. Provides a stronger motivation for participatory monitoring and evaluation. Its disadvantages are it is more difficult to identify causal factors in change, especially when other activities are taking place in the same location. Assumes that change will be a linear progression.

2.8 Planning and Designing of Monitoring and Evaluation System

The SEEP Network is an association of more than 70 international non-governmental organizations (NGOs) that support micro- and small enterprise development programs around the world. SEEP's mission is to connect microenterprise practitioners in a global learning community. It brings members and other practitioners together in a peer learning environment to produce practical, innovative solutions to key challenges in the industry. SEEP then disseminates these solutions through training, publications, professional development, and technical assistance.

The Practitioner Learning Program (PLP) methodology was developed by SEEP as a way to engage microenterprise practitioners in a collaborative learning process to document and share findings and to identify effective and replicable practices and innovations to benefit the industry as a whole. Practitioner Learning Programs focus on learning at three levels: the individual organization, the PLP group, and the industry at large. The development partners such as PLP recommendations and considerations are PLP partners learned valuable lessons while developing and implementing their own monitoring and evaluation systems. Below are some general recommendations drawn from their experiences to help similar organizations design and adopt an effective and feasible M&E system that accurately measures the outcomes and impact of their youth-workforce development programs (GSDRC 2007).

2.9 Designing indicators and Selecting Outcomes of M&E System.

The desired outcomes and impacts for youth-workforce development programming may include continued education as well as employment. PLP partners recommend selecting only a few (1–3) key outcome indicators and ensuring that all partners measure them well, rather than monitoring many outcomes at varying degrees of accuracy (GSDRC 2007). Market-driven youth programming should include outcomes measured by indicators that capture macro data from the labor markets that youth clients are entering.

Local training institutions and partners must measure employment placement rates upon graduation, separated into different employment sectors as relevant. This will help them respond to shifting labor and market demands. Because “youth” is not a homogenous group, M&E systems should disaggregate and analyze all program data and monitoring information by sex, age, and relevant socio-economic factors. This is essential for tracking the goal of “youth” employment with any meaningful accuracy (GSDRC 2007). Data should be further disaggregated where other significant social inequalities persist between ethnic, religious, or other social groupings. As a result, PLP partners recommend that when designing an M&E system, organizations should make sure they understand who the youth are. This means investigating, understanding, and responding to the specific, different capabilities and constraints facing diverse young women and men, and adolescent boys and girls in their efforts to become and stay gainfully employed (GSDRC 2007).

2.10 Implementing a Monitoring and Evaluation System

M&E is of importance on use of resources if the information gained is used to improve project design, inform decisions during the life of the program, or scale up effective methods, to ultimately achieve the desired outcomes and impact for youth. This means that M&E findings are regularly relayed to managers and program implementers, and that time and space be made available to adjust the project accordingly. Planning requires resources, at the outset but can lead to future savings and greater impact in the long term (International Labor Organization, 2009). Leaving M&E activities until the end of a program will not provide the necessary feedback loop described. Integrate monitoring into daily program activities by program staff.

Local and partner staff will likely need training to carry out effective M&E. Staff should understand what data to collect, when and how to collect it, why they are collecting it, how it is processed, and for what purposes(ILO,2009).

This technical note has focused on quantifiable indicators and on program monitoring as they relate to the causal chain. However, quantitative indicators are not by themselves sufficient to evaluate and assess project performance. PLP partners recommend supplementing this information through a mixed-method approach, using qualitative and/or other types of analysis (such as desk research, individual interviews, focus-group discussions, market scanning, or rapid assessments) to understand the reasons behind the trends and results shown by the key performance indicators. Qualitative data helps triangulate and confirm quantitative data, making the quantitative figures more meaningful.

It also helps an organization better understand what aspects of a program make it effective or unsuccessful. Finally, qualitative data helps to clarify which youth in a program are benefiting most (for example, whether young men and young women experience the program differently), or which partners or staff achieve the greatest results. Therefore, qualitative data collection is vital for answering the “how” and “why” questions that quantitative “what” and ‘how many’ questions cannot (International Labor Organization,2009)

2.11 Evaluation of Impact on youth projects

Even with a robust management information system, trained partners, and investments in M&E, measuring and evaluating long-term impact remains a major challenge. The PLP partners have identified the following problems and possible solutions:

Long-term horizons: Youth-workforce development programs may aim for long-term impacts, for example, a life-skills training course for adolescent girls intended to support employment for 5 or even 10 years in to the future. PLP partners recommend attempting to measure these impacts (if there is funding), especially in countries where the organization has a permanent presence. This allows organizations to test the validity of the causal model and adapt to changes in market conditions over time. When programs cannot measure long-term impact with sufficient accuracy, they can analyze outputs and outcomes along with qualitative information gathered from experiences and research findings. If the outputs and outcomes are achieved, then one can reasonably argue that the desired impact will occur in the future (World Bank, 2009).

Difficulty in attributing direct causal effect: There are many factors that may influence the success (final outcomes and impact) of youth-workforce development programs. For example, a program may report outstanding rates of youth employment, which might have been the result of economic growth in the region rather than of the program, or the rates might only reflect employment for boys and not girls. PLP partners recommend either trying to design an impact evaluation or looking at similar programs across different contexts to identify factors that consistently influence the ultimate outcome and impact (World Bank,2009).

High cost : Good impact evaluations are expensive, and may involve careful design before program implementation. PLP partners do not recommend using impact evaluations as a management tool, but rather as a way to identify cost-effective programs and activities that can be replicated to other areas. High opportunity cost :PLP partners recommend considering whether the funds invested in M&E would be better spent elsewhere (such as expanding the program to reach more beneficiaries).

Investments in M&E are justified if they improve current or future program and contribute to achieving the ultimate desired impact of 100-percent youth employment. This also assumes that M&E findings are shared and understood by program decision makers. Gathering data only to fulfill a donor requirement does not improve outcomes for youth. (World Bank,2009).Designing and implementing an effective M&E system for a youth-workforce development program is challenging. While the theory and best practice of M&E are well established, real-world conditions and limited funding and time often make these difficult to carry out. However, the examples and recommendations demonstrate that effective monitoring and evaluation is possible and valuable.

The difficulty of carrying out a rigorous impact evaluation may seem daunting to practitioners; specifically, a truly randomized control experiment. However, practitioners and donors should avoid thinking of M&E as either perfect or useless. Instead, M&E should be thought of as a continuum, with various tools and approaches that focus on different parts of the causal chain (inputs, outputs, outcomes, impact). These involve tradeoffs in time, cost, and the quality of data. Youth-workforce development programs should consider the resources and time they have available for M&E and what the data will be used for; and then choose among these different approaches accordingly (World Bank,2009)

2.12 Project Relevance

Relevance is the extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies. Retrospectively, the question of relevance often becomes a question as to whether the objectives of an intervention or its design are still appropriate given changed circumstance.

Six Sigma is a powerful approach to improving processes to do things better, faster, and at lower cost. It can be applied to every facet of business, from production, to human resources, to order entry, to technical support. Six Sigma started in the mid 1980s at Motorola in response to the needs of a sale force faced with increasing customer dissatisfaction and competitive pressures. To address these problems, Motorola created a set of formulas and tools that identified and measured what was important to their customers and then applied the findings to performance. (USAID 2002).

Any activity concerned with cost, timeliness, and quality of results can benefit from the Six Sigma approach. Unlike other quality improvement efforts, Six Sigma uses a specific philosophy, measure, and methodology to provide tangible savings that are directly traceable to the bottom line. The benefits of Six Sigma include: A clear focus on activities and attributes that are absolutely crucial to customers. The elimination of process variation and inconsistency. Targeted improvements that provide the largest financial return on effort and can be measured by increased profit, revenue, and customer satisfaction. Far-reaching shifts in company behavior and the active participation of top management. The Six Sigma philosophy addresses the following: What is critical to your customers? How well are you performing today? How can you leverage facts and data? How can you sustain improvement? (ILO 2009).

2.13 Project effectiveness

Effectiveness is an aggregate measure of or judgment about the merit or worth of an activity, that is the extent to which an intervention has attained, or is expected to attain, its major relevant objectives efficiently. To improve one of the first steps you can take is to define what quality activities and tasks you have available to your project. These activities can be:

Quality Control such as deliverable reviews ,code testing,product testing,static analysis tools ,style and complexity checkers.Quality Assurance such as audits and reviews checking that processes are appropriate and are being followed.Once you have your list you can define each activity and deliverable on your project and identify which quality activities will be applied such as requirements specification .Once you have this information, you can ensure that it is included in the quality plan or project plan (or PID) and that the activities are included in the schedule.By doing just this initial bit of planning which should take not more than an hour or so will be light years ahead of many projects in the industry and well on your way to delivering a successful project (USAID 2002)..

2.14 Project efficiency

Efficiency is a measure of how economically resources or inputs are converted to results to improve the way of work and manage projects tips to help get on the right track in the shortest time possible .Analysis managers often play an important role in the growth of their team members. They know that as long as their teams don't perform to their optimum levels, the projects will suffer. Every good manager must learn how to train, support and motivate employees. So take time to support your team members and ensure their needs are being met. Clear out the mess by avoiding probably wasting several productive hours .So take time to look through everything you've saved up .Follow Protocol as organizations have a set of protocols, which if followed correctly, helps to complete work without any problems. Identify every commitment, change of scope or other important points as you understand it. This ensures that you and your client understand each other well (UNDP 2002).

2.15 Project impact

Impact is positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended. .To know if you are managing for impact to see if you and other implementing partners are putting in place the four basic elements that will give the information and insights need. They are: Guiding the Project Strategy for Poverty Impact which is understanding the goals and objectives of the project and then allocating the available resources and guiding relationships between stakeholders to maximise impacts. Creating a Learning Environment: Inspiring and helping those involved with the project to reflect critically on progress, to learn from mistakes and to generate ideas for making improvements. Ensuring Effective Operations :Planning, organising and checking staff inputs, equipment, partner contracts, financial resources, annual work plans, and communications to implement activities effectively and efficiently. Developing and Using the M&E System :Designing and implementing information gathering and reflective learning processes to generate insights that help improve operations and strategic directions (USAID 2002).

2.16 Sustainability of a Project

Sustainability is the continuation of benefit from a development intervention after major development assistance has been completed or is defined as the continuation of benefits from a development intervention after major development assistance has been completed. Sustainability is concerned with results, which is impact and outcomes rather than activities and delivery mechanisms.

The IFAD Strategic Framework 2007-2010 explicitly identifies the achievement of sustainability as one of the organization's six principles of engagement for country programmes and projects. Elements of Sustainability are environmental: Productivity should be conserved and enhanced. Socially it should be participatory and equitable. Economically beneficiaries benefit from project activities. Institutionally: Institutions it continue to perform support functions (IFAD 2005).

Financial and Fiscal Sustainability is mixed and economic activities are expected to provide sustainable economic and financial benefits to participants. However these depend on the quality of social mobilization. Public infrastructure projects are at risk because of government's capacity to maintain them effectively. Causes of poor sustainability relate both to design and to implementation, lack of focus on phasing or exit strategies, Short project implementation periods, Implementation emphasis on activities and delivery rather than on impact and outcomes. Time bound implementation arrangements and mechanisms on the basis of lessons learned to date. Sustainability exit strategy should be included in design and implemented right from the outset. Move away from time-bound organizations to permanent mainstream institutions as implementing partners. Strengthen implementation support for social mobilization (IFAD 2005).

According to Chweya, (2006), a lecturer of the University of Nairobi, the Kenya government has formulated a series of decentralization programs, although their implementation has in all cases far short of expectation. The most notable of the decentralization programs that have been attempted in the past include Majimbo system (1963), District Development Grant Program (1966), the special rural development planning (1971) and the district Focus for rural development (1983-84).

There are other devolved funds still operational such as the constituencies development fund (CDF) which is described as follows:

2.17 Constituencies Development Fund (CDF), Kenya

The constituencies Development Fund (CDF) was established in Kenya by an act of parliament in 2003. The CDF parent Act came to be known as: The constituency development Fund Act Part II section 4(1) of the Act establishes the CDF with subsequent sections establishing other committees and their functions in the overall Administration of the CDF both at the National and constituency level. Section 4(2a and 2b) of the act compels the government to allocate an amount equal to or not less than 2.5% of the government ordinary revenue collected in every financial year and any money accruing to or received by the National committee from any other source. The CDF initiative is intended to uplift the living standards of the Kenya people at the grass root level.

