

**FACTORS INFLUENCING EVALUATION OF PROJECTS IN KENYA: A CASE OF
INFORMATION AND COMMUNICATION TECHNOLOGY PROJECTS IN
UNITED NATIONS, KENYA**

BY

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

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DECLARATION

This research project report is my original work and has not been presented for academic award in the University of Nairobi or any other university.

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DEDICATION

I wish to dedicate this work to my wife Kittika and my son Harit who gave me strength and morale, to my parents and all teachers in my life who taught me foundation.

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LIST OF ABBREVIATIONS AND ACRONYMS

AEA	American Evaluation Association
CES	Canadian Evaluation Society
ECG	Evaluation Cooperation Group
EE	Empowerment evaluation
EES	European Evaluation Society
ERP	Enterprise Resource Planning
FAO	Food and Agriculture Organization
GA	General Assembly
ICT	Information and Communication Technology
IEEE	Institute of Electrical and Electronics Engineers
ILO	International Labour Organization
IOCE	International Organisation for Cooperation in Evaluation
IPSAS	International Public Sector Accounting Standards
NONIE	Network of Networks for Impact Evaluation
OECD	European Co-operation and Development
OIOS	Office of Internal Oversight Services
PMI	Project Management Institute
SGB	Secretary General Bulletin
SLEVA	Sri Lanka Evaluation Association
UN	United Nations
UNAIDS	United Nations Joint Programme on AIDS
UNDP	United Nations Development Program
UNEG	United Nations Evaluation Group
UNEP	United Nations Environment Programme
UN-Habitat	United Nations Human Settlements Programme
UNHCR	United Nations High Commissioner for Refugees

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UNICEF United Nations Children's Fund
UNON United Nations Office at Nairobi
UNSOA United Nations Support Office for AMISOM

ABSTRACT

This research set to assess the factors influencing the evaluation of projects in Kenya from a case of ICT projects in UN, Kenya. The research was set based on a report of UN Office of Internal Oversight Services (OIOS) in 2013 on role of evaluation and application of evaluation finding. The choice to conduct the research was based on gaps in actual evaluation of UN projects in comparison to organization guidance and policy in evaluation. The target population of the study was UN ICT staff based in Kenya with total number of 98 personnel. The research objectives were to establish the influence of evaluation budget on the evaluation of UN ICT projects in Kenya, determine the influence of availability of evaluation material and network on the evaluation of UN ICT projects in Kenya, assess the influence of organization members' competency on the evaluation of UN ICT projects in Kenya, and assess the influence of awareness on benefit of evaluation among organization members on the evaluation of UN ICT projects in Kenya. In order to achieve above research objectives, the study used the stratified random sampling technique in choosing the sample from the target population. The quantitative questionnaires were used to collect the data. Statistical Package for Social Sciences (SPSS) software was used to analyze the collected data. Pearson correlation and multivariate regression model were used to measure the relationship between dependent variable and a set of independent variables. The findings of the study were that evaluation budget, availability of evaluation material, availability of evaluation network, the organization members' competency, and awareness on benefit of evaluation among organization members were the key factors influencing evaluation of UN ICT projects at mean score of 3.55, 4.29, 4.20, 4.57 and 4.18 out of 5.00 full score respectively. The conclusions of the study were that evaluation budget, availability of evaluation material and network, the organization members' competency, and awareness on benefit of evaluation among organization members significantly influenced the evaluation of UN ICT projects in Kenya. Among the four influencing factors in the study the UN ICT staff considered organization members' competency as the highest influencing factor in conducting the UN ICT projects' evaluation at 27.62% contribution; while the UN ICT staff considered evaluation budget as the lowest influencing factor in conducting the UN ICT projects' evaluation at 21.46% contribution. The study recommended that United Nations in Kenya should facilitate evaluation after the ICT projects post-implementation, make adequate budget allocation for ICT projects' evaluation, facilitate and promote on their association to evaluation institute, promote the evaluation process, and promote the benefits of evaluation, its value, and application of the evaluation findings.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

United Nations invest multi-million dollars in various internal projects worldwide each year. In 2012-2013 the United Nations was approved by General Assembly the biennium regular budget for USD 5,152 million (UN, 2011), part of this budget was spent in internal projects. With the fact that the United Nations have guidance on efficiency of the administrative and financial functioning (UN General Assembly Resolution: A/RES/48/218 1993) and their own framework of projects evaluation under United Nations Evaluation Group (UNEG) named "Standards for Evaluation in the UN System" (UNEG, 2005) and "Norms for Evaluation in the UN System" (UNEG, 2005), the application of the framework in practice still needs significant improvement to become efficient and effective organization in reaching their objective (OIOS, 2009).

From Secretary-General's bulletin (SGB) in the topic of regulations and rules governing programme planning, the programme aspects of the budget, the monitoring of implementation and the methods of evaluation (document no. UN SGB/2000/8), under regulation 7.1 the objective of evaluation is: "(a) to determine as systematically and objectively as possible the relevance, efficiency, effectiveness and impact of the Organization's activities in relation to their objectives;" (UN, 2000, April).

Furthermore introducing the project evaluation is very important to organization in various aspects. These include enhancing knowledge construction, capacity building, organizational learning process, facilitating decision making, problem solving, meeting objectives satisfactorily, accountability, improvement of performance, efficiency and effectiveness, and importantly for strategic planning (Darlene & Hallie, 2009; Preskill & Torres, 1999; Segone, 1998; Sherwood-Smith 1994; Thomas, 2012; UNICEF, 1998).

Each project has its own objective to answer pre-defined questions, importantly bring benefit to stakeholders and satisfy business needs (PMI, 2013). Same as information and communication technology (ICT) project, it facilitates ease of communication, automating the documents and processes, and updating the information across organization. In summary the ICT project increases organization's efficiency and effectiveness thereby providing

competitiveness over its rival. Investment in ICT project however can put the project and organization at risk if without valid justification (Irani & Love, 2008).

From the perspectives of member states who contribute the biennium budget to United Nations they expect valuable return from their contribution in improving United Nations efficiency from internal projects and increasing impact worldwide from external projects. Expectation from member states is very high especially in the atmosphere of global economic crisis presently (Lapan, Quartaroli, Riemer, 2012). This high expectation brings very strong forces to United Nations in utilizing budget more efficiently in investing projects as compare to valuable return from projects (UN, 2011, July).

From member states' force and expectation the United Nations need to increase the level of awareness in project evaluation and its benefits to organization (UN, 2011, July). Prior to increasing the awareness the organization must know the existing level of importance of evaluation and awareness on benefits of evaluation. This study determined organization's view on importance of evaluation, awareness on benefit of evaluation, and also determined what the factors influencing project evaluation in United Nations were from a case of ICT projects in United Nations Kenya.

Project intervention usually brings value to stakeholder under their scope of interest. The stakeholders' interest in the project is referred to as stakeholder value. The method to determine the stakeholder value, in accordance with its objective and indicator, whether the project has delivered the value to stakeholder is by process of impact evaluation. Impact evaluation needs to assess the value of the results derived from an intervention. Stakeholder values are reflected in the objectives of an intervention, as stated in the official documents produced by an intervention (NONIE, Leeuw, & Vaessen, 2009).

Conducting of the evaluation is important for the purposes of determining the values that have been delivered to stakeholder as well as applying the finding from evaluation for the maximum benefits to organization. However prior to the concerns of determining value and utilizing the finding from evaluation, the study on what factors influence the conduct of evaluation is even more important in order to increase the success rate of evaluation and appreciate more on its benefits.

1.2 Statement of the Problem

The study of Office of Internal Oversight Services (OIOS) in 2013 on role of evaluation and the application of evaluation finding found that firstly evaluation capacity in the United Nations Secretariat remains uneven and inadequate, secondly overall evaluation productivity and quality in the Secretariat have remained stable, and there is still significant room for improvement to enhance the quality of the evaluations conducted, and finally evaluation has not yet reached its full potential with regard to utility. From the same study it showed that only one third of the respondents interviewed had evaluation background equipped with professional competencies and skills in programme evaluation.

The Committee for Programme and Coordination (2011) stressed that “appropriately balanced competencies and strong commitment from staff at all managerial levels, including senior leadership support, as well as sufficient financial and staffing resources, were among the main elements required to ensure adequate conduct of evaluation activities in the Secretariat” (UN, 2011, June). In biennium 2010-2011 United Nations Secretariat budget, the actual ratio of evaluation resources to total budget is approximately 0.14 percent, even though there is single specific benchmark on the rate, based on many sources in general the budget should be between 3 and 5 percent of the overall budget (UN, 2013, April). The budget for evaluation in United Nations is always insufficient however the challenge is how to maximize the programme evaluation from utilization of limited available budget.

As per the mission statement of Office of Internal Oversight Services (OIOS), OIOS “assist the United Nations in becoming the most efficient and effective organization possible and to support it in reaching the objectives”. This means that there are rooms in improvement of organization’s effectiveness and efficiency (UN OIOS, 2009). One of the past statistics of evaluation and inspection, UNODC has a multi-years portfolio of 45 different projects with total budget of nearly USD 339 million as of November 2012. The OIOS conducted to assess the effectiveness of its governance in managing the global projects. The overall result was partially satisfactory with six important recommendations. As an organization, UNODC learned from evaluation that there was no specific policy governing the projects, a need of clear reporting and accountability to follow, a need of formalizing standard procedure, a need of better mechanism for internal consultation during the design and approval of the global project, a need to strengthen management oversight over global project, and need of compliance with the established requirements for the project reporting and evaluation. Same

as other UN entities, they normally have many projects in their pipeline; as a result there are rooms for project evaluation to assess their performance and any factors that they would like to explore.

IT project named International Public Sector Accounting Standards (IPSAS) is multi-years project in United Nations start from 2008 with total budget of USD 8 million approximately as of November 2012. IPSAS is next-generation enterprise resource planning system (ERP) and has integration with the ERP project (Umoja). IPSAS project's objective is to produce the compliant financial statements according to international standard (UN, 2013, April). IPSAS project has been evaluated by the OIOS in 2013 with many recommendations from findings.

Most big multimillion ICT projects in United Nations have done the project evaluation and inspection such as (IPSAS) and Inspira (UN, 2013, April), the smaller projects however mostly are not evaluated with the reason that project evaluation requires financial resources and experts to perform. As a result therefore there are still some gaps and rooms to conduct the project evaluation in small ICT project in United Nations which can be self-evaluation or internal evaluation.

As per the OIOS statement, there are two type of evaluation in the Secretariat, (a) independent evaluation undertaken by OIOS, and (b) self-evaluation undertaken by the programme themselves by its evaluation unit embedded within the programme or via evaluation consultancy (UN, 2013, April). According to the United Nations Committee for Programme and Coordination statement (2011) there were many reasons impeding project evaluation such as lack of staff competencies in evaluation, lack of staff commitment to evaluation, staffing resources, and constraints on insufficient evaluation budget. This study therefore sought to establish the factors influencing the evaluation of United Nations projects in Kenya from a case of ICT projects in order to find rooms for the improvement of ICT project evaluation and promote them.

1.3 Purpose of the Study

The purpose of the study was to establish the factors that influence the evaluation of projects in Kenya from a case of ICT projects in UN Kenya.

1.4 Objectives of the Study

The objectives of the study were:

- i) To establish the influence of evaluation budget on the evaluation of UN ICT projects in Kenya.
- ii) To determine the influence of availability of evaluation material and network on the evaluation of UN ICT projects in Kenya.
- iii) To assess the influence of organization members' competency on the evaluation of UN ICT projects in Kenya.
- iv) To assess the influence of awareness on benefit of evaluation among organization members on the evaluation of UN ICT projects in Kenya.

1.5 Research Questions

The key questions in the research included below.