The CDC monitors and evaluates the CDF. When the constituency has viable projects and with Monitoring and Evaluation many projects become a successes. Hence it's clear that the CDC need to have this Monitoring and Evaluation skills. Monitoring CDF has been done also by AfriCOG. It focuses on budget transparency and accountability. The project, already funded by Open Society Initiative for East Africa (OSIEA) it ran from February 2008 to March 2009. It built the funds experiences to help in designing future interventions. Since inception in 2003 CDF has facilitated over Kshs.33.25 billion from the central government to 210 different constituencies. Table 2.1 on National allocation trends are shown;

Table 2.1: National Allocations trends for CDF

Financial Year	Amount allocated in millions.
2003/4	1,260,000,000
2004/5	5,431,999,997
2005/6	7,028,619,994
2006/7	9,736,860,002
2007/8	9,797,000,000
Total	333,254,479,993

Source:(www.cdf.go.ke, July, 2009)

In a nut shell CDF can best be described as a home grown approach adopted by the government in fighting both rural and urban poverty using the constituency as the center of focus. Since the inception of the fund numerous media publicity exposing gross mismanagement. However out of the 210 constituencies as some battle with mismanagement have made prudent use of the resources and are as proud to show their results according to Lucy et al (2010) findings in Keiyo North constituency .

The CDF Act provides that the District Projects Committee shall also make official or impromptu visits to projects sites times it may deem appropriate. This is one way to do Monitoring and Evaluation but it should be frequent and the implementers on the ground need to be involved more in M&E which is known as participatory Monitoring and Evaluation Nyamai .C. (2007) terms it a vehicle for development and urges that CDF committee be strengthened in terms of Monitoring and Evaluation skills to ensure the funds are not misappropriated. He noted that more funds have been given to CDF and a team to monitor set up, not those initially appointed by the MP. This will ensure transparency and openness in the fund .

Structures of the CDF committee need to be looked at as Francis, A. (2009) recommends that a country wide uniform team need to be formed to enhance CDF accountability and transparency a resultant benefit of Monitoring and Evaluation. Evaluation of targets is a crucial need before more funds be disbursed to avoid ghost projects coming up. Targets improve accountability to Iraki (2009) in Economic Insight. Kalonzo(2009) needs managers of the kitty to be accountable while he needs a central database so be setup so that Monitoring and Evaluation can be easier. This shows the need for M&E skills.

2.18 Women Enterprise fund (WEF)

According to Murugu (2009) when launching the WEF noted that the law established the fund through the promulgation of Women Enterprise Fund regulations under section 25 and 32 of the government Financial management Act 2005, legal notice number 147 dated 3rd August 2007. According to the Guidelines of the Women Enterprise Fund : The WEF was conceived in December 2006 by the government as a strategic move towards addressing poverty alleviation through Social economic empowerment of the women. The current projected population of women aged 18 years and above is 52.9% of the entire population.

The government as set aside Kshs.1 billion in 2007/2008 financial year for WEF. An additional value of Kshs. 500 million to boost its mandate (Murugu 2009). Murugu, Minister for Gender, Children and Social Development during the official launch of (WEF) on Tuesday 26th May 2009 noted that the ministry has also developed a monitoring and evaluation framework to create a standardized functional system of tracking the progress, assessing the impact and challenges of the process .The purpose of the fund is mainly to provide loans to existing micro finance institutions (MFIs) registered, non –governmental

Organizations (NGOs) involved in micro financing ,savings credit Cooperatives (SACCOs) for on- lending to women enterprises. Attract and facilitate investment in micro, small and medium enterprises oriented commercial infrastructure as business markets or business incubators that will be beneficial to women enterprises.

To support women oriented micro ,small and medium enterprises to develop linkages with large enterprises . It also facilitates marketing of products and services of women enterprises in both domestic and international markets and also to support capacity building of the beneficiaries of the fund and their institutions. The minimum conditions for accessing the loan are: One must be in the age bracket of 18 years and above. Be a Kenya female, with an intention of investing in income generating activity (IGAs) and for a group it must be registered by appropriate authorities and must have been in existence for 3 months . The fund is a loan and must therefore be repaid. The fund is disbursed through: Micro financing institutions (FIs) and the constituencies' enterprises Scheme (C-WES) for women in remote areas who are not well served by financial institutions .It is accessible to women groups operating in that constituency only.

Nyikal. (2009) noted that when a woman is empowered the nation benefits. To his conviction if the fund is properly and sustainably used it will integrate and introduce rural women into the money economy. This is possible if proper Monitoring and Evaluation is done to already started projects. The fund is managed by an Advisory Board of Kenya Women and men of diverse professional standing and experience which is a qualified management team to oversee the daily operations of the fund at the secretariat and field operations. This is an aspect of M&E . Views aired by Nyikal. (2009) are that since inception Ksh.682 million has been disbursed to 92,000 micro ,small and medium enterprises (MSMEs).

This fund which established in 2007 and gets funds from the government has disbursed the loans as shown since inception in table 2.2 ,

Table 2.2 Loans for WEF disbursement

Province	Number of groups	Total amount
Nairobi	150	7,498,000
Coast	437	19,088,980
Central	437	23,144,000
North Eastern	100	5,000,000
Eastern	533	24,897,000
Rift valley	825	39,689,000
Western	382	18,363,000
Nyanza	630	29,154,200

Source: WEF guidelines booklet,2007

Little has been said about how women monitor their projects to be able to repay the loans hence a need to investigate the availability of the monitoring and evaluation skills among the implementers of the fund. Another example of a devolved fund in Kenya is the Local authority transfer fund (LATF).

2.19 Local Authority Transfer Fund (LATF)

Local authority transfer fund (LATF) was started with the LATF act ,1998 under the local government Act with the main objectives being to facilitate the disbursement of funds to local authorities to supplement the financing of services and facilities in Local government. This will improve service delivery to the public, improve financial management and reduce local debt (LATF ACT,1998). The source of the fund is 5% of all tax collected under income tax Act. As the Daily nation news paper of July 29th 2009 points out that before more funds are disbursed evaluation documents are proved such as budget estimates, statements of receipt and expenditure, cash and bank balances, a statement of debtors and creditors, and an abstract of accounts for the previous financial year with a Local Authority Service Delivery Action Plan(LASDAP).

Monitoring LATF :As LATF is a conditional grant from the central government to local authorities. It was part of a reform of the local Government system. Draws money from the total income tax collected by the Government. Money is disbursed to all 175 local authorities. It introduces good Governance through LASDAP. There is a LASDAP committee composed of Councilors each representing staff committee, finance committee, social services, water and sewerage committee, LASDAP desk officer, Deputy medical officer. The local Government Act is silent on the issue of citizen participation in the decision making process of local authorities operations and development. Although the Act provides public access to councils budget information, it does not guarantee access to that information. Section 212 (8) only allows local authority to publish a summary of the approved budget in a local Newspaper. The Act does not provide for clear procedures and guidelines on how local authorities can involve communities and monitor the quality of service provision.

For a devolved fund, Local authority transfer fund (LATF) in Kenya has a monitoring committee (Ameyo (2007) which is not an independent monitoring body of the council's activities. This inhibits accountability. This mostly leads to slow goal attainment and implementation. For Women Enterprise Fund (WEF) the ministry has a monitoring and evaluation framework for tracking the progress, assessing the impact and challenges of the process (Murugu, 2009) This recognizes the importance of M&E but does not mention the degree of implementation of M &E plans. The fund has an advisory committee. The one who does supervision and controls the fund is the officer administering the fund thus also Monitoring and Evaluation skills are needed by the officer to effectively carry out his duties.

2.20 The Youth Enterprise Development Fund (YEDF)

According to Guidelines on the YEDF (2007) it was conceived in June 2006 by the government. A strategic move towards arresting unemployment of the huge number of unemployed youth. Seventy five percent (75%) of the unemployed are the youth. The government through the Ministry of Youth affairs and Sports are financing youth based ventures. Banks are carrying out these operations. Equity bank and K-rep are financing groups while Family bank is offering loans to individual. The loan is pegged to size of your business and the interest rate is 8% per annum on reducing balance. The government set aside Kenya shillings one billion in 2006/2007 budget to fast track this noble & timely initiative.

The fund was gazetted on 8th December 2006 to provide the necessary legal framework to govern its use and operations. The fund facilitates youth employment through enterprise development and structured labor export (YEDF Guidelines, 2007). It has eleven member Advisory Board to process fund disbursement to the youth enterprises through financial intermediaries (FI) & Constituency Youth Enterprise Scheme (YES). The (YEDF) has the following objectives: Provide loans to existing Micro-Finance institutions (MFIS), registered Non-Governmental Organizations (NGOs) involved in micro-financing savings & credit Co-operative Organizations (SACCOS) for on-lending to Youth enterprises.

It attracts and facilitates investment in Micro, small and medium enterprises oriented, commercial infrastructure such as business or industrial parks, markets or business incubators that will be beneficial to the Youth enterprises. Support Youth oriented Micro, small and medium enterprises to develop linkages with large enterprises. Facilitate marketing of products & services of Youth enterprises in both domestic & international markets and finally to facilitate employment of Youth in the International labor market (YEDF Guidelines, 2008).

The target group of the YEDF is young Kenyans aged between 18 to 35 years who intend to start or expand business. Modes of disbursement of the fund being: The Constituency Youth Enterprise Scheme (C-YES), the Easy Youth Enterprise Scheme (Easy-YES) and through financial Intermediaries(FIs).

The one billion Kenya shillings in the 2007/2008 budget was allocated as follows: Ksh.210 million was allocated to parliamentary constituencies to finance youth groups. Each constituency receives Ksh. 1 million. Channeled through financial intermediaries was Kshs.690 million to finance all legally recognized forms of youth owned enterprises. Set aside to cater for other objectives of the fund was Kshs. 100 million that entail commercial infrastructure development, linkage schemes, marketing of products and services of youth enterprises, labor export scheme and also finance some administrative expenses.To ensure distribution equity in the fund the following criteria has been provided.

The first half of the fund which is Kshs. 345 million has been divided equally to all districts, the second half of the fund which is Ksh. 345 million has been divided as a factor of the population of youth in each district. Fund disbursement levels and conditions for the fund being: One must fall in the age bracket (18 to 35) years and be a Kenyan. One must have the intention of investing the fund in a business venture. The fund is a loan and must be repaid.

Monitoring YEDF:The Youth Enterprise Development Fund was gazetted. The Gazette Notice according to Minister for Finance, Kimunya(2007) gave the Fund the necessary legal framework to govern its use and operations. Besides spelling out the legal obligations of borrowers, the Gazette Notice has put in place legal provisions to ensure that those who misuse the fund are dealt with in accordance with the Kenyan law (YEDF Guidelines,2008) .

To achieve objectives of the Fund, the Ministry has mounted intensive capacity building among the youth, which among other things entails: Technical skills training offered by rehabilitated Youth Polytechnics and the National Youth Service. Entrepreneurial skills training in the district and at institutions of learning whose focus is provision of sustainable and integrated training system that would build the business and entrepreneurial capacities of the youth and provide them with opportunities for employment. This does not mention M&E skills. Interest rates charged on the loan will vary from bank to bank depending on administrative costs but certainly lower than the prevailing market rates .

The duration of repaying the loan depends on the amount of money disbursed to the individual, organization or group. The maximum amount loanable depends on the business proposed and the financial intermediary's evaluation. The Ministry's responsibility will be to monitor how the financial intermediaries disburse the Fund whereas the financial intermediaries will manage the loanees' risks. Nothing has been mentioned about monitoring the projects the youth initiate. The Ministry notes that the first phase of disbursement begun at the end of January 2007 (Kinuthia (2009) .

The first disbursement level is: Constituency Youth Enterprise scheme (C-Yes). This portion of the fund is to ensure that all youth especially those living in remote areas not well served by financial intermediaries are not disadvantaged in accessing the fund. The loan is accessible only to the youth groups operating within the parliamentary constituency, maximum loan amount per group is Kshs. 50,000, not accessible to individually owned youth enterprises.

The loan attracts no interest but has an administration fee of 5% deductible up front from the approved loan which is Kshs. 2,500/=.

Proposal screening, recommendation and approval are done by Youth Enterprises Development Fund Committee at divisional and district levels. Three month grace period follows then full repayment within 12 months .Mixed age groups must have at least 70% youth membership and 100% of their leadership in the youth bracket .A standard application proposal format is available to all potential applicants (YEDF Guidelines,2008) .Loans Access procedures and requirements are as follows: There must be a registered group/company/co-operative which has been in existence for at least three months as of the date of application. The registered entity must have a bank account. The entity must have a least 70% youth membership and 100% of its leadership in the youth bracket. Prepare business proposal using the standardized format provided. Submit the proposal form to Divisional Youth Enterprise Development Fund committee through the youth officer, Social Development Assistant (SDA) or the constituency office (YEDF Guidelines, 2008).

Divisional youth enterprise Development Fund Committee evaluates the proposal using evaluation guide provided by the ministry of state for Youth affairs. Recommended proposals are submitted to the district youth enterprise Development Fund Committee for validation and approval. The District YEDF Committee submits the approved proposals to the youth enterprises Fund (YEDF) secretariat. The YEDF secretariat disburses the funds directly to the bank accounts of the approved groups. The entity repays the loan in installments within twelve months after the grace period into the bank account of the YEDF (YEDF Guidelines,2008) .

The (YEDF) is also available as a flexible collateral fund channeled through FIs. This channel has been created to finance all youth enterprises in the country to cater for the different financial needs.

Its features are: Loan targets all forms of the youth owned enterprises whether owned individually as a company, in groups, in co-operatives or any other legal forms of business ownership. A Loan is accessible to any youth owned enterprise operating within the district.

The loan is managed by selected FIs (YEDF Guidelines, 2007). The loan attracts interest rate of 8% per annum on a reducing balance. The loan amount is dependent on the nature of business proposed and the lending terms of the FI. No maximum amount. However FIs seeks approval for loan amount exceeding Ksh. 500,000/=. The loan access procedures and requirements are that the applicant must have identification details such as business registration certificates and personal identification papers such as national identity card or passport. The applicant must have a bank account preferable to the FI. The applicant collects loan application form from his or her preferred FI. Submit the loan application form or self prepared business proposal to the preferred FI.

The preferred FI carries out the assessment of the proposal business to establish financial viability and other relevant technical matters, Attendance of training programme if required. Verification by the District youth officer (DYO) when sought for by FI. The applicant repays the loan with interest at rate of 8% to the FI. The repayment period and amount is agreed with the FI. Funds which have been received from government of Kenya (GoK) since inception are shown in Table 2.3.

Table.2.3 YEDF allocation since inception

Financial Year	Amount allocated (Ksh.)	Amount released (Ksh.)
2006/2007	1000,000,000	1000,000,000
2007/2008	750,000,000	750,000,000
2008/2009	500,000,000	500,000,000
2009/2010	500,000,000	35, 000,000
Total	2,750,000,000	2,285,000,000

Loans disbursement through the Constituency Youth Enterprise scheme (C-YES), According to the YEDF report, 2009, C-YES allocates funds for groups at constituency level in all constituencies. At the start the allotment was a lot but as time went by the value allotted reduced to a lesser value and this was because more transparency was needed on the fund use. Every constituency has been allocated a revolving fund of Ksh. 2 million as shown in table 2.4,

Table 2.4: Allocation per province

<u>Province</u>	<u>No of youth groups</u>	<u>Total disbursement (Kshs)</u>
Central	1,107	49,412,796
Coast	802	37,946,127
Eastern	1,503	68,666,887
N/Eastern	469	18,845,000
R.Valley	1,981	86,257,529
Western	1,094	42,746,865
Nyanza	1,299	58,649,607.40
Nairobi	331	14,398,999.50
Total	8,586	376,923,810.90

Source: YEDF report, 2009.

From the study table 2.4 R.Valley has the highest number of youth groups followed by Eastern. The same provinces have been given more disbursement. Nairobi has the lowest number of youth groups followed by N/Eastern. Nyanza has 1299 youth groups where Marani district youth groups are included. The fund has so far partnered with 33 FIs and has disbursed Ksh. 2.01 billion through this partnership as shown in table 2.5:

Table 2.5 Beneficiaries per province

Province	No. of beneficiaries	Total
Central	13,912	408,627,971
Coast	6,270	183,604,125
Eastern	10,907	267,183,078
N/Eastern	475	28,325,002
Rift Valley	14,185	466,510,472
Western	5,240	111,695,857
Nyanza	7,061	264,582,801
Nairobi	5,510	284,385,563
Total	66,330	2, 014,914,869

Source: YEDF report, 2009.

It is be noted that same provinces, such as North Eastern, have recorded relatively low uptake of the FIs loans. The main reason has been lack of adequate coverage by small enterprise oriented financial institutions. The fund is making all possible effort to identify alternative channels of availing its products to youth in these areas. Enterprise's business development service is given through Entrepreneurship training and provision of appropriate business development services which is key to the fund achievement of its mandate (YEDF Guidelines,2008).

This does not mention M&E .Besides ensuring that the youth have adequate skills it also assists them in identifying and tapping into business opportunities, while embracing modern business management techniques. The mentioned skills are not clearly spelled out whether M&E is inclusive .The fund has made tremendous progress in areas as outlined as follows: It has trained over 150,000 youth on entrepreneurship,over 500 Ministry of youth officers have undergone entrepreneurship training course to enable them equip young people at the grass roots with relevant skills. In 2007/2008 the fund supported a business plan competition in which over 6,000 youth entrepreneurs were trained and winners awarded. The year 2009 the fund supported another business plan competition where thousands have been trained and winners awarded.

The training is on entrepreneurship not M&E The fund is also used in Youth employment scheme abroad. The fund is mandated to facilitate young people whose services are not engaged locally but are required abroad to secure temporary employment (YEDF report, 2009). Market and linkage support is another mandate of the fund. The fund is to facilitate marketing of goods/services of youth enterprises. The fund has facilitated the following activities in this respect: Organized national trade fairs for hundreds of youth entrepreneurs drawn from across the country to showcase their products and services to the public. During these events, youth exhibitors make critical contacts for selling their products/services. Lobbied the government to support youth enterprises through deliberate policy of buying goods/services.

The government has committed at least 10% of its procurement needs to be sourced from youth enterprises. The fund is finalizing development of youth enterprises directory to be distributed to all public entities at district and national levels in readiness for 2009/2010 financial year (YEDF report, 2009). The fund as used in Commercial infrastructure improvement has engaged several local authorities and other private sector players to partner with the fund in establishing commercial infrastructure appropriate for youth enterprise needs. The growth and sustainability of the fund is dependent on the number and quality of partnerships identified and developed to leverage its interventions to optimize benefits to the youth of Kenya (YEDF Guidelines, 2007). Some of the partners identified and being engaged in implementing the funds mandate are: Financial intermediaries, Netherlands Development organization (SNV) and International organization for Migration (IOM). With public sector entities- the fund is closely working with government ministries and state co-operations in the relevant areas of the mandate to maximize impact of the interventions(YEDF report, 2009).

The fund is currently working on a new product for young entrepreneurs which include: Trade finance products where it is exploring the possibility of venturing into provision of trade finance products such as bid/performance bonds, LPO financing and credit guarantees. Challenges faced by the fund include, firstly insufficient policy and legislature frameworks to support growth of youth enterprises as funds sustainability in conformity with the scale and complexity of the youth unemployment problem. Monitoring projects to be self-sustaining is vital.

Secondly the capital investment in providing non-credit services to the youth entrepreneurs is huge vis-vis the actual loans disbursed. This needs effective M&E in implementation. The services include business development services, market support, operational overheads and public sensitization and education which needs to touch on M&E skills. But the public focus is largely on the loans disbursed not so much on the quality of these loans. Thirdly inadequate disbursement and repayment infrastructures in some parts of the country particularly remote area pose a major challenge to disbursement and loan repayment. Repayment is an issue as some youth struggle to repay and lack easily accessible points to repay the loans. Finally insufficient funds to cater for high demand and expectations of the youth(YEDF report, 2009). The youth need more loan but have challenges to repay which is blamed on poor implementation and lack of M&E skills.

The suggested way forward to minimize the challenges as set by the Board are as follows: The Board is in the process of developing a sessional paper that guides the management of the fund in positively impacting on youth economic empowerment drive. The sessional paper needs to show how M&E will be used .

This policy proposal will define the operations, sustainability and comprehensive economic empowerment strategies that correspond to the youth employment problem. A number of development actors have already embraced the joint approach to youth empowerment to increase reach and impact of interventions. The Board believes that with its 3-year strategic plan and continuous review of its operations. This is an M&E technique. The aspirations of the youth of Kenya will be adequately catered for (YEDF report, 2009) and (YEDF Guidelines, 2008).

2.21 Studies on Monitoring and Evaluation.

A study on impact of devolved funds contribution to living standards in Keiyo North constituency with 644 respondents by Lucy et al (2009) revealed that substantial investment was in education infrastructure and scholarships at 88.0% ,water and environment 58.3% was evident of CDF usage . The study also showed that top management of CDF that is the CDC in the constituencies needed reporting on expenditure where 29.25% of the respondents were not satisfied with what is being done. While on project quality 10% showed dissatisfaction. CDF projects completion time had 28.75% not satisfied which includes entirely on Monitoring and Evaluation on projects. The study recommended that transparency and accountability mechanisms were needed for improvement a key component in Monitoring and Evaluation. The CDC Monitoring and Evaluation visits were rated as unsatisfactory (Lucy et al 2009). This because it is through Monitoring and Evaluation that the success of CDF in provision of services to the residents can be strengthened for greater impact .

Views aired by Ong'ong'a. (2009) after his study on LATF showed that there was no Monitoring and Evaluation department in Local Authority Councils to follow project implementation even if an M & E framework as part of strategic management existed.

Also lack of funds to run the department was noted. Hence M & E was delegated to District M & E committee whose capacity and work programme was not within the control of the council. Performance indicators such as cost effectiveness, completion rate, relevance and timeliness were mentioned but not elaborated. Information relay from councils on the ground to the district committee was absent. The study by Ong'ng'a (2009) also showed that councils did not have Monitoring and Evaluation department or an officer in that capacity to deliver strategic objectives. He suggested further research on how to strengthen Monitoring and Evaluation in the local authorities to effectively carry out their projects. Thus this study investigated the influence of Monitoring and Evaluation on youth projects performance, financed by YEDF in Marani District in Kenya.

2.22 Theoretical Framework of the study

Theoretical frame work is a collection of interrelated ideas based on theories attempting to clarify why things are the way they are introducing new ideas and views of the research problem allowing understanding realm of the problem, helping to conceptualize topic in its entirety and to acknowledge problem from a wider perspective for objectivity(Kombo and Tromp,2006).This study is modeled in the Systems theory advanced by L.Von Bertalanffy of 1930s a biologist who studied how human body systems relate. It is old but applicable. It aims to recognize influence of M&E on project performance. The theory postulates that a system is made of sub systems, which are different, but all work towards achieving a common goal and each subsystem has a part to play.

A system is a composition of several components (units or subsystems) working together to accomplish a set number of objectives. Typical examples of systems include M&E system, transport system and computer system. System theory provides a framework by which

groups of elements and their properties may be studied jointly in order to understand outcomes such as the M&E system, System thinking focuses on causes, rather than events or occurrences around projects in solving problems effectively. Systems depict the following characteristics .There is an orderly in operations(organization).

There are goals or objectives to be accomplished (central objective), a way in which things are tied together(integration),a way in which the components interact (interaction), a way in which components depend on each other (interdependence).Elements of a system .A system will comprise of the following elements.

Input – This is the element that initiates an activity such as funds ,resources and youth efforts . Processor – this element transforms the input into result form such as project progress as trees grow ,data is analyzed or chicken hutch. Output- This is the ultimate result after processing such as information for decision making,eggs harvested and timber is got from planted trees . Control : This element synchronizes the various activities within the given system for example in Monitoring and Evaluation ,schedule and personnel on M&E plans .Feedback – This element measure performance by comparing the inputs and output and is of two types : Negative feedback necessitates the need for action to reverse the performance that is unsatisfactory. Positive feedback enhances performance since the results are in line with the anticipated results. Feed forward is the putting of measures well in advance to alleviate possible future dismal performance .Boundary – this element determines the limitations of what defines what is within and without the systems such as M&E Standards. Environment are the surroundings of a given system for example villagers and their leaders such area chiefs (Wikipedia,2009).

A project as a system. A project is indeed an open system that brings together people to undertake activities for purposes of achieving an objective and therefore could be profit-oriented (business) or charity-oriented for example local authority. Any project is thus a system as it has the following characteristics i.e. interaction, central objective, interdependence, integration and organization. These projects are made up of people in different departments that are governed by known policies and procedures (Wikipedia,2009).For as long as there is close working together among the different departments, the project is bound to enjoy synergism in operations, in seeking to achieve the anticipated future aims.

It is on this regard that a typical project will take in raw materials, energy and labour and through it production transform or add value to these in order to produce goods or services(Wikipedia,2009).

It is incumbent upon the management to control the various operations by gathering feedback from stake holders in order to remain relevant and where necessary it may have to enhance performance or take corrective action especially if the results are below expectations or are contradicting the set standards . Each and every department and the entire project have a boundary of activities or business it can engage in and each department as the boundary of functions that it performs.

This was preferred over Critical theory in the fact that Critical theory questions established knowledge. As applied in the study the theory holds that IV (M&E influence DV (project performance). This is true concerning the fact that if a sub system is investigated would show the influence. If M&E skills are found useful then they would be included in projects to increase changes of project performance.

However adopting this theory the researcher is not ignorant of its shortcomings that M&E skills may also waste time and drag some aspects of the project. (Kombo and Tromp,2006).