- i) What is the influence of evaluation budget on the evaluation of UN ICT projects in Kenya?
- ii) How does the availability of evaluation material and network influence the evaluation of UN ICT projects in Kenya?
- iii) To what extent does the organization members' competency influence the evaluation of UN ICT projects in Kenya?
- iv) To what extent does the awareness on benefit of evaluation among organization members influence the evaluation of UN ICT projects in Kenya?

1.6 Significance of the Study

Rationale of the study was to understand the factors influencing evaluation of United Nations project in Kenya from a case of information and communication technology (ICT) projects in UN Kenya in order to build the knowledge database from the study and may apply the knowledge for the benefit of organization in the future.

The study was specifically important to the United Nations in Kenya to understand their work performance in implementing the projects and also for those who are studying the influencing factors in project evaluation in their organization such as planner, researcher, and academia. In order to see the result from the study and foresee whether the factors were the same as their environment or not, therefore the study was important to people who are studying the same concerns in their work place.

The benefits of project evaluation are various to organization starting from capacity building, enhancing knowledge construction, facilitating organizational learning, facilitating decision making, problem solving, meeting objectives satisfactorily, accountability, improvement of performance, efficiency and effectiveness, and importantly for strategic planning (CES, 2002; Chelimsky & Shadish, 1997; Patton, 1997; Preskill & Torres, 1999; Russ-Eft & Preskill, 2009; UNDP, 2010; UNICEF, 1998).

Knowledge in understanding the factors influencing project evaluation from case of ICT projects in UN Kenya was acquired locally in Kenya at local setup and environment but it might be applied openly at local, national, and international level depending on the consideration in benefits from the study. However from the perspective of researcher it was expected to be published and applied openly at all levels for benefit of all.

1.7 Delimitation of the Study

The study focused on establishing the factors that influence the evaluation of United Nations ICT projects in Kenya. Those factors were considered as independent variables. The study was carried out with consideration of organization culture as intervening variable. The output from the study was the level of importance of evaluation in United Nations that drove evaluation to take place.

The study carried out under the area of ICT project from all UN agencies which implemented during 2009 to 2013. Respondents were the personnel who were involved actively in the project with a specific role. The population of the study was United Nations ICT staff in Kenya. The sample was chosen randomly from the target population. The extent that the findings from the study can derive to was within United Nations organization body in Kenya.

1.8 Limitation of the Study

The study disregarded mandate from organization policy, rule, and regulation in introducing project evaluation, regulatory audit, earned value analysis and project portfolio evaluation, and model of project evaluation. Study also disregarded the specific issues emerging during project evaluation and lesson learned from past project.

Refer to two forms of evaluation, summative and formative, this study focused mainly on the summative evaluation which were carried out at a post-implementation not for decision making to continue or discontinue the project, but for the review of achieved objectives, benefits, and values from the project and programme including organization's efficiency and effectiveness in order to improve the organization's performance in the future project.

1.9 Assumption of the Study

The researcher assumed that the respondents who are presently working with United Nations based in Kenya understood their role, business environment, and organization's core business, responsibility, and mandate.

1.10 Definitions of Significant Terms

The following definitions were adopted for the study.

Awareness is knowledge or understanding of evaluation, evaluation process, and benefit of evaluation.

Budgeting is the process in designing budget spending and allocating the financial resources.

Budget spending is the way that utilizes the financial resources, normally based on budget spending criteria which are designed during budgeting process.

Capacity building is the process of formulating personnel and organization ability in handling and conducting the project evaluation in professional way as per evaluation best practices.

Competency is an ability of staff member in organization to carry out the evaluation and follow the evaluation practices.

Decision making is the process of determining the conclusion and the way forward on particular matter.

Evaluation is the process of determining the worth, merit, and value of the project outcome, product, and process including project delivery efficiency.

Evaluation budget is the financial resources that organization has and invests into the evaluation. It is spent to carry out tasks and activities required in process of evaluation.

Evaluation material is a set of documents that are used in evaluation process and practice.

Evaluation network is the formal and informal relations between people inside a group or groups and organization entities who have the interest and focus on the same topic of evaluation.

Evaluation process is the means that the tasks are executed to carry out the evaluation which normally comprises of evaluation design, developing data collection instruments, data collection, interpreting the data, reporting the findings, and communicating and following up the recommendations.

Influence is the effect that studying factors affect the way that organization conducts the evaluation.

Interpersonal practice is human interactive skills for evaluation practice such as communication, negotiation, conflict resolution, group facilitation, and collaboration skills.

Knowledge construction is the process of building the knowledge database at both personnel and organization level.

Material is available documents with well designed format and well structured content in supporting specific organization objectives.

Network is the interconnected connection between organizational entities, groups of people, and associations concerning on the same area of attention.

Organization learning is the acquiring new and modifying existing knowledge, behaviors, skills, values of the personnel in organization and organization itself.

Professionalism is professional competence of personnel who have high level of knowledge in the evaluation topic, have ethical conduct, honesty and integrity of the evaluation, and respect security, dignity, and self-worth of the respondents, participants, clients, and other stakeholders.

Strategic planning is the process in determining the organization's vision, mission, and objective and establishing the plan that will bring achievement of those vision, mission and objective.

1.11 Organization of the Study

The study was designed to have five chapters and initially started with the three chapters of introduction, literature review, and research methodology. Two more chapters of research analysis and summary were added into the study when the research has completed the data collection and analysis from research questionnaires.

Chapter one the introduction was to introduce idea of the research, statement of the problem, research questions, and significance of the study. Chapter two the literature review was to review the previous study from the researcher in the same field of study and establish the theoretical and conceptual framework of the research. Chapter three the research methodology was to explain the concept behind the research design for selecting the target population, choosing the sampling technique, choosing the technique to enhance research validity and reliability, guidance for data analysis, and related concerns on ethical issues.

After the completion of data collection, chapter four the research analysis was added to demonstrate the use of regression analysis to determine the influence of four independent variables to the dependent variable which is the evaluation of UN ICT projects in Kenya, and display the data presentation and interpretation. Following by the final chapter, chapter five the summary concluded respondents' point of view as research findings, discuss the research findings, and make the conclusions in order to answer the research questions. Moreover in chapter five the researcher presented the proposed suggestion and recommendation for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the literature review which relates to the subject of this study. It comprises of the empirical review, introduction to evaluation, evaluation in UN system, evaluation of ICT projects which covers all four independent variables of the study, theoretical framework, conceptual framework, and knowledge gap in literature for this study.

2.2 Empirical Review

Evaluation is probably there since the beginning of the human. We all evaluate things every day; most of it is often in informal form. Evaluation is an essential human activity; it is intrinsic of human to problem solving (Shadish & Luellen, 2005). Humans apply evaluation and adjust the input and process in response to the findings in order to improve the outcome for the betterment of human life. During the early twentieth century the business community devoted to make the industrial business more efficient. One example appears in the work of Frederick W. Taylor (1911), an American engineer, industrial efficiency expert, and father of scientific management.

In early days of evaluation it focused on educational system in schools and university. During the 1930s, Ralph Tyler at the University of Chicago conducted an "eight-year study" (1933–1941), national evaluation on the differential effects of traditional and progressive education in high schools. Tyler (1949) asserted that "the process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized" (cited, Russ-Eft & Preskill, 2009).

As number of evaluation especially in government program increased, two U.S.-based professional evaluation associations emerged in 1976. First is called the Evaluation Network, consisted mostly of university professors and school-based evaluators. The second, the Evaluation Research Society, was from mostly government-based evaluators and some university evaluators (Russ-Eft & Preskill, 2009). In 1985 these two organizations merged to form the American Evaluation Association (AEA).

Evaluation has taken long history since 1930 start from educational assessment. In the area of evaluation they have many theorists who have tried to lay the concepts and approaches in different angles. The major approaches in evaluation can be summarized below.

Tyler ideas focus on specification of objectives and measurement of outcomes. Tyler's point of view in evaluation is known as "objectives-oriented evaluation" (Alkin & Christie, 2004). Evaluation based on objective and program goals is considered as behavioral evaluation (Russ-Eft & Preskill, 2009). This evaluation was introduced in educational evaluation era with definition of learning as a change in behaviour.

Patton's (1978, 1986, 1997) utilization-focused evaluation has emphasized on the use of evaluation finding. Patton also emphasized on identification of key real users called "intended user" who have a stake in evaluation and who personally care about the findings. The intended users will help assure that utilization takes place. This approach considers the evaluator as "a facilitator of evaluative decision making by intended users" (Patton, 1994). Evaluator role as facilitator is to engage the intended users to have high level of involvement in all stages of evaluation starting from the design, implementation, and use of the findings (Alkin & Christie, 2004; Russ-Eft & Preskill, 2009).

Many evaluators emphasized on the importance of first hand information from participants and stakeholders in evaluated project and their involvement (Cousins & Earl, 1992; Cousins & Earl, 1995). Cousins, Donohue, and Bloom, (1996) define collaborative evaluation as "any evaluation in which there is a significant degree of collaboration or cooperation between evaluators and stakeholders in planning and/or conducting the evaluation." Cousins and Earl (1995) explain "Participatory evaluation is best suited for formative evaluation projects that seek to understand innovations (programs) with the expressed intention of informing and improving their implementation". Cousins reflects the importance of the personal factor in evaluation and the necessity for participation (cited, Alkin & Christie, 2004). Participatory and collaborative evaluation requires high degree of involvement and tends to use a mixed approach between quantitative and qualitative but mainly rely on qualitative data from participants (Russ-Eft & Preskill, 2009). Collaborative evaluation also promotes the use of evaluation findings (O'Sullivan & D'Agostino, 2002).

Preskill and Torres (1999) propose that evaluative inquiry for learning in organizations provides guideline to individual, team and even organization itself. They suggest organization can be transformed over organizational learning when stakeholders change their perception

and understanding based on evaluation processes and findings (cited, Russ-Eft & Preskill, 2009). Under this approach the evaluators are interested in how the process of evaluation and the use of evaluation findings foster continuous improvement and change in organizations (Russ-Eft & Preskill, 2009). Understanding organizational culture, communication style, values, and leadership assists the evaluator to assess the level of acceptance and use of evaluation findings (Alkin & Christie, 2004).

Empowerment evaluation was introduced by David Fetterman at the American Evaluation Association (AEA) in 1993. According to David Fetterman (1994), "Empowerment evaluation (EE) is the use of evaluation concepts, techniques, and findings to foster improvement and self-determination". It was considered as democratic evaluation process by many evaluators around the world, and widely used in various industries such as social and community program, health care, and education.

Fetterman (1998) explained the process of EE that "Empowerment evaluation has an unambiguous value orientation. It is designed to help people help themselves and improve their programs using a form of self-evaluation and reflection. Program participants, including clients, conduct their own evaluations; an outside evaluator often serves as a coach or additional facilitator depending on internal program capabilities".

2.3 Introduction of Evaluation

Definitions of evaluation are varied, but the Joint Committee on Standards for Educational Evaluation (1994) defines evaluation as "the systematic investigation of the worth or merit of an object." The Organization for European Co-operation and Development (OECD) defines evaluation as "the systematic and objective assessment of an on-going or completed project, program, or policy, including its design, implementation, and results."

UNDP (2002) defined "Evaluation is a selective exercise that attempts to systematically and objectively assess progress towards and the achievement of an outcome. Evaluation is not a one-time event, but an exercise involving assessments of differing scope and depth carried out at several points in time in response to evolving needs for evaluative knowledge and learning during the effort to achieve an outcome."

UNICEF (2005) defines evaluation as "an exercise that attempts to determine as systematically and objectively as possible the worth or significance of an intervention, strategy or policy". Project evaluation is a structured process of identifying objective and

indicator, collecting information, recording data, and organizing information about project results. This includes short-term outputs (immediate results of activities, or project deliverables), and immediate and longer-term project outcomes (changes in behavior, practice or policy resulting from the project).