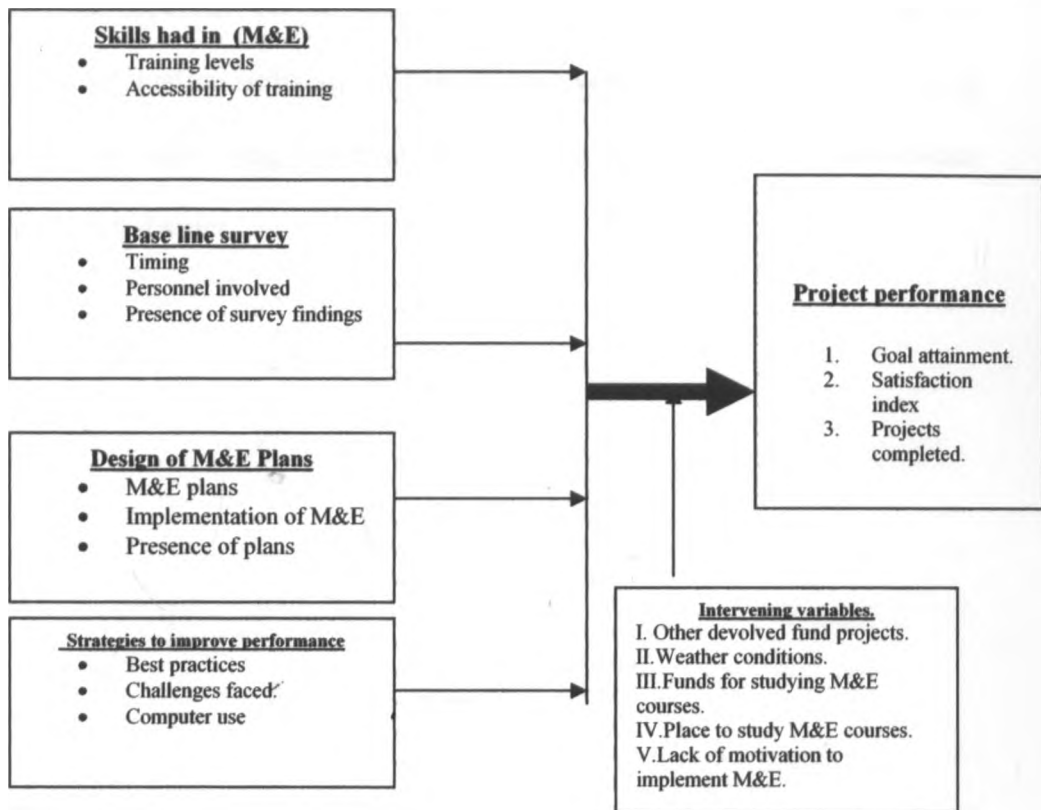
2.23 Conceptual Framework.

Reichel and Ramey (1987) in (Kombo and Tromp,2006) sees a conceptual frame work as a set of ideas and principles taken from relevant field of inquiry and used to structure subsequent presentations. Conceptual framework involves forming ideas about relationships between variables in the study and showing these relationship graphically or diagrammatically (Mugenda and Mugenda, 2003). M&E skills had ,baseline studies done ,design of M&E plans affect project effectiveness However intervening Variables have also influence on youth project effectiveness. The Conceptual framework on the DV and IV are shown diagrammatically in figure 2.0

Figure 2.0 Conceptual Framework

Independent Variables (IV)

Dependent Variable (DV)



Key

 Combined direction of influence

 Direction of influence

The independent variables which are baseline study, trainings in M&E, design of M&E and strategies for improvement as shown in the figure 2.0 have influence on the dependent variable that is performance.

2.24 Summary of literature review.

This section viewed literature on effect of Monitoring and Evaluation skills on project performance. It has discussed the history and rationale for devolved funds and Monitoring and Evaluation skills. Studies on how Monitoring and Evaluation affect projects in terms of performance were discussed especially on the many devolved funds in Kenya. It has come out clear that Monitoring and Evaluation skills are crucial to devolved funds and hence a need to investigate the influence of Monitoring and Evaluation skill on youth project's performance financed by YEDF in Marani district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section provides a detailed description of how the requisite data will be obtained, processed, analyzed and interpreted to fulfill the research objectives. The methodology elements considered here include, research design adopted, target population, sample and sampling procedures, type of data, collection instruments, processing and analysis techniques. Details of these have been discussed in the succeeding sections.

3.2 Research Design:

This is an arrangement of conditions for collection and analysis of data combining relevance to purpose of the study. A conceptual structure within which research is conducted. This constitutes the blue print for the collection measurement and analysis of data (Kothari, 2003). The study adopts a descriptive design which is suitable for this study as it is a description of the state of affairs as it exists. The researcher reports the findings, but can also result in the formulation of principles of knowledge and solution to significant problems (Kerlinger, 2000). The study was conducted through descriptive design which is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. (Orodho, 2003).

The research design entailed selecting a sample to analyze and discover occurrence.

Through analysis of quantitative and numeric distribution of some parts of the population which describes and explains the population (Oso and Onen, 2008).

For the purpose of the study, the descriptive survey provides the information needed for non biased conclusion and suggestions.

3.3 Target Population.

The study was conducted in Marani District. It was accessible to the researcher, which cut down on the costs of the study. The population consists of 262 youths projects as shown in table 3.0 that follows:

Table 3.0 Population

Divisions	Youth projects
Kegogi	66
Ng'enyi	57
Mwamonari	54
Mwagichana	47
Sensi	20
Mwakibagendi	18
Total	262

Source :Marani youth office.

Kegogi has the highest number of youth projects at 66 followed by Ngenyi and further still Sensi with 18 projects. Most of the youth are unemployed as the rest of Kisii hence was appropriate for providing a focal point for the study .

3.4 Sample size and Sample selection

A sample is part of the accessible target population that has been procedurally selected to represent it (Oso and Onen 2005). The sample consisted 79 youth groups with 247 respondents who are distributed in six divisions. This number was chosen according to Stratified Random Sampling with strict randomization because of its divers nature .

From each stratum 30 percent (30%) was picked randomly by churning assigned numbers to youth groups and randomly picked.

3. 4.1 Sampling technique

This is a process of selecting a number of individual objects from a population such that the selected group is representative of the characteristics found in the entire group (Orodho and Kombo,2002). Probability techniques were used that is convenience for youth group members and purposive for district and divisional youth officials. Non-probability techniques have been used, that is stratified random sampling for the youth projects. This is shown in table 3.1

Table 3.1: Sample

Divisions	Youth projects	Sample
Kegogi	66	20
Ng'enyi	57	17
Mwamonari	54	16
Mwagichana	47	14
Sensi	20	6
Mwakibagendi	18	5
Total	262	79

Source : Marani District youth office

According to Mugenda and Mugenda ,(1999 in social science research, the following formula was used to arrive at right sample size:

$$n=pN$$

Where

n is desired sample size.

P is proportion of target population and is 30%.

N is the target population estimated to have characteristics being measured.

Therefore taking target population as 262 projects and p at 30%

$$n = \underline{262*30\%} = 79 \text{ projects}$$

For project members a sample was selected using probability and non-probability designs .In this case 247 respondents were targeted for attrition. This sample was enough to make inferences. The study employed Stratified Random Sampling (SRS) to pick the sample for Youth groups in six divisions .

The SRS divided the population into homogenous subsets that share similar features to ensure equitable representation of the population in the sample.

In this study six subsets were found and each provided 30 percent (30%)of the youth groups to from a sample of 79. It is a preferred technique for this study because it ensures that subgroups are proportionately represented and accounts for differences in the subgroup characteristics. This is shown in the following table 3.2 ,

Table 3.2 Sampling technique

Level of respondents	Sampling technique	Proposed number
District and divisional youth officials	Purposive	8
Youth group officials	Convenience	79
Youth group members	Stratified	158
Total		245

Purposive sampling was used for the divisional and district officers because two district officers and six divisional officers exist for the six divisions. There were 79 projects targeted so in each an official at researcher convenience was given a questionnaire. Two members were targeted from each project besides the officials and are one male and the other female giving a total of 158 members and a grand total of 245 respondents.

3.5 Research instruments

Qualitative and quantitative data was collected from primary and secondary sources. Questionnaires and interview schedules were tools used to collect relevant information for the study guided by the nature of the study, time available and objectives. Research on views, opinion, perceptions, feelings and attitudes is best done using questionnaires and interview schedule is better. (Toulitos and Compton, 1988, Bell, 1995)

The data was collected using questionnaires which were self made. There were questionnaires for members and those who held positions in the youth groups. This can be used to gather data over a wide area (Kombo and Tromp, 2006). It had two sections with 23 questions to be answered which were option and open ended questions on biodata and objective items. It was a suitable instrument because the research was concerned with views, opinions and facts, which can best be collected using questionnaires. The purpose was to fulfill objectives I, II, III and IV.

Also interview schedules were used. The interviews were scheduled with structured questions asked. Interviews give that which was not captured by questionnaires, obtain historical information and controlled line of questioning. It had 23 questions to be answered which were option and open ended questions on biodata and objective items. Interview schedule was for district and divisional youth officials.

Secondary data was collected using documents analysis related to youth group projects in Divisional development and District development offices. Documents on youth enterprise fund since inception to 2009 at district level were analyzed. The research instruments were used as in table 3.3:

Table 3.3 Research instruments

Research instruments.	Target respondents	Type of data	Objective addressed.
Survey questionnaire	Youth group officials, youth group members	Primary and Secondary	Objective I,II,III,IV
In depth interview schedule	District and Divisional youth officers	Primary and Secondary	Objective I,III
Document analysis	District and Divisional youth officers ,Youth group officials,	Secondary	Objective I,IV

3.5.1 Piloting of the instruments

Piloting was done a week before the real study using four projects at the convenience of the researcher .This had 13 respondents who were four youth group officials, one divisional officer eight youth group members two from each project. It was found out that most of the respondents were illiterate and a reliability of 0.85 was got from the findings.

3.5.2 Validity of the instruments.

Validity is a subject concerning what can be measured. An instrument is validated by proving that its items are representative of the skills and characteristics that it is purported to measure (Otieno,2003.For this study instruments validity ensured content items are representative through a pilot study.

This preceded the questionnaire administration, by first seeking to create good rapport with respondents and revealed the ambiguities, inconsistencies hence brought into light the weakness of questions (Borg and Gall, 1998).

Experience gained from pilot survey within four youth groups with 13 respondents at the convenience of the researcher, were analyzed, used to fine tune and write questionnaire in a more simple language and was availed to the supervisor for expert advice.

3.5.3 Reliability of the instrument:

According to Borg and Gall,(1986) reliability is the level of internal consistency or stability of the measuring device overtime. A measuring instrument is reliable if it provides consistent results. The reliability of the research instruments was measured using split-half techniques which according to Roscoe, 1969), involved splitting the instruments into halves i.e odds and evens then calculated the Pearson correlation coefficient, r between the scores of the two halves. Questionnaires were administered to respondents in four youth groups selected for the pilot survey. The items were divided into two comparable halves and coefficient of correlation calculated for the two halves. The split halves was transformed into an appropriate reliability estimate for the entire test and Spearman-Brown Prophecy formula applied.

$$R_x = \frac{2r_a}{1+r_a}$$

Where

R_x is the estimated reliability of the entire test and r_a is the Pearson (r) correlation between the two halves. By using the formula above, reliability of items was determined and R_x got was 0.85.

According to Fraenkel and Wallen, 2000) an alpha value of 0.7 and above is considered suitable to make inferences that are accurate enough. This was preferred for this study.

Also Questionnaire and interview were constructed with written questions for consistency and geared to know M&E skills on project performance . This research was done at same time of the day.

3.6 Data collection procedure

This describes how data was collected from the respondents.

3.6.1 Preparation:

The investigator sought permit from Ministry of Higher learning science and technology and then introductory letter from University of Nairobi, which was presented to the area DC,DO and chief who authorized the study. The investigator eventually met the officials and members of the groups at the chief's offices for briefing and used the chance to create rapport and dates were set by the investigator where the questionnaires were administered and conducted interviews.

3.6.2 Maximum response rate.

Steps to increase the response rate suggested by Wiseman and McDonald (1980) were adopted. A cover letter stating the purpose, value of responding was attached guaranteeing participants confidentiality. The questionnaire tool was filed as the investigator waited, clearing misconceptions and misunderstandings. Arrangements were made to collect any remaining tools within a week to reduce mishandling and misplacement. Schedule of activities was drafted, showing activities to review, success to uphold and failures to address on a daily work plan so as to tackle areas, which need improvement and helped to avoid omission.

Deliberations on viable approaches and challenging issues were included and used for effective planning. After collection of instruments they were examined for completeness,

comprehensiveness, consistency and reliability. The data for M&E skills and project performance was collected from 79 youth groups with a number of 240 respondents from the target population of 262 youth projects using questionnaires, interviews. The data was collected by the researcher himself assisted by two assistants.

They ensured the implementers of project alone filled the questionnaires and participated in the interview. This was due to occurrence of data collected.

3.7 Data analysis techniques

Views aired by Bryman and Cramer, (1999) are that data analysis is to fulfill research objectives and provide answers to research questions. The result was analyzed using Statistical Package for Social Scientists (SPSS) version 16 and MS -Excel using percentages and frequency distributions. SPSS is a modern technology for data analysis, which is reliable and cheap. According to Onyango (2001) in Mugenda (2008), SPSS is known for its ability to process large amounts of data with its wide spectrum of statistical procedures purposely for social Scientists. Data was subjected to rigorous quantitative analysis to determine whether M & E skills have influence on youth project performance.

Qualitative data analysis was considered inferences made from gathered views and opinions of respondents. They were summarized into daily summaries then into weekly and then organized into an interim report and then matched with quantitative information. Tabular form indicating averages, percentages and frequencies have been used. Data is presented in form of tables, figures and graphs. It used Microsoft Excel. This is for easy understanding (Kombo,2006).

3.8 Ethical Considerations.

The research adhered to the letter of transmittal and confidentiality as in the letter. Also ensured that respondents are no hurt in any way as they responded. The researcher trained the assistants on how to avoid interview bias, not to substitute questions and how to create rapport before data collection from the respondents .Daily reviews were used on aspects to uphold and others to avoid in data collection.

3.9 Operational definitions of variables

This involves description of operations that are used in measuring the study variables (Mugenda and Mugenda, 2006).

In this study the independent variable also called the explanatory variable was characterized by trainings got in M&E,baseline studies done (When and by who),how M&E plans were designed(stakeholder involvement,use of logframe and precence of M&E plans), the nature of M&E plans(Data specification,frequency of data collection,scheduling M&E,who was in charge and responsibilities to the same person) and strategies to improve project performance. . While the Dependent Variable also called the outcome variable was degree of goal achievement, satisfaction index and projects completed. An outline of the study on Research objectives ,type of variable, Indicators, Measure, Level of scale , Data collection method ,Data analysis method which is shown in table 3.4:

Table 3.4 Operationalisation table

Research objectives	Type of variable	Indicator	Measure	Level of scale	Data collection method	Data analysis method.
To establish how trainings in Monitoring and Evaluation (M&E) attended by implementers influence performance of youth projects.	Independent variable(IV) is M&E trainings	Training levels Accessibility of training	Number attended :seminars,certificate ,diploma and degree	Ratio	Survey	Quantitative/ Qualitative
	DV is performance of youth projects	Goal attainment. Satisfaction index Projects completed	Number of youth project goals attained,level of satisfaction,projects completed.	Ratio	Survey	Quantitative/ Qualitative
To investigate the extent to which M&E baseline surveys done prior to implementation of a project influence the performance of youth projects.	IV is Base line surveys	Timing Personnel involved Presence of survey findings	Presence of findings ,personnel and time done.	Ratio	Survey	Quantitative/ Qualitative
	DV is performance of youth projects	Goal attainment. Satisfaction index Projects completed	Number of youth project goals attained,level of satisfaction,projects completed.	Ratio	Survey	Quantitative/ Qualitative
To explore how design of M&E plans influence performance of youth projects	IV is design of M&E plans	M&E plans Implementation of M&E Presence of plans	Number of stakeholders involved in design of M&E plans. Presence of logframe used. And M&E plans.	Ratio	Survey	Quantitative /Qualitative
	DV is performance of youth projects	Goal attainment. Satisfaction index Projects completed	Number of youth project goals attained,level of satisfaction,projects completed.	Ratio	Survey	Quantitative/ Qualitative
To explore strategies that can be used to improve performance of youth projects	Best practices Challenges faced. Computer use	Best practices compliance Number of computers	Best practices compliance Number of computers	Ratio	Survey	Quantitative /Qualitative
	DV is performance of youth projects	Goal attainment. Satisfaction index Projects completed	Number of youth project goals attained,level of satisfaction,projects completed.	Ratio	Survey	Quantitative/Qualitative

CHAPTER FOUR

DATA ANALYSIS ,PRESENTATION, INTERPRETATION AND DISCUSSION.

4.1 Introduction

Chapter four presents study findings broken down in the following thematic subsections which are,

Demographic characteristics of the respondents. Questionnaire response rate, M&E trainings, Baseline surveys done, Design of M&E plans and strategies to improve youth project's performance.

4.2 Questionnaire return rate

The questionnaires targeted respondents, number of returned questionnaires and unreturned ones with reasons for non return are described as follows and also in table 4.2,

Table 4.1 Questionnaire return rate

Targeted questionnaires	Returned questionnaires	Unreturned questionnaires
247	240	7

The return rate is 97.165% which a reliable score. The unreturned questionnaires indicated were due to absenteeism of the respondents. Some of the given reasons were that they had gone to journeys and had not returned by the time the questionnaires were being collected while others had misplaced some by collection time. At the study went on this was factored in by the researcher administering the questionnaires himself and waits as the respondents fill the questionnaires. Also the respondents were informed early enough through an appointment.

4.3 Demographic characteristics of the respondents.

4.3.1. Gender and age of the respondents.

Characteristics of the respondents disaggregated by their gender and age .Table 4.2 presents distribution of the respondents disaggregated by gender and age .

Table 4.2 Gender and age.

Age bracket	Age	
	Frequency	%
20-30 years	65	27
31-40 years	168	70.2
41-50 years	7	2.7
51 years and above	0	0
Total	240	100
	Gender	
Male	171	71.257
Female	69	31.43
Total	240	100

Out of the 240 respondents 168 (74.28%) indicated that they are aged between 31-40 years which is the youth age bracket. While few in number that is as 7 (2.68%) are above the youth bracket which is 41-50 years. Study findings indicated that many in number of the youth groups are made up of males as 171 (71.257%) and female are minority as 69 (31.46%) noted. It is shown in table 4.2 Because many youth projects are mainly manual work which is a challenge to most old people hence few go for the YEDF fund. Youth aged between 20-30 years are not many in projects as the study found out and this is due to possibly due to many are schooling. Further still members aged 41 to 50 years are also few as 7(2.7%)indicated possibly due to many are engaged in personal businesses and are more stable,

Table 4.3 Education level of the respondents

Level	Education	
	Frequency	%
Primary	124	51.48
Secondary	76	31.46
Diploma	20	8.56
Degree	7	2.86
Other :Seminar	13	5.72

The study attested further still that 124 (51.48%) of the youth have primary level and below in education while 76 (31.46 %) have secondary education as the highest. On the other hand a small number of 13 (5.72 %) has benefited from seminars .Seminar trainings in M&E are normally few and when being done the youth group members are not even aware. The study found out that as the level of education increases the number of members with it reduces .Since majority 124(52%) have primary education more trainings on M&E are needed as such are not taught in primary level. Seminars are vital as such will increase know how on M&E on youth projects .This study shows that very few members have diploma and degree level of education hence benefits of higher trainings from the members are very few.

4.3.2 Membership in youth groups

Members by sex is shown in the following table 4.4 These are the members in the youth project.

Table 4.4 Membership in youth groups

	Membership		
	Frequency	Percent	Average
Male	121	49.9	7.9
Female	119	49.73	7.88
Total	240	100	15.86

Study revealed that most youth projects have slightly more males as 121 (49.9 %) indicated and lesser females as 119 (49.73%) pointed out. Averagely a youth group has eight male and eight female with a total of averagely 16 members. Men in homes guide their wives mostly what to do, hence married men urge their wives to join youth groups where they are members while single ones may join alone by choice. The ministry of youth affairs also encourages the members to be fairly represented. Hence majority decisions in the youth groups are made by men as are mostly in leadership positions in the groups.

4.3.3. Project types

Project types are shown in table 4.5 .These indicates the projects which the youth are mostly engaged in.

Table 4.5 Project types

Project types		
Plant cash crops	31	12.9
Rearing of animals	31	12.9
Chicken Keeping	62	25.9
Buy and sell cereals	34	14.3
Operate a kiosk	22	9.1
Give short loans	41	16.9
Sell Vegetables	13	5.2
Plant trees to conserve environment	6	2.6
Total	240	100

Project types carried out by the youth and funded by the YEDF indicated that of (79)100 percent projects 62 are in chicken rearing followed by giving of short loans to fellow youth members at 41 (16.9 %) at a max of Kshs. 300 with repayment period of three months.

Youth also buy and sell cereals as 34(14.3%) noted .Cereals don't go bad easily hence a reliable business .Animals are reared by the youth as 31(13%) noted .The animals include cows, goats, and sheep .Crops such as maize ,beans, Napier grass are also planted .The reason being availability of land for farming and favorable climate.

4.4 Monitoring and Evaluation trainings and how they influence performance .

The first objective of this study was to establish how trainings in Monitoring and Evaluation (M&E) attended by implementers influence performance of youth projects. To achieve this objective the respondents were asked to state trainings had in Monitoring and Evaluation in the last three years in seminars, Certificate ,Diploma, Degree and level of M&E had and accessibility of the trainings. The study findings for the objective are discussed in the thematic subheadings trainings had by respondents and lack of reliable trainings in Monitoring and Evaluation follows. The thematic subheadings are described as follows:

4.4.1 Trainings in Monitoring and Evaluation by the respondents

The study findings indicate that out of the 240 respondents used 51 (21.05%) have trainings at seminar level .This trainings mostly last for two to three days at most and most of them teach on entrepreneurship ,accounting, budgeting and management issues with little on M&E. The rest on the information is shown in table 4.6.

Table 4.6 Training in M&E by the Youth member for the last three years

Training Level	Frequency	Percentage (%)
Seminar	51	21.05
Certificate	0	0
Diploma	0	0
Degree	0	0
None	189	78.9
Total	240	100

From table 4.6 in 240 respondents only 51 (21.05%) have training at seminar level , a low level while worse still 189 (78.9 %) have no training in M&E .This is a larger number which explains why youth projects stall and under perform. The seminar trainings are mostly on entrepreneurship and not on M&E. The certificate ,diplomas and degree trainings are not done. This is because of absence of trainers and high cost involved .The majority 189(79%) have not been trained in M&E .Members only have mostly primary education as noted earlier.

4.4.2 Lack of reliable trainings in Monitoring and Evaluation

The study revealed that quite a substantial number of the implementers lack M&E skills and for any project to be successful M & E skills need to be applied. The M&E trainings lack substantially at 189 (78.9%). A project can begin but not get high chances of success due to lowly trained implementers and worse still majority are untrained in M & E and on one hand M & E trainings are not available. Further study shows that the members do not attend the available trainings. Worse still the members are rarely informed when trainings occur and more still lack fare to the venues which are normally refunded if a member attends only.

4.5 Baseline survey and their influence on performance of the youth projects.

The second objective of the study was to investigate the extent to which M&E baseline surveys done prior to implementation of a project influence the performance of youth projects. The respondents were asked to state whether baseline study is done prior to project implementation, whether baseline survey findings are available and when it is done and by who. Data collected was analyzed under the question: To what extent are M&E baseline surveys done prior to implementation of a youth project influence performance of youth projects? The study findings are divided into the following sub themes :baseline study, presence of baseline study, timing of the baseline study and personnel who do the study.

4.5.1 Baseline study done prior to project implementation.

Out of 240 the respondents interviewed only 179 (74.4%) noted that it's done while on the other hand 61 (51.4%) indicated that it's not done. This is shown in table 4.7

Table 4.7 Is baseline study done prior to project implementation?

ITEM	YES		NO		Total	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Sex						
Male	140	81.81	31	18.18	171	71.3
Female	39	56.5	30	43.47	69	31.43
Total	179	74.4	61	51.48	240	100

Base line study is not done since most of the members in youth groups are untrained in M&E .As most groups have more males and they noted that baseline study was not done. While further still study indicated lack of finances to do it. A Project implemented without the baseline study faced serious challenges on tracking its progress effectively on indicators. The study noted that lack of know how in M&E allows lack of doing baseline survey.

4.5.2 Presence of Baseline survey findings in youth groups.

A further study to confirm that the survey is done and whether the findings are kept indicated the findings in table 4.8

Table 4.8 Presence of Baseline survey findings

Response	Frequency	Percentage
Yes	89	37.18
No	151	62.82
Total	240	100

Out of the 240 respondents interviewed 151 (62.92 %) indicated that baseline survey findings were absent as 151(63%) showed while 89 (37.18 %) agree they had the survey findings. By a big percentage the findings are absent and if they existed they lacked vital details on indicators. If the findings were present chances of using them were high hence absence meant none used the findings .The findings assist to track project progress .This was why monitoring youth projects was a big challenge to the youth.

4.5.3 Timing of the baseline survey

Out of 240 respondents 177 (73.6 %) indicated that the survey was done (0 -6)months earlier before the project was implemented by the youth group. More details are given in table 4.9

Table 4.9 Timing of baseline survey

Gender	12-7 months earlier before project is implemented	0-6 months earlier before project is implemented	When project is on with implementation.
	Percent	Percent	Percent
Male	38.4	61.5	0
Female	0	85.7	14.28
Average	19.2	73.6	7.14

For best practice a baseline needs to be planned and be done a year earlier to get full information on the project to undertake which is largely not done from the findings in table 4.9 .Further still those who do it are largely untrained in M&E .It should be done by an expert and earlier enough by a year before project implementation. This contributes to better project performance. A small number of the males 38.4% indicated that baseline survey is done 12 to 7 months before project implementation. The female noted that baseline survey is not done. Once implemented 14.3% of the female pointed out that baseline survey is done which is of little importance.

4.5.4. Personnel who do baseline study on youth projects.

The study indicated that for the few groups which do baseline survey the personnel who do it are analyzed in the following table 4.10,

Table 4.10 Personnel who do baseline survey.