Evaluation can be classified as quantitative which is objective, producing numerical data and giving a sense of scale, and qualitative which focuses more on subjective data such as thoughts, opinions, ideas, attitudes and feelings. Evaluation also can be classified into two categories, formative and summative (Scriven, 1967). First formative evaluation, it provides information that is necessary to adopt and improve the planning and management of a project. Secondly summative evaluation, it is generally carried out after a program has been completed and concerns the effectiveness of the whole project. In summary, evaluation is the comparison of actual project impacts against the agreed strategic plans. It looks at what you set out to do, at what you have accomplished, and how you accomplished it.

2.4 Evaluation in UN System

The United Nations system consists of various entities with diverse mandates and governing structures that aim to promote principles in various areas such as global governance, global environment protection, social and economic development, and sustainable development. United Nations are governed under the same regulations and policies from General Assembly resolution and Secretary General's bulletin. The United Nations Evaluation Group (UNEG) was established in response to General Assembly resolution to promote system-wide collaboration on evaluation in particular methodologies, norms, standards and cycles of evaluation (UN, 2004, para.69; UNEG, Preamble, 2005). The United Nations Evaluation Group (UNEG) is a professional network that brings together the units responsible for evaluation in the United Nations system and international organizations and funds working closely with the UN system. It aims to strengthen the objectivity, effectiveness and visibility of the evaluation function and to advocate for the importance of evaluation for learning, decision-making and accountability (UNEG, 2013).

UNEG defines the norms and standard as best practices in conducting evaluation and publishes in 2005. UNEG norms emphasize on many aspects of evaluation consist of evaluation responsibility, evaluability, quality, competency, transparency, follow up, and knowledge building (UNEG, 2013). UNEG norms guide head of UN organization in area of evaluation responsibility to foster and enable environment for evaluation, ensure adequate

resources, impartial and independent fashion, contributing to management decision making, and repository and disseminating lessons to improve organizational learning and improvement (UNEG, 2005). In area of competencies UNEG norms guide to have formal selection criteria for evaluator recruitment to ensure competencies in the conduct of valuation. In area of knowledge building it guides that the evaluation findings and recommendations should be easy to understand, accessible and shared among stakeholders to contribute knowledge network (UNEG, 2005).

The UNEG establishes the evaluation standard under three main sections which comprises of institutional framework and management of the evaluation function, evaluation competencies and ethics, conducting evaluations, and composing evaluation reports.

First section of institutional framework and management of evaluation function, the objectives are to ensure that United Nations organizations will have an adequate institutional framework for the effective management of their evaluation function, ensure that UN develops an evaluation policy and updates regularly, and ensure appropriate evaluation follow-up mechanisms and have an explicit disclosure policy (UNEG, 2005).

Second section is Evaluation Competencies and Ethics, the objectives are to ensure the personnel who engaged in designing, conducting and managing evaluation activities aspire to conduct high quality and ethical work guided by professional standards and ethical and moral principles.

Third section is Conducting Evaluations which the objective is to ensure the evaluation should be designed to ensure timely, valid and reliable information that will be relevant for the subject being assessed. It emphasizes in all stages of conducting evaluation start from term of reference, purpose and context of the evaluation, subject to be evaluated, evaluation objectives, evaluation methodologies, and reporting (UNEG, 2005).

Last section is composing the evaluation report, the objective is to ensure that the final evaluation report should be logically structured, containing evidence-based findings, conclusions, lessons and recommendations, and should be free of information that is not relevant to the overall analysis. The report should be presented in a way that makes the information accessible and comprehensible (UNEG, 2005).

2.5 Evaluation of ICT Projects

In Information and Communication Technology (ICT) infrastructure project and its life cycle there are the main types of ICT projects which are categorized as implementation of new ICT infrastructure, enhancement of existing ICT infrastructure, upgrade and update of existing ICT infrastructure, migration of existing ICT infrastructure, and ICT infrastructure maintenance. ICT projects require a multidisciplinary approach for hardware, software, middleware, and network. It is also common that ICT projects have multiple players in various areas of technology and expertise (Chemuturi, 2013).

Stakeholder's expectations normally include unstated requirements. They are typically implicit assumptions of performance that are construed as requirements for the project by the stakeholders. Expectations in ICT project are from all stakeholders, not just customers, including stated and unstated requirement. In regard to that the important thing is to set the "right" expectations with stakeholders and keep everyone involved and informed in matters concerning them. In general there are five classes of stakeholder expectations to be managed which can be classified as customer or end-user expectations, organizational management expectations, project team expectations, subcontractor expectations, and supplier expectations (Chemuturi, 2013).

IT project is difficult to evaluate and measure for the return of business after implementation. It can start from the lack of precise objectives and measurement mechanism in the project, and the pressure in the business in maintaining its position rather than considering the benefits (Price Waterhouse, 1993). In most cases the benefits from ICT project will follow many years after the project is complete with wide range of risks and uncertainty however the project investment need to be immediately incurred (Irani & Love, 2008). Another issue in ICT evaluation, the empirical findings indicate that ICT project has increased organizational productivity and provided the value to customers but there is no concrete evidence that these benefits have resulted in business profitability (Irani & Love, 2008).

In ICT project many times there is no identification of the benefit from the project with a simple reason that it is mandatory action and the business and organization must have. Simple example is telephone system in the organization, nobody evaluates for the benefit of telephone system to organization and everyone knows that they cannot run business and earn revenue without ICT. Another challenge is that world of ICT is rapidly changing and

becomes more sophisticated over time, these make ICT investment evaluation is very complex (Irani & Love, 2008).

Lack of measurement technique is a factor that obstructs determining on the benefits and value of ICT project, according to Price Waterhouse study (Price Waterhouse, 1993), whereas the measurement technique is considered as part of project evaluation. Another issue in ICT project evaluation, ICT project is conducted as an action for survival. From the ICT executive's feed-back on the survey they accepted that they invest for survival, not benefits (Price Waterhouse, 1993). According to Irani and Love (2008) there are many measurement techniques classified by different approaches such as economic, strategic, operational, and analytic approaches based upon the organizational strategies, goals, and objectives. Economic, strategic, and operational approaches are common and more used in evaluating the ICT project justification.

According to the Standish Group research, only 32% of the total ICT project is successful in 2009. From the research the project success means the project is completed on-time and on-budget with all and features and functions as initially specified (Standish Group, 1995). There are many reasons that delay and impair the project such as overestimation on cost, underestimation on time (IEEE Computer Society, 2010). As a result the evaluation of ICT project plays very important role to know what cause the project failure and delay in order to improve the project organization performance in the future.

2.5.1 Evaluation Budget and Evaluation of UN Projects

Budgeting for an evaluation depends upon the complexity of the project or outcome to be evaluated and the purpose of the exercise. These factors dictate the timeframe and the number of evaluators needed. For projects, evaluation resources are allocated from the monitoring and evaluation lines of the project budget. Similarly, outcome evaluations draw on the respective monitoring and evaluation allocations of the projects and programmes that contribute to that outcome (UNDP, 2002).

UNDP (2002) recommended their evaluator when plans the budgeting for an outcome evaluation that their evaluation office should consider the following factors. The first factor is the scope, complexity and time commitments of the evaluation. The greater the complexity and scope of an evaluation, the longer time and more detailed work will be required of the evaluation team, thus increasing evaluators' fees. The duration of an outcome evaluation will

be determined by its purpose, with earlier, shorter-term exercises costing less than later, longer-term exercises.

Second is the need to minimize time and expense. In general, time and expense have correlation between themselves (UNDP, 2002). When evaluators miss the target of evaluation that expect to complete the within planned timeframe the expense on evaluation is most likely to increase while the time passes during evaluation exercise. In principle finding the balance between time and expense, optimal equilibrium, is the key concern in budgeting for the evaluation. Third is the use of field visits and interviews. Outcome evaluations may require evaluators to speak with a range of partners, stakeholders and beneficiaries about perceptions of progress towards results or outputs (UNDP, 2002).

Last factor is the areas of expertise needed among the evaluators. Because a multidisciplinary approach is needed for outcome evaluations, the evaluation team needs to include at least one evaluator with result-based management knowledge and in-depth knowledge of the outcome to be evaluated. These criteria could increase the costs for evaluation (UNDP, 2002).

The project evaluation budget however is varied based on those factors and there is no specific rule in calculating but in general it should represent between 5 percent and 20 percent of a program's overall cost (Horn, 2001; W. K. Kellogg Foundation, n.d.).

In United Nations system the rate of the budget allocation for programme evaluation is less than one percent of annual budget with confirmation from the auditor study that there should not be any limitation and barrier from those budgets in evaluation (UN, 2013, April). This conclusion however contradicts with staff member survey that confirmed that lack of and insufficient budget cause a major barrier in evaluation (UN, 2011). This contradiction creates the gaps and questions for this research to fulfill and answer.

2.5.2 Availability of Evaluation Material and Network and Evaluation of UN Projects

The United Nations Evaluation Group (UNEG) is a professional network that brings together all the units responsible for evaluation in the UN system. UNEG was established in 1984 and currently has 43 members. UNEG members comprise of many individual UN entities from different evaluation offices, such as UNDP, UNICEF, FAO, ILO, UNHCR, and UN-Habitat. UNEG establishes Norms and Standard framework of evaluation as the best practice in implementing evaluation which can be applied to local context of its members.

UNEG Norms seeks to facilitate system-wide collaboration on evaluation by ensuring that evaluation entities within the UN follow on agreed basic principles. They provide a reference for strengthening, professionalizing, and improving the quality of evaluation in all entities of the United Nations system. The UNEG standards build upon the Norms for evaluation for the UN system and are drawn from best practice of UNEG members. They are intended to guide the establishment of the institutional framework, management of the evaluation function, conduct and use of evaluations and are also a reference for the competencies of evaluation practitioners and work ethics (UNICEF, 2012).

Individual United Nations entity has its own evaluation office which may be called unit or office, such as UNDP and UNICEF evaluation office, and Worldbank Independent Evaluation Group. UNEG formulates the evaluation document, guidance, and template as instruments provided to members and their evaluator in accordance with their focus on evaluation.

UNEG publishes the useful guidance, handbook, and evaluation reports periodically on their website. The members of UNEG can download the material with standard guidance for their own evaluation. In recent year UNEG published the document of Handbook for Conducting Evaluations of Normative Work in the UN System, Standards for Evaluation in the UN System, and Norms for Evaluation in the UN System (UNEG, 2005; UNEG, 2013). But in reality there are few evidences that the UN entities follow the standard practice on evaluation and utilize the evaluation guidance, handbook, and documents prepared by UNEG. Therefore it is a gap to assess for valid evidence in this research whether the UN entities follow and utilize those in evaluation of UN ICT projects.

UNDP evaluation office has launched the guidance and handbook for evaluation periodically. In recent year, the published document is Handbook on Planning, Monitoring and Evaluating for Development Results. The objectives of this handbook is to provide the reader with a basic understanding of the purposes, processes, norms, standards and guiding principles for planning, monitoring and evaluation within the UNDP development context.

The handbook also provides the knowledge of the essential elements of the planning and monitoring processes in developing a robust results framework for projects and programmes, with clear indicators, baselines, and targets, and setting up an effective monitoring system. Moreover the handbook provides knowledge of the essential elements of the evaluation process in developing an evaluation plan, managing, designing and conducting quality evaluations, and using evaluation for managing for development results, learning and

accountability (UNDP, 2009). Eventually this will enhance the results-based culture within UNDP and improve the quality of planning, monitoring and evaluation.

UNICEF evaluation office has published the evaluation report regularly on their website. There are very useful documents and evidence on what the projects have been done, what the outputs are, and what the impacts are from intervention.

United Nations entity put effort to facilitate ease of evaluation implementation under best practices by formulation of evaluation policy to be used in organization. Example is the evaluation policy of UNDP which includes the evaluation plan template and management response template (UNDP, 2011). However the question is that the availability of evaluation material will facilitate ease of evaluation implementation as UN expects or not, as a result there is still a gap to identify the answer in this research.