Personnel	Youth group members	Youth group Officials	District /Divisional youth Officials.
Percentage	61.5	38.45	0
Frequency	148	92	0

Table 4.10 shows that trained personnel who were district and Divisional youth officers did not do or assist in doing baseline study. Worse still the many untrained youth members in M&E are largely involved in doing the baseline study as indicated by 148 (61.5 %) while the youth group officials were noted by 92 (38.45 %).Hence the baseline survey then done is of little significance as the personnel involved are largely are untrained .Based on the findings youth struggle to implement projects and were poorly performing .

As better performance is likable by stakeholders more trainings on M&E need to be done to the youth officials and members also .District and Divisional youth officials need to be advised to assist in doing baseline study.

4.6 The design of M&E plans and their influence on performance of youth projects.

The third objective of the study was to explore how design of M&E plans influence performance of youth projects. To achieve this the respondents were asked to state holders involved in design of M&E plans, whether log frames is used and finally presence of the M&E plans was inquired. Data collected was analyzed under the question: How does M&E plans design influence performance of youth projects? The results are presented in the following subsections, stakeholder involvement ,components of the logframe, presence of M&E plans, data specification, frequency of doing M&E, methods used to do M&E and personnel in charge of M&E. viz:

4.6.1 Stakeholders involved to design of M&E plans.

The involvement of stakeholders in the design of M&E plans such as the youth group members ,Youth group officials, Divisional and district Youth officials is indicated in the following table 4.11

Table 4.11 Stake holders involved to design M&E plans.

Stakeholders	YES		NO	
Stakeholders	Percentage	Frequency	Percentage	Frequency
involved				
Youth members	97.24	221.	2.76	7
Youth group	100	240	0	0
official				
Divisional Official	11.44	27.	88.56	213
District official	17.16	41	82.84	199
Average	56.46	136	43.54	105

The study revealed that Youth group official were most involved in design of M&E plans as shown by 240 respondents followed by group members at 221.(97.24) to design M&E plans .On the other hand District officers were not involved as noted by 82.64 percent .Worse still the Divisional officials are not involved at 199 (88.56 %).These are trained to guide on design of M&E plans but are not involved in the design of M&E plans.

Youth members had low education at primary level ,little or no training in M&E the same was to youth group officials .Divisional had better trainings in M&E but are largely not involved in the designing of M&E plans.This leads to poorly designed M&E plans as it solely depends on Youth group members and their officials who are largely untrained in M&E.

4.6.2 Components of the log frame used in design of M&E plans.

Vital components were needed for an effective logframe and such components are purposes ,objectives activities ,indicators ,assumptions and outputs of a project. The study found out that the following findings in table 4.12

Table 4.12 Components used in the log frame

Component	Yes		No	
Component Used	Percentage	Frequency	Percentage	Frequency
Purposes	31.36	75	68.64	166
Objectives	68.64	165	31.36	75
Activities	62.92	151	37.08	89
Indicators	39.44	95	60.06	144
Assumptions	31.36	75	68.64	166
Outputs	57.2	137	42.8	103

Out of the 240 respondents interviewed(166) 68.64 percent indicated that the logframe used does not have purposes while further still 166 (68.64%) also noted that it did not have assumptions while more still 144 (60.06 %) attested that the logframe used lacks indicators. Hence a question ,How is project progress tracked? Tracking project progress was problematic. Purposes, indicators and assumptions were for progress tracking of a project. Lack of such components make the logframe ineffective in monitoring the project to reach a successful end. Many M&E plans had objectives ,activities and outputs while a large number of the plans lacked purposes ,indicator and assumptions.

4.6.3 Presence of M&E plans.

The sub theme investigated further still to confirm the use of a loframe in project M&E .The findings are presented in the table 4.13 that follows,

Table 4.13 Presence of M&E plans

Item	YES		NO	
Gender	Percentage	Frequency	Percentage	Frequency
Male	24.0	58	76.0	182.
Female	27.27	66	72.72	175
Average	25.64	62	74.36	179

Of 240 respondents (179) 74.36 percent indicated they do not have M&E plans a crucial document in project M&E. A small percent of 62 (25.64%) showed that they have the M&E plans. This confirms further that youth projects do not reach a successful end and were poorly implemented and poorly perform. Presence of M&E plans meant hit had chances of being used hence to increase chances of project suce.ss Absence meant the youth didn't use as they didn't have the plans hence projects were not monitored.

4.6.4 Data specification and scheduling of M&E activities.

To find out if whether data collected for M&E was specified and found it out that in 240 respondents 89 (62.92 %) noted that data collected for M&E was not specified so any information was collected if thought important by the collector. On one hand still 15(63%) noted that data is not collected for M&E.

Table 4.14 Data specification and scheduling of M&E activities

Item investigated	Yes		NO	
	Frequency	Percent	Frequency	Percentage
Is data for M&E specified?	89	37	151	62.9
Is data for M&E is collected?	89	37	151	62.8
Are M&E activities scheduled?	179	75	62	26

On the other hand 179 (74.36 %) noted that M&E activities are scheduled, while 62 (25.64 %) agreed that M&E activities are not scheduled. If the data was not specified then the data collected was not effective to monitor progress. If data for M&E was not collected then M&E was not done. Once M&E activities were scheduled a time was set to do M&E but if it was not then no free time existed for doing M&E hence was not done. Project failure has high chances as progress was not monitored and evaluated. This is due to lack of personnel and know how on importance of M&E activities. It has confirmed what Ong'ong'a (2009) found on LAFT in councils on M&E.

4.6.5 Frequency of doing M&E

The study found out that M&E activities are done daily ,weekly and monthly at the rates shown in table 4.15

Table 4.15 Frequency of doing M&E

Interval	Percentage	Frequency
Daily	11.34	27
Weekly	22.88	55
Monthly	65.78	158

Monthly inspections and interviews are used as noted by 158 (65.78 %) but this depends on kind of project. Daily cattle, chicken keeping and vegetables need closer monitoring at daily and weekly. The riskier the project the more the frequency of M&E. Most of the projects needed more closer and intensive M&E at closer interval such giving of short loans, animal rearing and sell of cereals. The shorter the interval for a risk project the better and the higher the chances of success.

4.6.6 Methods used to do M&E

A number of methods are used to do M&E and the findings on this are shown in table 4.16

Table 4.16 Method of M&E used

Method	Yes		No	
Method used.	Percentage (%)	Frequency	Percentage (%)	Frequency
Interview (face to face /phone)	85.8	206	14.2	34
Site Inspection	68.64	165	31.36	75
Questionnaires /survey	0	0	100	240
Focus group	80	192	20	48
Financial reporting	82.9	199	17.10	41

The study found out that for 240 of the respondents (100 %) indicated that the youth do not use questionnaires to do M&E on their projects which normally has detailed questions on M&E and is largely effective. Interviews are largely used and are effective as detailed information is got hence better M&E Site inspections were better as dialogue may or may not be used hence one noted progress with own eyes. Focus group such as with daily project implementers provided direct facts on project which was more reliable. More still site inspections are not used as pointed out by 75 (31.36 %) of the respondents.

This shows that the youths lack knowledge and time to design questionnaires to be used in M&E on their projects. As Ong'ong'a (2009) noted trained personnel need to be used to do M&E.

4.6.7 Personnel in charge of M&E

It was disclosed that Divisional youth officers are not involved in monitoring projects as indicated by 233 (97.14 %) of the respondents. More still the District youth officers are shown not to participate in monitoring youth projects as noted by 192 (79.98 %) of the respondents. Largely the youth members are doing M&E as pointed out by 165 (68.64 %) of the respondents while the youth officials are involved as pointed out by 89 (37.02 %). This is shown in table 4.17

Table 4.17 Person in charge of M&E projects

Personnel	Yes score		No score	
	(%)	Frequency	(%)	Frequency
Person in charge of M&E				
Youth members	68.64	165	31.36	75
Youth group official	62.92	151	37.02	89
Divisional youth officer	2.86	48	97.14	233
District youth officer	20.02	41	79.98	192

Members had low education at primary level and low trainings in M&E but were largely used to do M&E. Youth group officials had other duties as officials but were also largely used to do M&E. Extra task on the officials with little skills made them less effective. Divisional and district officials are largely trained in M&E but were rarely used to do M&E on youth projects in Marani District. This confirms why youth M&E lacks expert advice from professionals in the divisional and district youth office and hence largely stall and are less effective.

Ong'ong'a (2009) noted that M&E issues exist in strategic plans but are not implemented as this study has found also.

4.7 Strategies to improve performance of youth projects.

The fourth objective of the study was to explore strategies that can be used to improve performance of youth projects. To achieve this objective, the respondents were asked whether best practices are used, which challenges they face and if computers are used. Data collected was analyzed under the question: What strategies can be used to improve performance of youth projects? The findings are presented in the sub sections : improvement of M&E, compliance to best practices, challenge faced, use of lessons learnt and computer use viz:

4.7.1 Improvements on M&E plans

Respondents noted that to design a better M&E plan it is crucial to involve experts as indicated by 115 (47.82 %) followed by involvement of the members as attested by 31 (13.05 %). The others noted the following in table 4.18

Table 4.18 How to Improve M&E plans

Item	Percentage	Frequency
Involve experts	47.826	115
Involve members	13.05	31
Schedule activities for M&E	8.7	21
Have Work plan	8.7	21
Involve experienced personnel	8.7	21
Allocate money for the activity	8.7	21
Use faithful personnel.	4.35	11

The findings noted that members lack M&E skills and that is why they need involvement of experts as observed by 115 (47.82 %) of the respondents and also as noted by 31 (13.05 %) there is a need members involved planning M&E. Time to do M&E should be specified and clearly known. A work plan on who, when and how to do M&E need to be made. Such will improve M&E plans. Since M&E uses money then such should be set aside so as to own the process. Transparency in M&E is vital hence faithfully personnel be used. Experienced personnel can provide vital inputs on how to do M&E by first planning it. The findings concur with Lucy et al (2009) findings on CDF in Keiyo North constituency on M&E.

4.7.2 Lessons learnt by Youth from previous projects.

Use of lessons learnt from previous projects and found out as shown in table 4.19

Table 4.19 Lessons learnt from previous projects done.

Lesson	Yes		No	
	Percentage	Frequency	Percentage	Frequency
Do baseline study	74.36	179	26.64	64
Train in M&E	45.66	110	54.34	130
Involve stake holders	91.52	220	8.48	20
Use log frame	60.06	144	39.94	96
Specify data collected for M&E	74.36	179	25.64	62
Schedule M&E activities	97.24	233	2.76	7
Person in charge of M&E	80.08	192	19.92	48

As pointed out by 130 (54.34%) of the respondents that they had not trained in M&E since the first project while 96 (39.94 %) agreed that a log frame was not used since first project while 64 (26.64 %) agreed no baseline study was done before project implementation. Stakeholders were involved as 220(92%) indicated.

Data collected was specified and activities scheduled as 233(98% deduced while 192(80%) noted that a person in charge of M&E) was present. These are vital aspects which miss in a project and will lead to a project not to perform.

4.7.3 Compliance to best practice skills.

This investigated compliance to M&E skills and awareness of its importance among other vital skills and the findings found out as shown in table 4.20

Table 4.20 Vital skills compliance and awareness

Skill used	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
	Percent	Frequenc y	Percent	Frequenc y	Percent	Frequenc y	Percent	Frequenc y	Percent	Frequenc y
Accounting skills	44.4 %	107	49.86 %	120	0%	0	2.77 %	7	2.77 %	7
Management skills	46.3%	111	48.6%	117	0%	0	0%	0	4.86 %	12
M&E skills	36.45 %	88	53.46 %	128	4.86 %	12	0%	0	4.86 %	12
Entrepreneurship skills	20.02 %	49	71.5%	172	2.865 %	7	2.86 %	7	2.86 %	7
Finance skills	42.9%	103	65.49 %	157	0.0%	0	0.0%	0	0.0%	0
Average	38.29 %	92	55.65 %	134	1.59 %	4	1.06 %	3	3.18 %	8

M&E skills are vital but 12 (4.86 %) strongly disagree on them being important same to management skills while 12 (4.86 %) are not aware about importance of M&E skills. Only 88 (36.45 %) strongly agree that M&E skills are vital. Only 107(45%) indicated that Accounting skills are vital in project management while 7(3%) disagreed .Management skills were seen important by only 111(46%) while 12(5%) indicated that they were not strongly of any importance.

Many trainings given to the youth were on entrepreneurship but 7(3%) disagreed that they were while 49(20%) strongly agreed on them being important. Since M&E uses money, money management skills were noted by 103(43% as being vital . As noted by Lucy et al (2009) that M&E is not given importance it deserves and such ignorance leads to projects failures.

4.7.4 Challenges faced in doing M&E on Project by implementers.

The study through an open ended question noted that the youth face challenges. They delay implementation of M&E while others bar its implementation. They include lack of money to do M&E, trained personnel and absenteeism of the members. Details are in table 4.21

Table 4.21 Issues arising from M&E on Projects by implementers

Challenge	Percentage score of respondents	Frequency
Lack of money	22.89	55
Lack of trained personnel	16.35	39
Lack of time to do M&E	10.9	26
Poor security	3.27	8
Diseases	6.54	16
Management problem	9.8	24
Lack of commitment to do M&E	6.54	16
Conflict of interest and disagreements	6.54	16
Misuse of available funds	1.09	3
Poor record keeping	7.63	18
Changes in Customer demand	2.18	5
Power interruptions	2.18	5
Absenteeism of the members	4.36	11
Total	100	240

The study found out that lack of money to do M&E is a challenge as pointed out by(55) 22.8 percent of the respondents followed by lack of trained personnel to do M&E at(39) 16.36 percent and the third being lack of time to do M&E as attested by(26) 10.9 percent of the respondents. Poor security on project assets and personnel who did M&E .Disease on crops, animals and members is a challenge to do M&E .Many implementers were poorly trained in M&E. To do M&E needed commitment and it was noted lack of such commitment as a challenge as 16 (&%) noted same to conflict of interest .Misuse of available funds and poor record keeping are challenges same to absenteeism as 11(5%) indicated .According to Lucy et al (2009) findings on CDF that lack of funds on M&E and Ong'ong'a (2009) also noted lack of trained personnel in M&E is also confirmed by this study.Mismanagement also noted again as to Lucy et al (2009) findings.

4.7.5 Computer use in M&E

This investigated use of computers to store and analyze M&E data and findings indicated the following in table 4.22

Table 4.22 Use of computers in M&E.

USE	YES		NO	
	Percent	Frequency	Percent	Frequency
Store data	2.76%	7	92.24%	221
Analyze data	5.62%	13	94.38%	227
Communication	8.48%	20	91.52%	220
Type letters	14.2%	34	85.8%	206

Computers are vital for projects analysis of M&E data but (221)92.24 percent of the respondents agree that they don't store data using computers while (34)14.2 percent agree they use them to type letters and letter heads only. They do not analyze M&E data .This is due to lack of funds to purchase them, lack of knowledge on computer use and ignorance of its importance.

4.8 Youth projects performance

Youth projects performance is analyzed under the following subheadings: Projects completed by YEDF funds in the last three years, goals so far achieved and satisfaction index viz:

4.8.1 Projects completed by YEDF in the last three years.

This study investigated projects funded by YEDF and that have been completed are shown in table 4.23

Table 4.23 Projects completed with YEDF for the last 3 years.

No of projects	Percentage (%)	Frequency
0	22.88	55
1	37.18	89
2	42.9	103
3 & above	0	0

Only 2 projects have been completed as pointed out by 103 (42.9 %) of the groups while 55 (42.9 %) have not finished their projects or are on going .Few in number to a maximum of 2 have been completed. On one hand one project was finished as indicated by 89 (37.18 %) of the respondents noted. These is attributed to few trainings in M&E ,lack of detailed M&E plans and less frequent M&E by Divisional and District youth officers.

4.8.2 Goals achieved by youth projects.

Most of the youth groups have goals listed achieve or have been achieved as shown by table 4.24

Table 4.24 Goals achieved by youth projects.

GOAL		YES		NO	
Goal achieved	Percentage	Frequency	Percentage	Frequency	
Plant trees	11.34	27	88.66	213	
Employ youth	22.78	55	77.22	185	
Rear animals	68.64	165	31.36	75	
Start business	54.34	131	45.66	110	
(kiosk)					
Make bricks	0.0	0	100	240	
plant crops	51.38	123	48.62	117	
Start loans	60.06	144	39.94	96	
Computer services	5.72	14	94.28	226	
HIV awareness	5.72	14	94.28	226	

A large number of the youth are in the project of rearing animals such as chicken and dairy cows as indicated by 165 (68.64 %) while 226 (94.28 %) agreed don't use computers or give computer services. No youth group makes bricks and only 55 (22.7 %) agreed to have employed other fellow youth in their projects. As 144 (60.06 %) of the respondents pointed out that youth engage in short loans projects of maximum Ksh. 2000 for three to four months repayment period. This study shows lack of IT skills among the youth on computer use. Youth planted trees to conserve the environment employ fellow youth on temporary basis. Animals reared include goats rabbits, chicken, and cows. Youth also started small business and planted crops such as maize, beans and Napier grass.

4.8.3 Satisfaction Index on projects

This was to confirm on objectives achievement level among other areas on satisfaction and found out the following as shown in table 4.25

Table 4.25 Satisfaction index on projects.

Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq
Objectives have been achieved	2.77%	7	55.4%	132	0.00%	0	19.39%	47	22.16%	53
Activities are in line with Goals	2.94%	7	61.74%	148	20.58%	49	8.82%	21	5.88%	14
Project finished in time and within budget	27.2%	65	26.46%	64	8.82%	21	38.22%	92	2.94%	7
Project had positive impact in society	19.4%	47	66.48%	160	0.00%	0	2.77%	7	17.08%	41
Relevance of youth project to their needs.	11.76%	28	58.8%	141	0.0%	0	14.7%	35	14.7%	35
Project is self sustaining	5.54%	13	11.08%	27	0.00%	0	38.78%	93	44.32%	106
Average index	10.99%	26	46.84%	112	4.8%	12	20.0%	48	17.28%	42

Project objective achievement shows that (47)19.3 percent disagree with objectives have been achieved while (53)22.06 percent strongly disagree that objectives have not been achieved. .Only (7)2.77% strongly agree that objectives have been achieved which is a small percentage. Activities being in line with goals indicated that 148(62%) agreed them being in line while 14(6%) strongly disagreed.

Projects efficiency noted that (92)38.22 percent disagreed that projects were not efficient in time and budget. Also 7(3%) strongly disagreed projects being efficient .A larger number 41(17%) strongly disagreed on projects having a positive impact while 160(67%)agree they have positive impact .Only (106)44.32 But 141(59%)agreed that projects were relevant while 35(15%) strongly disagree that projects were relevant. percent strongly disagree that projects are self sustaining due to poor M&E implementation .Averagely 112(47%) agreed that that projects were satisfying while 42(17%) strongly disagreed on projects being satisfying. This confirms what Path (2009) noted as stakeholders are highly dissatisfied with project objective achievement hence advised on use of M&E.

The first objective was to establish how trainings in Monitoring and Evaluation (M&E) attended by implementers influence performance of youth projects. Data analysis and interpretation of responses from the 79 youth project with 240 respondents revealed the following major findings on this objective. It revealed that: Only 22.88 percent have had training in seminars while a staggering 206 (85.8 %) have no trainings in M&E. A small percentage of 34 (14.3 %) have taken trainings at seminar level in M&E while 206 (85.7 %) have not had a training in M&E at all. These findings indicate that low achievements of goals is caused by lack of trainings and know how on how to monitor and evaluate a project. This was caused by lack of knowledge on importance of M&E and also absence of such trainings to youth groups' members.

The second objective was to investigate the extent to which M&E baseline surveys done prior to implementation of a project influence the performance of youth projects. On the 79 youth project with 240 respondents revealed that projects to a tune of 179 (74.4 %) do baseline survey while 89(37.18 %) indicated that the baseline survey findings are present. The findings indicate that 124 (51.48 %) which is a substantial percentage who do not do baseline study which is vital in project monitoring. While 151 (62.92 %) indicated that baseline survey findings are absent. This is a big percentage which do not have the findings as it was not done. Hence it's problematic to effectively monitor the projects as they progress. This was caused by lack of knowhow, the importance of baseline survey among members and officials and lack of expertise to carry out the study.

The third objective was to explore how design of M&E plans influence performance of youth projects. Data interpretation from the 79 youth projects revealed the following findings on this objectives .

It's the members and youth officials who are involved in the design of M&E plans at 233(97.24 %) and 240 (100%) respectively. The divisional officials at 213 88.56 %) are not involved and district officials are not at 199 (82.84 %). Also the respondents showed at 165(68.64 %) that log frames used for M&E does not have purposes at 144(60.06 %) they lacked indicators and 165 (68.64 %) showed they also lacked of assumptions. Also 179(74.36 %) indicated lack of M&E plans. The findings indicate that district and divisional expertise are not involved to design M&E plans and hence log frames used have shown lack of vital components in their design such as indicators hence projects are not monitored effectively.

This was caused by poor education level and training in M&E and few district officials to monitor youth projects and also divisional officials. This study also revealed that data is not collected for M&E at 151 (62.82 %)and data if collected is not specified at 151 (62.92 %). The frequency of doing M&E on weekly interval was 55 (22.88 %) and survey /questionnaire are not used at all. The district officers are not in charge of M&E at 192 (79.9 %). The findings indicated that not data is collected to a bigger level and not specified hence professional M&E is not done thus goals are under achieved. The frequency of monitoring in weekly intervals at 55 (22.88 %) does not lead to goal achievement and since professional experts are not used. A big percentage disagrees with goal achievement. Bigger percentage disagree strongly 12 (4.86 %) that M&E are not important, while 53 (22.16 %) shows strongly disagree that project objectives have been achieved. This was caused by lack of know how on importance of M&E, low trainings and lack of expertise advice and help on how to do M&E.

The fourth objective was to explore strategies that can be used to improve performance of youth projects and this study also revealed that to design a better M&E plan it is crucial to involve experts as indicated by 115 (47.82 %) followed by involvement of the members as attested by 31 (13.05 %). The findings noted that members lack M&E skills and that is why they need involvement of experts as observed by 115 (47.82 %) of the respondents and also as noted by 31 (13.05 %) need members involved so as to own the process. This is similar to Lucy et al (2009) findings on CDF in Keiyo North constituency on M&E. As pointed out by 130 (54.34%) of the respondents that they have not trained in M&E since the first project while 96 (39.94 %) agreed that a log frame is not used since first project while 64 (26.64 %) agreed no baseline study is done before project implementation. M&E skills are vital but 12 (4.86 %) strongly disagreed on them being important same to management skills while 12 (4.86 %) are not aware about importance of M&E skills. Only 88 (36.45 %) strongly agree that M&E skills are vital. As noted by Lucy et al (2009) that M&E is not given importance it deserves and such ignorance leads to projects poor performance.

The study found out that lack of money to do M&E is a challenge as pointed out by 55 (22.8 percent) of the respondents followed by lack of trained personnel to do M&E at 39 (16.36 percent) and the third being lack of time to do M&E as attested by 26 (10.9 percent) of the respondents. According to Lucy et al (2009) findings on CDF that lack of funds on M&E and Ong'ong'a (2009) also noted lack of trained personnel in M&E is also confirmed by this study. Mismanagement also noted again as to Lucy et al (2009) findings. Computers are vital for projects analysis of M&E data but 221 (92.24 percent) of the respondents agree that they don't store data using computers while 34 (14.2 percent) agree they use them to type letters and letter heads only. They do not analyze M&E data using a computer.

This is due to lack of funds to purchase computers, lack of knowledge on computer use and ignorance of its importance.

5.3 Conclusion on the findings

This study assessed the influence of Monitoring and Evaluation on project's performance financed by YEDF in Marani district this was in relation that no adequate study has been done on the issue. The study sought To establish how trainings in Monitoring and Evaluation (M&E) attended by implementers influence performance of youth projects. The study established that few implementers have trainings on M&E., Also trainings in M&E are very rare. In view of this findings the study concludes that projects are poorly implemented because few implementers have trainings in M&E at a very low level which is seminar

Investigation on the extent to which M&E baseline surveys done prior to implementation of a project influence the performance of youth projects found out that few implementers do baseline survey and many project offices don't have the baseline findings. The personnel who do it are of low training in M&E hence a poorly done baseline survey. In view of this findings the study concludes that projects are poorly performing as Baseline survey study is minimally done hence it is hard to achieve project goals.

Study to explore how design of M&E plans influence performance of youth projects found out that to large extent detailed log frame is not used as divisional and district officers are rarely involved and nature of M&E plans indicated that data is not collected to a large extent, the frequency of M&E is low and only untrained officials and members are in charge of doing M&E. In view of this findings the study concludes that projects are poorly implemented as the design of M&E plans show that professional stakeholders are not involved, log frame used lack vital components that is purposes and indicators while M&E plans lack.

Its hence hard to effectively monitor and evaluate projects. The nature of M&E plans indicated that lack of data specification and low frequency of M&E and largely lack of somebody in charge with knowhow on M&E showed that projects will struggle to reach their goals.

To explore strategies that can be used to improve performance of youth projects found out that members and experts have to be involved in design of M&E plans, use lessons learnt from previous projects done, comply to M&E as vital skills in good project performance, use computers to analyze M&E data in youth project offices ,set money aside for M&E, train implementers in M&E and set time for doing M&E on projects.

5.4 Recommendations

5.4.1 Introduction

It has been argued in this document that trainings had in M&E influence project performance. Baseline survey have influence on project performance similarly to the design of M&E plans .The study has found out that few implementers have little or no trainings on M&E. Baseline surveys are rarely done and if done then worse still by untrained members. Also in the design of M&E plans experts and stakeholders such as divisional and district professionals are rarely involved. Log frames used lack vital components such as purposes and indicators and M&E plans are rarely made.