The United Nations Evaluation Group (UNEG) is a professional network that brings together all the units responsible for evaluation in the UN system. UNEG membership structure with a variety of UN entities formulates the evaluation network with wide-system collaboration. This evaluation networks strengthen, professionalize, and improve the quality of evaluation in all entities of the United Nations system which geographically spreads around the world.

UNEG is a permanent observer of Evaluation Cooperation Group (ECG), an institution that was established by the heads of evaluation in multilateral development banks (MDBs) in 1996 to strengthen the use of evaluation for greater MDB effectiveness and accountability. UNEG benefits from the shared lessons of evaluations and building their evaluation capacity and network (ECG, 2014).

As being a membership of evaluation association and network at both international and regional level, it establishes the framework for international cooperation to: “establish an international consensus on the legitimacy and credibility of evaluation as part of civic responsibility and participation; increase the systematic utilization of evaluation internationally and support evaluation societies in the utilization of evaluation in national and local policy decision making; build capacity through the provision of opportunities for reciprocal learning amongst established and newly formed or emergent evaluation societies; develop general principles, procedures, ethics and codes of conduct for evaluation and commissioning practice; provide a forum for the exchange of good practice in evaluation theory and practice and develop new evaluation knowledge through cooperative research and

other activities; and increase and support cultural specificity in evaluation design and practice by encouraging pilot approaches in diverse cultural settings” (IOCE, 2006).

From all benefits of being a membership of evaluation association and network mentioned above, however the question is that whether the availability of evaluation network will assist the evaluation implementation and influence the evaluation of UN ICT project within UN system, as a result there is still a gap to identify and determine the answer in this research.

2.5.3 Organization Members’ Competency and Evaluation of UN Projects

According to UNDP evaluation policy and guiding principle, evaluation is guided by people-centered approach to development which enhances capabilities, choices, and rights for all men and women. For them evaluation is fostered by universally shared values of equity, justice, gender equality, and respect for diversity (UNDP, 2011). In other word the evaluation is directed by the knowledge and competencies of members in organization.

Knowledge in evaluation is increasingly important in evaluating the benefit from project investment and used as tools in enhancing capacity building, organizational learning, process of decision making, and strategic planning for organization (UNICEF, 2002). In all stages of evaluation require different area and extent of knowledge. In general the key steps of evaluation consist of preparation and design, data collection and analysis, report for finding and recommendation, and report dissemination and follow up (UNEG, 2013).

Technical knowledge in evaluation can break as knowledge base of evaluation (which include the theories, models, types, method, and tools of evaluation), designing and formulating question, evaluation method, data collection, assess data validity and reliability, analyzing data, conclusion and recommendation, finding, and strength and limitation of evaluation (CES, 2008). In recent years in many industries, the knowledge boundary is expanded and includes Softskill knowledge which comprise of communication, negotiation, conflict resolution, and interpersonal skill (CES, competencies consultation, 2008), even through some writer and organizations classify those softskills as reflective practice skills such as AEA (AEA, 2004; Stevahn, King, Ghore, Minnema, 2005). Softskill knowledge also includes communication and reporting, involvement of stakeholders, and collaboration (Russ-Eft & Preskill, 2009).

Communicating and reporting of findings are very important aspects of project evaluation. The effective communicating and reporting cover many dimensions of communication which

includes knowing audiences, purposes, timing, format and content of communication and takes place in all life cycle of evaluation endeavor (Russ-Eft & Preskill, 2009). The content of communication especially in developing the evaluation finding report, Torres, Preskill, and Piontek (2005) guide to have the writing report with a clear, jargon-free style, using tables and figures, communicating qualitative and quantitative findings, and communicating negative findings, for effective written communication. Collaboration skill is crucial and mandatory in project evaluation; the success of evaluation significantly depends on the level of collaboration from all stakeholders. Collaboration also increases the meaningful of finding and chance of success for finding implementation (Russ-Eft & Preskill, 2009).

In United Nations system the communicating and applying the evaluation findings are still in need of improvement to be able to benefit from project evaluation further in term of efficiency and performance improvement as the return from investment in programme and its evaluation (UN, 2000, April; UNDP, 2011, February; UN, 2011, July; UN, 2013, April). In order to comply with UNEG norms for evaluation, the guidance of follow up to evaluation is clearly stated that evaluation requires (a) explicit response by authority and management to act on evaluation recommendation in form of response, action plan, and agreement; and (b) periodic report on the status of implementation of evaluation recommendations (UNEG, 2005). In order to comply with the expectation of the UN on utilizing the findings and following up the recommendation, the UN staff competency must be aligned with those expectations. As a result there is a gap for this study to assess the readiness of UN staff in term of competency in evaluation.

Professional or reflective practice skills such as ethic, integrity, honesty, and respect for stakeholders are considered important for professional evaluator and quality evaluation (CES, 2008). Evaluators are expected to (a) display honesty and integrity in their own behavior, and attempt to ensure the honesty and integrity of the entire evaluation process; (b) respect the security, dignity and self-worth of respondents, program participants, clients, and other evaluation stakeholders (AEA, 2004). However those reflective practice skills are ignored in ICT projects evaluation therefore it is a gap for the study to emphasize on important aspects of those skills.

Various evaluator roles in evaluation process as reported by Stephen (2002) are likely to have influences on organization and its members. Stephen reports various evaluator roles as educator, consultant, facilitator, and counselor. Understanding each evaluation role and its

required skills in both professional and interpersonal competencies are important. But the research from Stephen has no required skills in each role under his study; as a result there is a gap for this research to fulfill.

Worldbank published the strategies to strengthen the national evaluation system in Sri Lanka; the strategies cover evaluation capacity development, increasing ethics, strengthening guidelines and standards, and strengthening methodologies and practices. The development of monitoring and evaluation system is driven by Sri Lanka Evaluation Association (SLEVA) as a civil society to build the evaluation capacity, culture, ethics, standards, methodologies, best practices, training, and promotion (Worldbank, 2010). However the evaluation skills and experience in Africa are scarce (Worldbank, 2001) and should be driven by UN entities presenting in Africa, therefore there are still gaps for this study to promote evaluation in the region and assess the UN staff level of competency for ethics, evaluation guidance and standards, and evaluation methodologies and practices as the UN staff are fundamental engine for development and promotion of evaluation.

In local context, United Nations emphasize on importance of reflective practice skills and formulate their own guidance the UNEG norms for evaluation in the UN System (UNEG, 2005) with the objective of maintaining professionalism, transparency, and credibility in evaluation. UNEG mainly focuses on evaluation intentionality, impartiality, independence, and ethics which are considered as professional competencies. UNEG however has less emphasis on technical skills in evaluation in their norm and standard for evaluation handbook such as understanding evaluation processes, performing data collection and analysis, and establishing the findings and recommendations. Therefore it is still a gap that UNEG missed out for this study to fulfill in the area of technical skills in evaluation.

2.5.4 Awareness on Benefit of Evaluation and Evaluation of UN Projects

Selby and Netanel (2008) stated that “A person who maintains a higher quality of awareness will almost always win out over someone with a lower level of awareness; that's a basic performance law. As other variables remaining constant, the company that maintains a higher awareness quotient will outperform companies whose leaders and employees are less aware, less alert, and less focused on the larger picture.”

According to UNICEF there are two main benefits from evaluation. First evaluation is the use of evaluation as a strategic tool for knowledge acquisition and construction with the aim of

facilitating decision making and organizational learning (UNICEF, 1998). Second, evaluation help create new insights and mutual understanding, in organization who conducts the evaluation, on their project objective, outcome, and performance (CES, 2002; Preskill & Torres, 1999; UNICEF, 1998; Weiss, 1972). From the experience of the evaluation community shows that the success or failure of evaluation depends greatly on the awareness at the governmental decision-making levels of the importance and necessity of evaluation, in other words, what they will benefit from evaluation (IOCE, 2006).

In reference to Canadian Evaluation Society (2002) report, there are many benefits from evaluation classified in different major sections. In decision making evaluation can help authority make better decision about the program direction – value and ideologies of stakeholders, organization role in society, and real needs of the program, resource allocation – time, fund, and effort, and program improvement – in program design, and implementation.

In knowledge construction, evaluation is used as a tool to construct the knowledge and skill in organization by increasing the understanding of the program objective, expected output, context, assumption, strengths, weaknesses, and result. Moreover evaluation builds knowledge about existing and potential needs, and knowledge of effective program practice. In capacity building, evaluation builds capacity and skill of organization, manager, staff and stakeholders, as well as improve attitude toward evaluation, and foster the organization culture that values accountability and evaluation. These knowledge construction and capacity building from evaluation will assist organization to understand and apply them under their local context appropriately (CES, 2002).

In recent years evaluation expands to cover the performance and efficiency of the program, in addition to the past that the evaluation usually assesses the program output against set objectives, evaluation is used to assess the program process, impact, and efficiency (CES, 2002). However there are few studies on performance and efficiency of UN ICT projects, in this regard there is a gap for the study to assess those aspects.

The important aspect of awareness is the understanding of value of evaluation. Evaluation information is valuable only when it is recognized and used by decision makers. This implies the need to generate reliable information and increasing demand for evaluation information by educating both decision makers and stakeholders about the value of such information (UNICEF, 1998). One critical aspect of awareness is the utilization of finding. From Patton's study, "utilization-focused evaluation is based on the principle that an evaluation should be

judged by its utility. So no matter how technically sound and methodologically elegant, an evaluation is not truly a good evaluation unless the findings are used." (Patton, 2009). The success of evaluation depends on how well utilization of valuable findings and lessons are implemented to improve future programs, projects, policies, and institutions (Worldbank, 2010). Failure to reflect on past experience allows valuable knowledge to escape and condemns both individuals and organizations to repeat the, often unsuccessful, past (Garvin, 1993). As there are few studies on awareness on UN ICT project evaluation, as a result there is a gap for this study to explore on this aspect and may guide for further study.

In local context, UNDP emphasizes on the benefit of evaluation in strengthening the basis for managing for results, fostering learning and knowledge generation in the organization as well as in broader development and evaluation community, and supporting the public accountability (UNDP, 2009). In general organization may know the benefits of evaluation but the questions are that what is level of awareness on the benefit and does awareness on the benefit induce the UN ICT evaluation. Therefore under this study, the researcher expects to determine what the level of awareness on the benefit in local organizations' perspective is, and whether awareness on the benefit of evaluation influences the UN ICT evaluation.

2.6 Theoretical Framework

The researcher undertook the study based on the system of profound knowledge theoretical framework by Edwards Deming (1994) and behavioural theoretical framework by John Watson (1878).

2.6.1 System of Profound Knowledge Theory by Edwards Deming, 1994

The system of profound knowledge theoretical framework states that "A system cannot understand itself. The transformation requires a view from outside. It is needed to provide an outside view, which is called a system of profound knowledge. It provides a map of theory by which to understand the organizations that we work in." (Deming, 1994). Deming's profound knowledge is knowledge universal to all businesses, large or small, in service or manufacturing, profit making or non-profit industry.

The profound of knowledge is from the outside view, in practice it is derived from the process of evaluation. The researcher has therefore chosen these theoretical frameworks with the reason that organization will not be able to know their efficiency and performance in projects by themselves without evaluation; organization will know those through process of

evaluation. Secondly organization will construct the knowledge database and capacity from evaluation. Thirdly organization will be able to increase their efficiency and performance by applying the evaluation findings and recommendation.

2.6.2 Constructivism Theory by Jean Piaget, 1868

Jean Piaget (1968) states that “Scientific knowledge is in perpetual evolution; it finds itself changed from one day to the next. As a result, we cannot say that on the one hand there is the history of knowledge, and on the other its current state today, as if its current state were somehow definitive or even stable. The current state of knowledge is a moment in history, changing just as rapidly as the state of knowledge in the past has ever changed and, in many instances, more rapidly.” In addition to Jean Piaget, Wilson states that “Constructivism is based on the view that people develop their knowledge and understanding through interaction with the world.” (Wilson, 2012).

Application on constructivism theory to this research is that the knowledge can be developed incrementally through interaction process of evaluation, either internal or external, on top of the existing. As a result, United Nations in Kenya requires evaluation to take place and acquire knowledge from past projects within their system in order to realize the facts on their efficiency and performance in implementing the projects so that to improve on top of existing knowledge database on continual basis as mentioned earlier on theoretical framework above.

At the same time United Nations need to ensure staff in organization are aware of the improvement of knowledge and skill incrementally according to the evaluation best practice in order to promote and conduct the efficient and effective evaluation in UN system.

2.7 Conceptual Framework

The conceptual framework of the study can be summarized as the figure below. It shows the relationship between independent variable and dependent variable. Furthermore it shows other factors, moderating and intervening variable, that can play in and affect both independent and dependent variables in this study.

The conceptual framework of this study shows the factors of evaluation budget, availability of evaluation material and network, organization members’ competency on evaluation, and awareness on benefit of evaluation (independent variable) influencing the evaluation of UN projects Kenya (dependent variable).

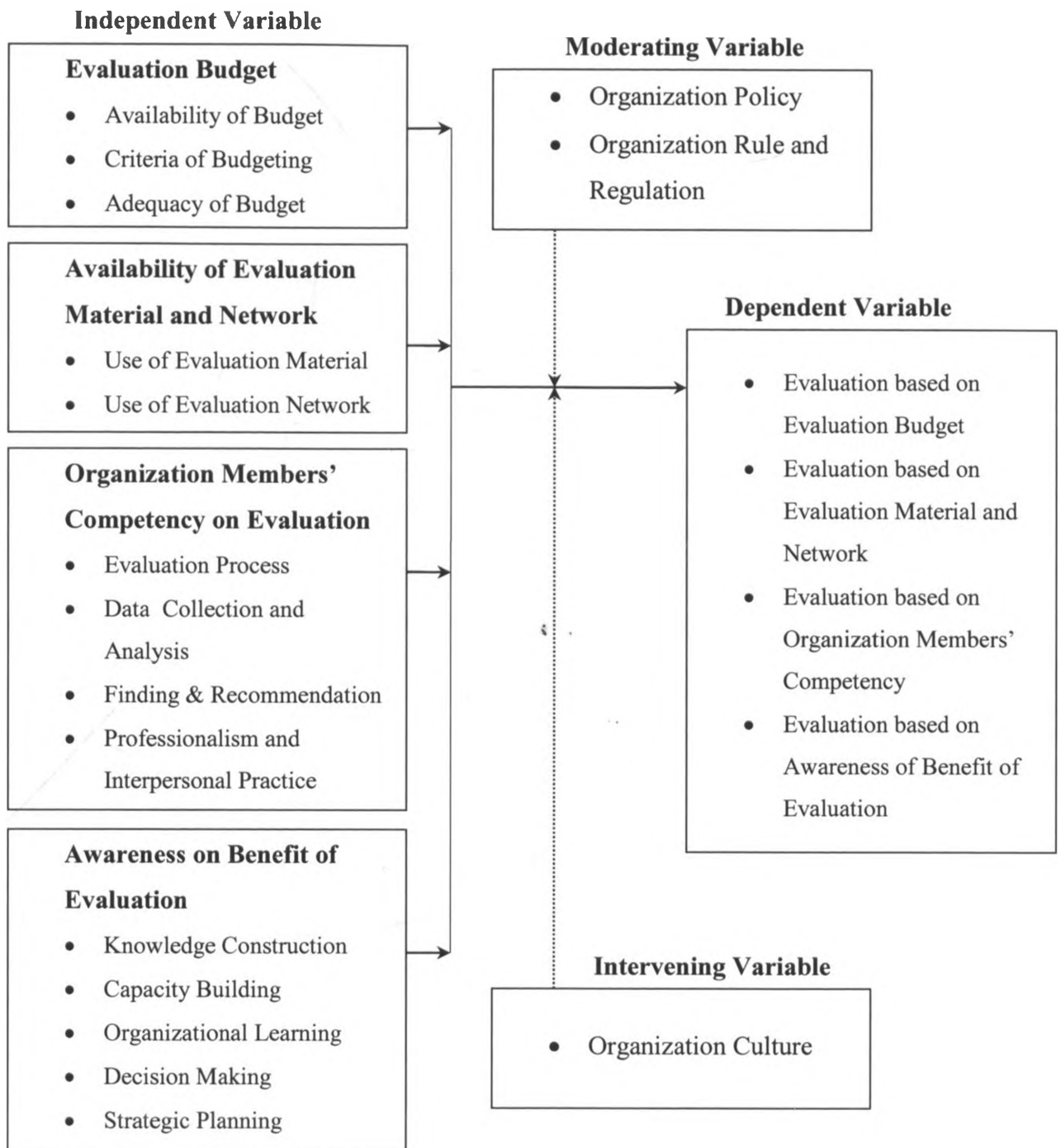


Figure 1 Conceptual Framework

2.8 Knowledge Gap

In United Nations regular evaluation are encouraged via Secretary-General's bulletin regarding regulations and rules governing programme planning, the programme aspects of the budget, the monitoring of implementation and the methods of evaluation (UN, 2000, April) within organization regardless the organization size, level and structure, neither project type nor project cost in two ways, internal and external evaluation. Moreover management and staff within organization have questions and concerns in carrying out evaluation such as skill required performing evaluation and the benefit from evaluation which are the gap in this research to be answered.

Based on the literature review of evaluation in United Nations, there are few evidences that evaluation is carried out in Africa. The only evidence for the evaluation in Africa is evaluation on UNEP by OIOS in 2013 on the title of Programme evaluation of the United Nations Environment Programme (UN, 2013, June). A few evidences on valuation in UN Africa are the research gap for this research to be counted and explored.

Same as evaluation on ICT projects in UN Africa, there is no evidence that evaluation is carried out on ICT projects. This is the knowledge gap within United Nations that the research is aiming to answer.

2.9 Summary of Literature Review

This chapter has reviewed literature pertaining to the concept of project evaluation and ICT project as discussed in the journals, books, and reports from other researchers on the subject. The literature has demonstrated that there are compelling reasons for the organization to conduct the project evaluation to assess the benefits and values to the business and efficiency in project delivery. The success of the ICT project evaluation is influenced by a number of factors in different aspects; evaluation budget, availability of evaluation material and network, organization members' competency in evaluation, and awareness on benefit of evaluation, therefore there is an importance that United Nations as an organization adopt themselves for progressive approach and bear in mind for these factors.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the key components of research methodology of the study. These include the research design, target population, sample size, sampling procedure, data collection method, data collection procedure, and data analysis method. This chapter also includes the validity and reliability check on the research instruments as well as ethical issue in the research. Data analysis consists of the categorization and tabulation into different forms for ease of interpretation. The research used questionnaire as data collection method which contained information as appropriately as the study required.

3.2 Research Design

This research adopted descriptive survey study under quantitative approach. Descriptive study was to describe a phenomenon as it naturally occurs (Hedrick, Bickman, Rog, 1993). Descriptive study was an appropriate approach for this study because it measured existing phenomenon without treatment on the sample and manipulation of the studying environment. This research design was appropriate for the study because it allowed data collection from the sample and demonstrated the factors influencing evaluation of UN ICT projects in Kenya.

3.3 Target Population

This study was to determine the factors influencing evaluation of UN ICT projects in Kenya. The study focused in ICT projects in all UN agencies geographically located in Kenya which comprises of a series of UN entities such as United Nations Office at Nairobi (UNON), United Nations Environment Programme (UNEP), United Nations Human Settlements Programme (UN-Habitat), World Food Program (WFP), United Nations Children's Fund (UNICEF), United Nations Joint Programme on AIDS (UNAIDS), and etc. Accumulation from each agency ICT staff contributed the total target population of 98. Each UN entity in Kenya normally had small size of ICT team with less than ten staff except the major entity such as UNON who provided facilities and services (as service provider) to other UN entities (as tenants). The summary of the target population was shown in Table 3.1.

3.4 Sample Size

From the statistic parameter for binomial sample size estimation (Sauro & Lewis, 2012) at confident level of 90% and margin of error of 4%, target population of 98, using normal distribution table, the minimum required sample was 72. As a result therefore in order to have the confident level of 90% and confident interval of 4% from this study, the researcher decided to have minimum sample size of 72 respondents.

Statistic formula:

$$\text{sample size (ss)} = \frac{z^2 * p * (1-p)}{e^2}$$

Where: z = z value (1.645 for 90% confidence level)

p = sample proportion (0.5 for determination of sample size)

e = margin of error (0.04)

For finite population:

$$\text{new sample size (n)} = \frac{ss}{1 + \frac{ss-1}{pop}}$$

When: n = sample size (adjusted) = 72

N = target population = 98

Therefore sampling fraction: $f = n/N = 0.74$ or 74%

This meant that the researcher must select 74% percent of total number of population in each stratum presenting as research sample, as shown in the Table 3.1.

3.5 Sampling Procedure

Most UN entities in Kenya had their own ICT infrastructure with self administration and had their own ICT projects under their timeline and annual budget allocated, but generally each agency had small team in size which was approximately less than ten ICT staff except for some major agencies. With these facts therefore the research was designed based on the equal distribution of sample representing the ICT staff population in Kenya known as stratified random sampling technique. The strata were classified by UN entity. The researcher used stratified random sampling technique in order to ensure the small minority UN entities were accounted for and treated equally among the total population.

This research used stratified random sampling technique based on UN entity. From the total population of 98 personnel from various UN entities based in Kenya, the sample was selected

randomly at the rate of seventy four (74) percent of total number of ICT staff in each UN entity which contributes 74 samples in the study. The detail information in regard to the population and sample was shown in Table 3.1 below.

Table 3.1 : Sampling with distribution of target respondents

United Nations Entity	Population	Sample (74% of pop)
United Nations Office at Nairobi (UNON)	50	37
United Nations Environment Programme (UNEP)	4	3
United Nations Human Settlements Programme (UN-Habitat)	4	3
United Nations Children's Fund (UNICEF)	6	5
United Nations Programme on HIV/AIDS (UNAIDS)	6	5
United Nations High Commissioner for Refugees (UNHCR)	7	5
United Nations Support Office for AMISOM (UNSOA)	12	9
World Food Program (WFP)	9	7
Total	98	74

3.6 Data Collection Method

Data in research can be classified into two main categories, primary and secondary data. Primary data is the information collected directly from source by researcher while secondary data is collected from other sources such as publication, reports, articles, and books by researcher.

This study focused mainly on primary data collected from the sources of target population using self administered questionnaires. The questionnaires consisted mainly of close ended questions for ease of quantification and minimizing the error from instrument.

3.7 Research Instrument

This research used survey questionnaire as data collection method and applied Likert scale as quantification technique. Questionnaire was an appropriate data collection method in this study because it contained necessary information as appropriately as the study required and it was within the designed timeframe.

3.8 Validity and Reliability of Research Instrument

This section presented the validity and reliability of the research instruments in the separate sections below.

3.8.1 Validity of Research Instrument

Validity of questionnaire “determines whether the research truly measures that which it was intended to measure or how truthful the research results are” (Bridges, Smeyers, Smith, 2009; Joppe, 2000). In other words, validity is the degree to which results obtained from the research instrument represents the truth, credibility, and right of phenomena under the study (House, 1980). Since the research randomly selected the respondents, it was believed that the study is valid. The questionnaires were designed to gain high validity of instrument by firstly the researcher introduced the pre-testing questions as part of the questionnaire to filter and ensure that respondents were qualified target as focused in the study. Secondly the researcher introduced the pilot questionnaires to a group of 10% of respondents in different UN entities prior to the actual data collection in order to examine understandability of respondents on the questionnaires and accordingly improved questionnaires as the way it was expected to measure for higher criterion-related validity. Thirdly the researcher consulted the expert in the field by presenting the questionnaire and result of pilot questionnaire to the research supervisor for her comment and advice on content validity of the research instrument.