Further still in M&E plans, data is mostly not specified for M&E or not collected. Low frequency of data collection is done and by untrained members who are in-charge of M&E.

It is against this background that the following recommendations are made. Despite its limitations, the study can be used by the ministry of youth affairs and other stake holders to reliably guide on how to implement youth projects to increase chances of success and hasten implementation.

5.4.2 Trainings in M&E

Basing generalizations on findings of this study, the researcher recommends that more trainings be given to youth implementers on M&E. Advise youth officials to have M&E trainings. Let the youth officials be at least of secondary school education as a basic requirement. More district and Divisional officers should be available to assist on training the youth. This was because they have trainings in M&E. Members need to be informed earlier on venue of the trainings to increase chances of the youth attending. Many of the trainings should be done within the divisional s near the youth groups.

5.4.3 Planning baseline survey

As baseline surveys were largely absent then Baseline survey to be done by trained professional prior to project implementation and the findings to properly kept for later use. Money should be allocated for baseline study. Baseline study need to be properly timed before project implementation. Once baseline study has been done the findings should be kept properly and used to monitor progress of projects. Train youth officials on how to interpret the baseline findings before baseline survey. Trainings will also assist in estimating the study cost.

5.4.4 Design of M&E

M&E plans had vital details largely absent then the Divisional and District officers for youth be involved more in design of M&E plans for youth projects and assist to design a log frame for M&E with the following components: purposes, objective, activities to be done, indicators, assumptions and outputs of the projects. Also more Divisional Youth officer be availed to advice the youth.

Due to lack of data specification, low frequency of M&E and somebody in charge of M&E then the nature of M&E plans should specify data collected for M&E and at a higher frequency of weekly interval, schedule M&E activities and have a trained official in charge .Have more frequent visits by District and Divisional officers to youth projects sites at monthly interval at most . Also the youths to assist in reduction of global warming through more tree planting and also employ fellow youths, use computers in their operations as the world is now ICT oriented. The Youth to be trained on how to set up self sustaining projects.

5.4.5 Improvement of youth project performance.

More still to improve on projects performance then members and experts have to be involved in design of M&E plans, use lessons learnt from previous projects done, comply to M&E as vital skills in good project performance, set money aside for M&E, train implementers in M&E and set time for doing M&E on projects.

5.5 Contribution to body of Knowledge

These are the contributions to body of Knowledge based on the study findings in table 5.1

Table 5.1 Contribution to body of Knowledge

Objective	Contribution.
<p>Establish how trainings in Monitoring and Evaluation (M&E) attended by implementers influence performance of youth projects.</p>	<p>More trainings in M&E by implementers increase chances of youth project success. The higher the training in M&E for an implementer the better.</p>
<p>Investigate the extent to which M&E baseline surveys done prior to implementation of a project influence the performance of youth projects.</p>	<p>Baseline study done before project implementation with well kept records assist in youth project performance Baseline study has costs has to be planned for.</p>
<p>Explore how design of M&E plans influence performance of youth projects.</p>	<p>M&E plan designed with experts and using a log frame is more reliable. Train youth members and officials in the design of M&E plan they will own it more. District and Divisional youth officers when closer with advice on M&E to the youth assist on project success. M&E when implemented is important for project's success.</p>
<p>Examine strategies that can be used to improve performance of youth projects.</p>	<p>More officers to give expert advice to the youth on M&E is a need at Divisional level in Marani District. Lessons learnt from previously done projects are vital and should be used. M&E is a vital skill to use in project implementation for success.</p>

5.6 Suggested areas for further research.

Further study need to be done to find out more and answer the following questions:

- 1 How can M&E trainings be availed to the youth project implementer reliably?
- 2 How can baseline survey be done on youth projects effectively?
- 3 How best can the district and Divisional youth officer's advice on design of M&E Plans?
- 4 Why do we have few Divisional and District youth Officers while the Government spends a lot of money on the youth?
- 5 Why are the youth not willing to buy and use computers to assist them to do M&E in their projects while they have the YEDF funds for that purpose ?

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6.0 APPENDICES

6.1 Appendix I: Letter of Transmittal

Rogito Ogiki Douglas

University of Nairobi

P.O.Box 30197

Nairobi

rogitogiki@yahoo.com.

0720-140474

April 2010

Dear Sir /Madam,

Re: **Influence of Monitoring and Evaluation on performance of Youth projects financed by Youth Enterprise Development fund in Marani District, Kenya.**

Am a Master of Project Planning and Management student at the University of Nairobi carrying out a research on the above topic .It is my humble request that you assist me by filling in the questionnaires correctly and honestly as possible. Be assured that your identity and responses will be treated with utmost confidentiality. For this reason do not write your name on the questionnaire. I take this opportunity to thank you in advance for your willingness to participate in this important exercise.

Yours faithfully,

Rogito Ogiki Douglas.

6.2 Appendix II: Questionnaire

Please fill in the questionnaire diligently. Do not write your name. The Information will be treated with confidentiality. Please tick or write your response in the space provided.

SECTION A

1. What is your

20-30 years	31-40 years	41-50 years	51 and above years
-------------	-------------	-------------	--------------------

 age?

2. What is your

Male	Female
------	--------

 sex?

3. Your highest level of education is?

Primary	Secondary	Diploma	Degree	Other
---------	-----------	---------	--------	-------

4. State position you hold in your group -----

5. Indicate number of members in your youth group:

Male	Female	Total

Section B

6. Do you do baseline study prior to project implementation?

Yes	No
Comment	

If done when-----

7. A. Are M&E baseline survey findings available?

Yes	No
Comment	

B. How can M&E baseline survey be improved?

A. .

B. .

C. .

D. .

8. Do you use the following methods when monitoring and evaluating projects?

Method	Yes	No	Comment
Interviews(Face to face /Phone)			
Questionnaire/survey			
Site inspection			
Focus group			
Financial reporting.			

9. What level of Monitoring and evaluation skills do you have?

Seminar	Certificate	Diploma	Degree	Other

10. State number of Monitoring and evaluation trainings attended in the last three years in the named headings.

Training	Seminar	Certificate	Diploma	Degree	Other
Number attended					

11. Do you involve stakeholders named in designing of M&E plans?

Stakeholders	Yes	No	Comment
Youth group members			
Youth group officials			
District Youth officials			
Divisional Youth officials			

12. Which components are in log frame design used in project Monitoring and evaluation

Component	Yes	No	Comment
Purposes			
Objectives			
Activities			
Indicators			
Assumptions			
Outputs			
None			

13. Do you have M&E plans?

Yes	No
Comment how to improve the M&E plans.	

14. Do you specify data collected for M&E?

Issue	Yes	No	Comment
Data collected for M&E is specified			
Data is not collected for M&E			

15. Do you schedule M&E activities?

Issue	Yes	No	Comment
M&E activities are scheduled?			

16. Who is in charge and with responsibilities to do M&E on your projects?

Person	Yes	No	Comment
Youth group member			
Youth group official			
Divisional Youth official			
District Youth official			
None			

17. How many projects have been completed with YEDF funds for last three years? _____

18. Indicate number of goals achieved under the given headings.

Goal achieved	Yes	No	Comment
Plant trees			
Employ the youth			
Rear animals			
Start a small business(Kiosk)			
Make bricks			
Plant crops			
Other: Specify			

19. Do you use lessons learnt from previous projects to design better ones in future?

Lesson	Yes	No	Comment
Do baseline survey before project implementation			
Train in M&E			
Involve stakeholders in design of M&E plans?			
Use log frame in design of M&E plans?			
Specify data to collect for MSE			
Schedule M&E activities			
Have somebody in charge of M&E			

20. Skills indicated are vital in effective implementation of a youth project.

Skill	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Accounting skills					
Management skills					
M&E skills					
Entrepreneurship skills					
Finance skills					

21. Do you use computer in your office activities?

Activity	Yes	No	Comment
Store data			
Analyze data			
Communication			
Type letters			
Other: Specify			

22. Tick your opinion on one next to each item as: Strongly agree, Agree, Undecided, Disagree or strongly disagree

Item	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Project objectives have been achieved.					
Project activities are in line with project goals.					
Goals are achieved in time and within budget.					
Projects already done have had impact in the society.					
Projects are relevant to Youth's needs.					
Project activities are self sustaining.					

23. Which challenges do you face in doing M&E on youth projects?

- A.
- B.
- C.

Thank you for your co-operation.

6.3 Appendix III: Interview sheet

The Information will be treated with confidentiality.

SECTION A

24. What is your

20-30 years	31-40 years	41-50 years	51 and above years
-------------	-------------	-------------	--------------------

age?

25. What is your sex?

Male	Female
------	--------

26. Your highest level of education is?

Primary	Secondary	Diploma	Degree	Other
---------	-----------	---------	--------	-------

27. State position you hold-----

28. Indicate number of youth groups in the district already funded by YEDF for the last 3 years _____

Section B

29. Do you do baseline study prior to youth project implementation?

Yes	No
Comment on when its done,	

30. A. Are M&E baseline survey findings available for already done youth projects or on going ones?

Yes	No
Comment you involve the youth.	

B. How can M&E baseline survey be done effectively before project implementation?

A. .

B. .

C. .

31. Do you use the following methods when monitoring and evaluating youth projects?

Method	Yes	No	Comment
Interviews(Face to face /Phone)			
Questionnaire/survey			
Site inspection			
Focus group meetings			
Financial reporting.			

32. How frequently do you do M&E on youth projects?

Daily	Weekly	Monthly
-------	--------	---------

33. What level of Monitoring and evaluation skills do you have?

Seminar	Certificate	Diploma	Degree	Other
---------	-------------	---------	--------	-------

34. State number of Monitoring and evaluation trainings you have attended in the last three years in the named headings.

Training	Seminar	Certificate	Diploma	Degree	Other
Number attended					

35. Do you involve stakeholders named in designing of M&E plans for youth projects?

Stakeholders	Yes	No	Comment on their availability.
Youth group members			
Youth group officials			
District Youth officials			
Divisional Youth officials			

36. Which components are in log frame design used in project Monitoring and evaluation

Component	Yes	No	Comment
Purposes			
Objectives			
Activities			
Indicators			
Assumptions			
Outputs			

37. Do you have M&E plans on youth projects?

Yes	No
Comment how to improve a M&E plans.	

38. Do you specify data collected for M&E?

Issue	Yes	No	Comment
Data collected for M&E is specified?			

39. Do you schedule M&E activities on youth projects?

Issue	Yes	No	Comment
M&E activities are scheduled?			
M&E activities are not scheduled?			

40. Who is in charge and with responsibilities to do M&E on youth projects?

Person	Yes	No	Comment
Youth group member			
Youth group official			
Divisional Youth official			
District Youth official			
None			

41. How many projects have been completed with YEDF funds for last three years? _____

42. Tick your opinion on one next to each item as: Strongly agree, Agree, Undecided, Disagree or strongly disagree.

Item	Strongly agree	agree	undecided	disagree	Strongly disagree
Project objectives have been achieved.					
Project activities are in line with project goals.					
Goals are achieved in time and within budget.					
Projects already done have had impact in the society.					
Projects are relevant to Youth's needs.					
Project activities are self sustaining.					

43. Indicate goals youth have achieved under the given headings with YEDF.

Goal achieved	Yes	No	Comment
Plant trees			
Employ the youth			
Rear animals: cows chicken etc			
Start a small business (kiosk)			
Make bricks			
Plant crops: Napier grass, tomatoes etc			
Short loans scheme			
Computer services			
HIV /AIDS awareness.			
Other: Specify			

44. Do you use named lessons learnt from previous projects to advice the youth on design of better ones in future?

Lesson	Yes	No	Comment
Do baseline survey before project implementation			
Train in M&E			
Involve stakeholders in design of M&E plans?			
Use log frame in design of M&E plans?			
Specify data to collect for MSE			
Schedule M&E activities			
Have somebody in charge of M&E			

45. Skills indicated are vital in effective implementation of a youth project tick your opinion.

Skill	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Accounting skills					
Management skills					
M&E skills					
Entrepreneurship skills					
Finance skills					

46. Do you use computer in your office activities?

Activity	Yes	No	Comment
Store data			
Analyze data			
Communication			
Type letters			
Other specify			

47. Which challenges do you face in doing M&E on youth projects?

A.

B.

C.



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA-MURAL STUDIES
KISII & ENVIRON

Date 14/05/10

TO WHOM IT MAY CONCERN

RE: DOUGLAS OGIKI ROGITO. NO. L50/72424/2008

The above named person is a student pursuing a **Masters of Arts in Project Planning and Management course** at the University of Nairobi Kisii Extra-Mural centre. He is currently taking his research titled: 'The influence of monitoring and evaluation skills on effectiveness of projects financed by Youth Enterprise Development Fund in Marani District, Kenya'.

Any assistance accorded to him will be highly appreciated.

Yours faithfully

UNIVERSITY OF NAIROBI
Box 2951, KISII
14/5/2010

Mr. Joseph O. Awino,
Ag. Resident Lecturer,
Kisii EMC.