3.8.2 Reliability of Research Instrument

Reliability of questionnaires is to determine that the result obtained from measurement is reliable, consistent, and stable on repeated trials over time (Charles, 1995; Kirk & Miller, 1986). Joppe (2000) defines reliability as “the extent to which results are consistent over time and an accurate representation of the total population under study”. The research used split-half technique in assessing reliability of research instrument by determining the correlation between two sets of scores from first and second half which were split randomly. Cronbach’s alpha coefficient was used in determining the reliability of research instrument. If Cronbach’s alpha coefficient, an average of all possible split half, is higher than 0.70 this interprets that the scores from all possible two sets of respondents are significantly correlated and research instrument has high reliability.

3.9 Data Collection Procedure

The research provided respondents the introductory letter along with the questionnaire. The introductory letter contained the information that clarifies the objective of the questionnaires and treatment of data with confidentiality and for academic purposes only to ensure the respondents have confidence and acceptance in participating in the study. The respondents were guided in the questionnaire not to disclose their personal information in order to prevent the bias in research.

3.10 Data Analysis

Data was analyzed through the statistic parameters such as mean, standard deviation, and correlation coefficient. The collected data was edited, organized, tabulated, and input into the Statistical Package for Social Sciences (SPSS) software for statistical analysis. The objective of data analysis was to prepare raw data for statistical interpretation and presentation.

Data was input and analyzed in regard to the correlation of independent variables and dependent variable by applying Pearson correlation formula which was as follows. The correlation coefficient (r) from each independent variable to dependent variable with absolute value more than 0.7 presented significant correlation between those two variables and interpreted that each factor influences evaluation of UN ICT projects in Kenya significantly.

$$r = \frac{\sum_{i=1}^n (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum_{i=1}^n (X_i - \bar{X})^2} \sqrt{\sum_{i=1}^n (Y_i - \bar{Y})^2}}$$

Data was analyzed into multivariate regression to formulate the linear equation for the factors that influenced the evaluation of United Nations ICT projects in Kenya as displayed below.

$$\text{evaluation} = \beta_0 + \beta_1 \text{ budget} + \beta_2 \text{ material} + \beta_3 \text{ competency} + \beta_4 \text{ awareness}$$

Where:

evaluation = evaluation of the United Nations ICT projects in Kenya

β_0 = constant term

$\beta_1, \beta_2, \beta_3, \beta_4$ = beta coefficients

budget = evaluation budget

material = availability of evaluation material and network

competency = organization members' competency in evaluation

awareness = awareness on benefit of evaluation

The research used quantitative dependent variable using Likert scale to quantify the data from the respondent in the questionnaires according to the research conceptual framework.

3.11 Operational Definition of Variable

The operational definition of variable was summarized and shown in Table 3.2 below.

Table 3.2 : Operational definition of variable

Research objective	Type of Variable	Indicator	How to Measure the Indicator	Data Collection Methods	Approach of Analysis	Data Analysis	Type of Analysis
Project Evaluation	Dependent	<ol style="list-style-type: none"> 1. Evaluation based on evaluation budget 2. Evaluation based on evaluation material and network 3. Evaluation based on organization members' competency 4. Evaluation based on awareness on benefit of evaluation 	Score of the opinion on conducting the evaluation base on evaluation budget, evaluation material and network, organization members' competency, and awareness on benefit of evaluation.	Questionnaire	Quantitative	Descriptive Statistics Parameter of Mean, Standard Deviation	Parametric
Determine influences of evaluation budget on the evaluation of UN ICT projects in Kenya.	Independent	<ol style="list-style-type: none"> 1. Availability of Budget 2. Criteria on Budget Spending 3. Adequacy of Budget 	Score that project allocate budget and specify criteria on budget spending, and score on adequacy of	Questionnaire	Quantitative	Correlation and Descriptive Statistics Parameter of Pearson	Parametric

			budget. Assess availability of budget, criteria on budget spending, and adequacy of budget.			Correlation, Mean, Standard Deviation	
Determine influences of availability of evaluation material and network on the evaluation of UN ICT projects in Kenya.	Independent	<ol style="list-style-type: none"> 1. Use of Evaluation Material 2. Use of Evaluation Network 	Score that project evaluation uses or refers to the material and network.	Questionnaire	Quantitative	Correlation and Descriptive Statistics Parameter of Pearson Correlation, Mean, Standard Deviation	Parametric
Determine influence of organization members' competency on the evaluation of UN ICT projects in Kenya.	Independent	<ol style="list-style-type: none"> 1. Evaluation Process 2. Data Collection and Analysis Technique 3. Finding & Recommendation 4. Professionalism and Interpersonal Practice 	Assess the level of competency on evaluation process, data collection and analysis, finding and recommendation, and professionalism and interpersonal practice.	Questionnaire	Quantitative	Correlation and Descriptive Statistics Parameter of Pearson Correlation, Mean, Standard Deviation	Parametric

Determine influence of awareness on benefit of evaluation on the evaluation of UN ICT projects in Kenya.	Independent	<ol style="list-style-type: none"> 1. Knowledge Construction 2. Capacity Building 3. Organizational Learning 4. Decision Making 5. Strategic Planning 	<p>Score that respondents perceive on each benefit.</p> <p>Assess awareness on benefit of knowledge construction, capacity building, organizational learning, decision making, and strategic planning.</p>	Questionnaire	Quantitative	Correlation and Descriptive Statistics Parameter of Pearson Correlation, Mean, Standard Deviation	Parametric
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3.12 Ethical Issues

The respondents were active employees in United Nations based in Kenya and expected to be aware of the transparency policy that the United Nations staff members are encouraged to disclose information to the public for the purposes of performance improvement and transparency, as well as with the fact that the research questionnaires were designed as anonymous for academic purposes only and upon voluntary basis, therefore with these reasons there should not have any ethical issues on this research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This chapter presents data analysis and interpretation of the research findings. The research was designed to collect information as per the predefined objective of the study and use the data to draw for correlations, conclusions and recommendations. Data analysis comprises of categorizing, tabulating, and statistically examining the evidence retrieved from the field to address the initial predefined research questions.

4.2 Questionnaire Return Rate

The study adopted a descriptive survey research methodology approach where a total of 98 UN ICT staff located in Kenya were targeted as research respondents. The total questionnaires of 74 were distributed to respondents however only 51 questionnaires were returned and duly filled in. This made a response rate of 69% which was considered adequate for this study.

4.3 Demographic Profile of Respondents

The age distribution of respondents is shown in Table 4.1.

Table 4.1 : Age distribution of respondents

Age	Frequency	Percentage (%)
Below 18 years		
18-30 years	5	9.80
30-45 years	39	76.47
Over 45 years	7	13.73
Total	51	100

Majority of respondents (76.47%) were of age between 30-45 years which indicated that majority of UN ICT staff in Kenya were adults.

4.4 Role of Respondents

The role of respondents who were involved in ICT projects is shown in Table 4.2.

Table 4.2 : Respondent role in ICT project

In an ICT project you were involved, what was your role?	Frequency	Percentage (%)
Project Manager	9	17.65
Project Engineer	1	1.96
Project Coordinator	2	3.92
Project Planner	2	3.92
Software Designer		
Software Developer	11	21.57
Implementer	21	43.14
Others	4	7.84
Total	51	100

Majority of respondents (43.14%) who were involved in ICT projects had project implementer role, while 21.57% had software developer role, and 17.65% had project manager role as shown in Table 4.2.

4.5 Understanding on Evaluation of Respondents

The understanding on project evaluation of respondents is shown in Table 4.3.

Table 4.3 : Meaning of project evaluation

Do you know the meaning of project evaluation?	Frequency	Percentage (%)
Yes	48	94.12
No	3	5.88
Total	51	100

Majority of respondents (94.12%) confirmed that did know the meaning of project evaluation while only 5.88% confirmed that did not know the meaning as shown in Table 4.3.

4.6 Evaluation Budget

Statistical analysis on evaluation budget considerations and its indicators was covered as follows.

4.6.1 Influence of Evaluation Budget on the Evaluation of UN ICT Projects in Kenya

The survey sought to establish the influence of evaluation budget on the evaluation of UN ICT projects in Kenya. The respondents were asked if they consider the evaluation budget as a key factor in conducting the evaluation of UN ICT projects. The results of analysis are shown in Table 4.4 and 4.5.

Table 4.4 : Frequency on Evaluation budget

Evaluation budget is a key factor in conducting the evaluation of UN ICT projects.	Frequency	Percentage (%)
Strongly agree	13	25.49
Agree	13	25.49
Moderately agree	17	33.33
Disagree	5	9.81
Strongly disagree	3	5.88
Total	51	100

The findings in Table 4.4 revealed that respondents at 50.98% strongly agreed and agreed with the statement that evaluation budget is a factor in conducting the evaluation of UN ICT projects, and 33.33% moderately agreed with statement. While 15.69% disagreed and strongly disagreed with the statement.

Table 4.5 : Mean and standard deviation on Evaluation budget

Evaluation budget	Mean	Std. Deviation
Evaluation budget is a key factor in conducting the evaluation of UN ICT projects.	3.55	1.15
If you are a decision maker, you will allocate the evaluation budget for evaluation of UN ICT projects attached to the total project cost.	4.16	0.99
Based on the allocation of evaluation budget, you will conduct evaluation of UN ICT projects thereafter post-implementation.	4.18	1.01

Respondents considered evaluation budget as a key factor in conducting the evaluation of UN ICT projects in Kenya at the mean of 3.55 out of 5.00 full score. From the study result it concluded that evaluation budget influenced the evaluation of UN ICT projects in Kenya. The

evaluation budget to the high extent influenced evaluation as observed by the study that the respondents would allocate the evaluation budget and would conduct evaluation of UN ICT projects thereafter post-implementation at the mean of 4.16 and 4.18 out of 5.00 full score respectively.

4.6.2 Evaluation Budget Indicators

The survey sought to establish the influence of evaluation budget on the evaluation of UN ICT projects in Kenya. The respondents were asked to discuss in detail the evaluation budget that influenced the evaluation of UN ICT projects. The results of statistical analysis are shown in Table 4.6.

Table 4.6 : Indicators of Evaluation budget

Indicator	Mean	Std. Deviation
Based on the selected project, the project have evaluation budget attached to the total project cost.	3.10	1.59
The selected project has clear criteria on evaluation budget spending.	3.20	1.31
The selected project has adequate evaluation budget.	2.90	1.35

The survey discussed various indicators related to the evaluation budget and how they influenced the evaluation of UN ICT projects in Kenya. From the survey the respondents agreed with the following indicators: the project have evaluation budget attached to the total project cost, the selected project has clear criteria on evaluation budget spending, and the selected project has adequate evaluation budget at the mean score of 3.10, 3.20 and 2.90 respectively.

The findings observed that evaluation budget was one of the factors that influenced the evaluation of UN ICT projects at the mean of 3.55 out of 5.00 full score which was considered as a low score. In conjunction with the result that the UN ICT staff would conduct evaluation of UN ICT projects thereafter post-implementation at the mean of 4.18 out of 5.00 full score, this meant that evaluation budget was a factor but it should not prevent the UN ICT staff from conducting the evaluation of ICT projects.

The study established that the UN ICT staff were in doubt in application of the evaluation budgeting practices comprising of evaluation budget attached to the total project cost, clear

criteria on evaluation budget spending, and adequate evaluation budget. This doubt was concerned by the UN General Assembly that staff member confirmed lack of and insufficient budget in evaluation (UN, 2011, July). The doubt on budgeting practice and its application leaves room for United Nations as an organization to improve and apply those budgeting practices in evaluation of their ICT projects.

The study indicated that the UN ICT staff moderately agreed that evaluation budget was a key factor in evaluation of UN ICT projects; however in contrast the UN ICT staff agreed that there was inadequate budget in UN ICT projects for evaluation. This research ascertained the UN study that the small percentage on annual budget allocation for programme evaluation should not be limitation and barrier in evaluation (UN, 2013, April).

4.7 Availability of Evaluation Material and Network

Statistical analysis on availability of evaluation material and network considerations and its indicators were covered as follows.

4.7.1 Influence of Availability of Evaluation Material and Network on the Evaluation of UN ICT Projects in Kenya

The survey sought to determine the influence of availability of evaluation material and network on the evaluation of UN ICT projects in Kenya. The respondents were asked if they consider the availability of evaluation material and network as an important factor in conducting the evaluation of UN ICT projects. The results of analysis are shown in Table 4.7, 4.8 and 4.9.

Table 4.7 : Frequency on Availability of evaluation material

Evaluation material is an important factor in conducting the evaluation of UN ICT projects.	Frequency	Percentage (%)
Strongly agree	22	43.14
Agree	22	43.14
Moderately agree	7	13.72
Disagree		
Strongly disagree		
Total	51	100

The findings in Table 4.7 revealed that respondents at 86.28% strongly agreed and agreed with statement that evaluation material is an important factor in conducting the evaluation of UN ICT projects. There was no respondent (0%) who disagree with the statement.

Table 4.8 : Frequency on Availability of evaluation network

Evaluation network is an important factor in conducting the evaluation of UN ICT projects.	Frequency	Percentage (%)
Strongly agree	19	37.25
Agree	23	45.10
Moderately agree	9	17.65
Disagree		
Strongly disagree		
Total	51	100

The findings in Table 4.8 revealed that respondents at 82.35% strongly agreed and agreed with statement that evaluation network is an important factor in conducting the evaluation of UN ICT projects. There was no respondent (0%) who disagree with the statement.

Table 4.9 : Mean and Std. deviation on Availability of evaluation material and network

Availability of evaluation material and network	Mean	Std. Deviation
Evaluation material is an important factor in conducting the evaluation.	4.29	0.70
Evaluation network is an important factor in conducting the evaluation.	4.20	0.72
Based on availability of evaluation material in your organization, you will conduct evaluation of UN ICT projects thereafter post-implementation.	4.24	0.74
Based on availability of evaluation network in your organization, you will conduct evaluation of UN ICT projects thereafter post-implementation.	4.25	0.74

Respondents considered availability of evaluation material and network as an important factor in conducting the evaluation of UN ICT projects at the mean of 4.29 and 4.20 out of

5.00 full score respectively. From the study result it concluded that availability of evaluation material and network influenced the evaluation of UN ICT projects in Kenya significantly. The availability of evaluation material and network to the high extent influenced evaluation as observed by the study that the respondents based on availability of evaluation material and based on availability of evaluation network would conduct evaluation of UN ICT projects thereafter post-implementation at the mean of 4.24 and 4.25 out of 5.00 full score respectively.

4.7.2 Availability of Evaluation Material and Network Indicators

The survey sought to determine the influence of evaluation material and network on the evaluation of UN ICT projects in Kenya. The respondents were asked to discuss in detail the availability of evaluation material and network indicators that influenced the evaluation of UN ICT projects. The results of statistical analysis are shown in Table 4.10.

Table 4.10 : Indicators of Availability of evaluation material and network

Indicator	Mean	Std. Deviation
The project refers and uses the evaluation material.	2.75	1.25
The project refers and consults with the evaluation network (e.g. people, team, colleagues, professional network that focus on evaluation) for evaluation.	2.88	1.26

The survey discussed various indicators related to the evaluation material and network, and how they influenced the evaluation of UN ICT projects in Kenya. From the survey the respondents partially agreed with the following indicators: The project refers and uses the evaluation material, and the project refers and consults with the evaluation network at the mean score of 2.75 and 2.88 respectively.

The study observed that the UN ICT staff significantly agreed the evaluation material and network were among the key factors that influenced the evaluation of UN ICT projects in Kenya. However in practice a low rate to refer and use the evaluation material and network was noted at the mean score of 2.75 and 2.88 with high standard deviation of 1.25 and 1.26 respectively. This was as a result of lack of understanding in their organization structure in the support of evaluation material and network.

UNICEF, UNDP and UNEG published the useful guidance, handbook, and evaluation reports periodically (UNDP, 2009; UNEG, 2013; UNICEF, 2012); however the staff members who were involved in the project indicated that they did not refer and use those materials for their guidance in evaluation. This could be caused by no evaluation thereafter post-implementation of the ICT projects even though there were the regulations and policies from UN Secretary General encouraging all UN bodies to promote evaluation which can be internal evaluation at minimal cost (UN, 2000, April).

4.8 Organization Members' Competency

Statistical analysis on organization members' competency considerations and its indicators was covered as follows.

4.8.1 Influence of Organization Members' Competency on the Evaluation of UN ICT Projects in Kenya

The survey sought to assess the influence of organization members' competency on the evaluation of UN ICT projects in Kenya. The respondents were asked if they consider the organization members' competency as a key factor in conducting the evaluation of UN ICT projects. The results of analysis are shown in Table 4.11 and 4.12.

Table 4.11 : Frequency on Organization members' competency

The organization members' competency in evaluation is important to evaluation of UN ICT projects.	Frequency	Percentage (%)
Strongly agree	33	64.71
Agree	16	31.38
Moderately agree	1	1.96
Disagree		
Strongly disagree	1	1.96
Total	51	100

The findings in Table 4.11 revealed that respondents at 96.09% strongly agreed and agreed with the statement that organization members' competency in evaluation is important to project evaluation of UN ICT projects. While 1.96% disagreed and strongly disagreed with the statement.

Table 4.12 : Mean and Standard deviation on Organization members' competency

Organization members' competency	Mean	Std. Deviation
Do you think that the organization members' competency in evaluation is important to project evaluation?	4.57	0.73
Based on your level of competency in evaluation, you will conduct evaluation of UN ICT projects thereafter post-implementation.	4.12	0.91

Respondents strongly considered organization members' competency as an important factor in conducting the evaluation of UN ICT projects at the mean of 4.57 out of 5.00 full score. From the study result it concluded that organization members' competency influenced the evaluation of UN ICT projects in Kenya significantly. Organization members' competency to the high extent influenced evaluation as observed by the study that the respondents based on their competency in evaluation would conduct evaluation of UN ICT projects thereafter post-implementation at the mean of 4.12 out of 5.00 full score.

4.8.2 Organization Members' Competency Indicators

The survey sought to assess the influence of organization members' competency on the evaluation of UN ICT projects in Kenya. The respondents were asked to discuss in detail the organization members' competency that influenced the evaluation of UN ICT projects. The results of statistical analysis are shown in Table 4.13.

Table 4.13 : Indicators of Organization members' competency

Indicator	Mean	Std. Deviation
What level is your competency in evaluation process for evaluation?	3.78	
Establishing the output indicator	3.88	0.95
Defining population and sample	3.61	1.10
Inquiry of information	3.86	0.89
What level is your competency in data collection and analysis for evaluation?	4.06	
Data collection process	4.02	0.81

Data analysis process	4.16	0.81
Systematic inquiry process	3.98	0.81
What level is your competency in finding and recommendation for evaluation?	4.05	
Establishing the findings	4.06	0.81
Providing the recommendation	4.16	0.83
Dissemination of evaluation report	3.90	0.94
Utilizing the findings	4.10	0.83
Follow up of recommendation	3.92	0.98
What level is your competency in professionalism and interpersonal practice for evaluation?	4.24	
Evaluator's integrity	4.27	0.83
Evaluator's impartiality	4.25	0.91
Evaluator's honesty	4.27	0.96
Evaluator's respect for stakeholders	4.14	1.06
Evaluator's inquiry skill	4.29	0.76
Evaluator's communication skill	4.27	0.83
Evaluator's collaboration skill	4.16	1.01
Evaluator's reporting skill	4.27	0.87

The survey discussed various indicators related to the organization members' competency and how they influenced the evaluation of UN ICT projects in Kenya. From the survey the respondents agreed with the following indicators: their competency in evaluation process for evaluation, their competency in data collection and analysis for evaluation, their competency in finding and recommendation for evaluation, and their competency in professionalism and interpersonal practice for evaluation at the mean score of 3.78, 4.06, 4.05, and 4.24 respectively.

The study established that UN ICT staff in Kenya did not have adequate understanding in evaluation process which involved establishing the output indicator, defining population and sample, and inquiry of information. The scores of those evaluation processes were 3.88, 3.61 and 3.86 respectively which were under 4.00 out of 5.00 full score. Understanding in evaluation process is key criteria in conducting successful evaluation (AEA, 2004; CES,

2008; UNEG, 2013), as result there are rooms for UN Kenya to improve for those necessary skills in evaluation process.

The study observed that the UN ICT staff had high level of competency in professionalism and interpersonal practice for evaluation which comprised of level of integrity, impartiality, honesty, respect for stakeholders, inquiry skill, communication skill, collaboration skill, and reporting skill. Competency in professionalism and interpersonal practice plays very important role on success of evaluation (AEA, 2004; CES, 2008; UNEG, 2013); the study proved that the UN ICT staff in Kenya were well equipped with those professionalism and interpersonal skills significantly.

4.9 Awareness on Benefit of Evaluation

Statistical analysis on the awareness on benefit of evaluation among organization members in terms of considerations and its indicators was covered as follows.

4.9.1 Influence of Awareness on Benefit of Evaluation on the Evaluation of UN ICT Projects in Kenya

The survey sought to assess the influence of awareness on benefit of evaluation among organization members on the evaluation of UN ICT projects in Kenya. The respondents were asked if they consider the awareness on benefit of evaluation among organization members as a key factor in conducting the evaluation of UN ICT projects. The results of analysis are shown in Table 4.14 and 4.15.

Table 4.14 : Frequency on Awareness on benefit of evaluation

Awareness on the benefit of evaluation is a key factor in conducting the evaluation of UN ICT projects.	Frequency	Percentage (%)
Strongly agree	20	39.22
Agree	22	43.14
Moderately agree	7	13.72
Disagree	2	3.92
Strongly disagree		
Total	51	100

The findings in Table 4.14 revealed that respondents at 82.36% strongly agreed and agreed with the statement that awareness on benefit of evaluation is a key factor in conducting the evaluation of UN ICT projects. While 3.92% disagreed and strongly disagreed with the statement.

Table 4.15 : Mean and Standard deviation on Awareness on benefit of evaluation

Awareness on benefit of evaluation	Mean	Std. Deviation
Awareness on the benefit of evaluation is a key factor in conducting the evaluation of UN ICT projects.	4.18	0.82
Based on your awareness on benefit of evaluation above, if you are a decision maker, you will conduct evaluation of UN ICT projects thereafter post-implementation.	4.35	0.80

Respondents considered awareness on benefit of evaluation as a key factor in conducting the evaluation of UN ICT projects at the mean of 4.18 out of 5.00 full score. From the study result it concluded that evaluation budget influenced the evaluation of UN ICT projects in Kenya significantly. The awareness on benefit of evaluation to the high extent influenced evaluation as observed by the study that the respondents based on their awareness on benefit of evaluation would conduct evaluation of UN ICT projects thereafter post-implementation at the mean score of 4.35 out of 5.00 full score.

4.9.2 Awareness on Benefit of Evaluation Indicators

The survey sought to assess the influence of awareness on benefit of evaluation among organization members on the evaluation of UN ICT projects in Kenya. The respondents were asked to discuss in detail the awareness on benefit of evaluation among organization members that influenced the evaluation of UN ICT projects. The results of statistical analysis are shown in Table 4.16.

Table 4.16 : Indicators of Awareness on benefit of evaluation

Indicator	Mean	Std. Deviation
fosters knowledge construction	4.12	0.86
fosters capacity building in organization	4.00	0.98

facilitates organizational learning	4.20	0.89
helps authority in decision making	4.31	0.73
advances strategic planning	4.37	0.75

The survey discussed various indicators related to the awareness on benefit of evaluation among organization members and how they influenced the evaluation of UN ICT projects in Kenya. From the survey the respondents agreed with the following indicators: evaluation fosters knowledge construction, evaluation fosters capacity building in organization, evaluation facilitates organizational learning, evaluation helps authority in decision making, and evaluation advances strategic planning at the mean score of 4.12, 4.00, 4.20, 4.31 and 4.37 respectively.

The findings observed that the indicators of awareness on the benefit of evaluation among organization members were significantly high. Among those indicators the evaluation used to advance strategic planning had highest score of 4.37 out of 5.00 full score. This meant that the UN ICT staff valued the application of evaluation findings for strategic planning significantly. The study also indicated that among those indicators the evaluation used to foster capacity building in organization had lowest score of 4.00 out of 5.00 full score. This meant that the UN ICT staff were in doubt that the evaluation would improve the organization situation in terms of capacity building.

The study generally indicated that the UN ICT staff had high level of awareness on the benefit of evaluation comprising of fostering knowledge construction, fostering capacity building, facilitating organizational learning, and helping authority in decision making. According to IOCE (2006) the success or failure of evaluation depends greatly on the awareness of importance and necessity of evaluation, in conjunction with confirmation from the study that the UN ICT staff in Kenya had high level of awareness on the benefits of evaluation, as a result the United Nations in Kenya are most likely to be successful on the evaluation of ICT projects in the future.

4.10 Inferential Analysis of Regression

Regression analysis was used to determine the effect of four independent variables on the dependent variable which was the evaluation of UN ICT projects in Kenya. A multivariate regression model was applied to determine the relative importance of each four variables in

relation to the study which sought to understand the influence of various factors on the evaluation of UN ICT projects in Kenya.

The regression model was as follows:

$$evaluation = \beta_0 + \beta_1 budget + \beta_2 material + \beta_3 competency + \beta_4 awareness$$

Where:

evaluation = evaluation of the United Nations ICT projects in Kenya

β_0 = constant term

$\beta_1, \beta_2, \beta_3, \beta_4$ = beta coefficients

budget = evaluation budget

material = availability of evaluation material and network

competency = organization members' competency in evaluation

awareness = awareness on the benefit of evaluation

Table 4.17 : Model summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	0.573	0.328	0.270	0.55118

From outcome of regression analysis, the model did not have adequate correlation (R square less than 0.7) between independent variables which were focused factors of evaluation budget, availability of evaluation material and network, organization members' competency on the evaluation, and awareness on benefit of evaluation among organization members, and dependent variable which was the evaluation of UN ICT projects in Kenya. However the data analysis could constitute the regression equation from the research as follows.

R², which is the coefficient of determination, from the research indicated that the evaluation of UN ICT projects in Kenya depended upon evaluation budget, availability of evaluation material and network, organization members' competency, and awareness on benefit of evaluation among organization members at 32.8%. This meant that there were other factors holding 67.2% in influencing the evaluation of UN ICT projects in Kenya.

Table 4.18 : ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.827	4	1.707	5.618	0.001
	Residual	13.975	46	0.304		
	Total	20.802	50			

From ANOVA table the p-value was 0.001 which was less than 0.05 as a result this indicated that evaluation of UN ICT projects had significant effect from a minimum one independent variable among the four at critical level of 5%.

Table 4.19 : Regression Coefficients

Parameter	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(constant)	1.661	0.693		2.397	0.021
Evaluation budget	0.095	0.070	0.171	1.355	0.182
Availability of evaluation material and network	0.409	0.130	0.418	3.141	0.003
Organization members' competency on the evaluation	-0.041	0.110	-0.046	-0.373	0.711
Awareness on benefit of evaluation among organization members	0.161	0.099	0.204	1.622	0.112

The following regression analysis was obtained:

$$Y = 1.661 + 0.095X_1 + 0.409X_2 - 0.041X_3 + 0.161X_4 \quad p=0.021$$

Whereby Y is the evaluation of UN ICT projects in Kenya, X_1 is evaluation budget, X_2 is availability of evaluation material and network, X_3 is organization members' competency on the evaluation, and X_4 is awareness on benefit of evaluation among organization members.

The model illustrated that when all variables were held at zero (constant), the evaluation of UN ICT projects in Kenya would be 1.661. However, holding other factors constant, a unit increase in evaluation budget would lead to a 0.095 increase in the evaluation of UN ICT

projects in Kenya, a unit increase in availability of evaluation material and network would lead to a 0.409 increase in the evaluation of UN ICT projects in Kenya, a unit increase in organization members' competency on the evaluation would lead to a 0.041 decrease in the evaluation of UN ICT projects in Kenya, and a unit increase in awareness on benefit of evaluation among organization members would lead to a 0.161 increase in the evaluation of UN ICT projects in Kenya.

Table 4.20 : Pearson Correlations

		Evaluation _budget	Evaluation _material_ network	Org_members _competency	Awareness _benefit_of _evaluation	Evaluation
Evaluation_budget	Pearson Cor. Sig. (2-tailed) N	1 51	.280 .047 51	.026 .858 51	.086 .548 51	.304 .030 51
Evaluation_material_network	Pearson Cor. Sig. (2-tailed) N	.280 .047 51	1 51	.225 .113 51	.271 .054 51	.511 .000 51
Org_members_competency	Pearson Cor. Sig. (2-tailed) N	.026 .858 51	.225 .113 51	1 51	.130 .362 51	.079 .583 51
Awareness_benefit_of_evaluation	Pearson Cor. Sig. (2-tailed) N	.086 .548 51	.271 .054 51	.130 .362 51	1 51	.326 .051 51
Evaluation	Pearson Cor. Sig. (2-tailed) N	.304 .030 51	.511 .000 51	.079 .583 51	.326 .051 51	1 51

4.11 Summary

In this chapter the collected data was analyzed. Tables were used to compare the result of the study which covered statistical mean and standard deviation. The study was designed to measure the factors contributing to the evaluation of UN ICT projects in Kenya. Discussions of findings were elaborated in regards to the literature review of the study. Regression analysis was used to determine the effect of four independent variables on dependent variable which was the evaluation of UN ICT projects in Kenya. Based upon the regression analysis outlined in this chapter, the evaluation budget, availability of evaluation material and network, organization members' competency on the evaluation, and awareness on the benefit of evaluation among organization members did not have adequate correlation on the evaluation of UN ICT projects in Kenya. From the research data however could constitute the regression equation which indicated that the key factor influencing the evaluation of UN ICT projects is the availability of material and network.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings and conclusion of the study based on the research objectives. It further presents recommendation as per the response from the respondents under the study of the evaluation of UN ICT projects in Kenya. This chapter also presents suggestion for further research in related fields.

5.2 Summary of Findings

The purpose of the study was to establish the factors influencing evaluation of UN ICT projects in Kenya. Summary of finding is broken down in four sections as per independent variables of the study below.

5.2.1 Evaluation Budget and its Influence on the evaluation of UN ICT projects in Kenya

The first objective of the study was to establish the influence of evaluation budget on the evaluation of UN ICT projects in Kenya. The findings established that evaluation budget was one of the factors that influenced the evaluation of UN ICT projects at a mean of 3.55 out of 5.00 full score. The findings also established that the UN ICT staff would allocate the evaluation budget and would conduct evaluation of UN ICT projects thereafter post-implementation with a mean of 4.16 and 4.18 out of 5.00 full score respectively.

Further, the UN ICT staff reported that the projects had evaluation budgets attached to the total project cost, the projects had clear criteria on evaluation budget spending, and the projects had adequate evaluation budget with a mean score of 3.10, 3.20 and 2.90 out of 5.00 full score respectively.

5.2.2 Availability of Evaluation Material and Network and its Influence on the evaluation of UN ICT projects in Kenya

The second objective of the study was to determine the influence of availability of evaluation material and network on the evaluation of UN ICT projects in Kenya. The findings established that evaluation material and network were among the factors that influenced evaluation of UN ICT projects at a mean of 4.29 and 4.20 out of 5.00 full score respectively.

Based on availability of evaluation material and availability of evaluation network the UN ICT staff indicated that they would conduct evaluation of UN ICT projects thereafter post-implementation with a mean of 4.24 and 4.25 out of 5.00 full score respectively.

However the UN ICT staff reported that they moderately referred and used the evaluation material and also referred and consulted with the evaluation network with a mean score of 2.75 and 2.88 respectively.

5.2.3 Organization Members' Competency and its Influence on the evaluation of UN ICT projects in Kenya

The third objective of the study was to assess the influence of organization members' competency on the evaluation of UN ICT projects in Kenya. The findings established that organization members' competency was the key factor that influenced the evaluation of UN ICT projects at a mean of 4.57 out of 5.00 full score. The findings also established that the UN ICT staff based on their competency in evaluation would conduct evaluation of UN ICT projects thereafter post-implementation with a mean of 4.12 out of 5.00 full score.

Further, the UN ICT staff reported that they were competent in evaluation process, data collection and analysis, presenting finding and making recommendation, and professionalism and interpersonal practice for evaluation with a mean score of 3.78, 4.06, 4.05, and 4.24 respectively.

5.2.4 Awareness on Benefit of evaluation among Organization Members and its Influence on the evaluation of UN ICT projects in Kenya

The fourth objective of the study was to assess the influence of awareness on benefit of evaluation among organization members on the evaluation of UN ICT projects in Kenya. The findings established that awareness on the benefit of evaluation was one of the factors that influenced the evaluation of UN ICT projects at a mean of 4.18 out of 5.00 full score. The findings also established that the UN ICT staff based their awareness on benefit of evaluation would conduct evaluation of UN ICT projects thereafter post-implementation with a mean of 4.35 out of 5.00 full score.

Further, the UN ICT staff agreed that evaluation fostered knowledge construction, fostered capacity building in organization, facilitated organizational learning, helped authority in

decision making, and advanced strategic planning with a mean score of 4.12, 4.00, 4.20, 4.31 and 4.37 respectively.

5.3 Conclusions of the Study

The UN ICT staff agreed that the evaluation budget, availability of evaluation material and network, organization members' competency on the evaluation, and awareness on benefit of evaluation among organization members were influencing factors on evaluation of UN ICT projects in Kenya. UN ICT staff in Kenya to a high extent valued evaluation thereafter project post-implementation. Among the four influencing factors in the study the UN ICT staff considered organization members' competency as the highest influencing factor in conducting the UN ICT projects' evaluation at 27.62% contribution. While the UN ICT staff considered evaluation budget as the lowest influencing factor in conducting the UN ICT projects' evaluation at 21.46% contribution however the study indicated that evaluation budget should not limit conducting of the evaluation.

5.4 Recommendations

The following recommendations were informed by the study findings.

- (i) United Nations in Kenya should facilitate evaluation after the ICT project post-implementation. It can be internal evaluation at optimized cost by utilizing existing resources within organization.
- (ii) United Nations in Kenya should make adequate budget allocation for ICT projects' evaluation.
- (iii) United Nations in Kenya should facilitate and promote on their association to evaluation institute, their organization structure for evaluation, availability of material and network of evaluation, and reference of material and network during evaluation execution.
- (iv) United Nations in Kenya should continuously promote evaluation process which involves establishing the output indicator, defining population and sample, and inquiry of information.
- (v) United Nations in Kenya should promote the benefits of evaluation, its value, and application of the evaluation findings.
- (vi) United Nations in Kenya should make assurance to staff members on the value of applying the evaluation findings to organization and individuals.

5.5 Suggestions for Further Research

The suggestions for further research from the study were.

- (i) Organization culture can be considered as independent variables for further research in the same topic of factors influencing evaluation of UN ICT projects in Kenya.
- (ii) The scope of the study can be extended from evaluation of UN ICT projects in Kenya to evaluation of UN ICT projects in any countries.
- (iii) The scope of the study can be extended to any UN projects apart from ICT projects.

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APPENDICES

Appendix I: Letter of Transmittal

Akkaradet Nummeesri

College of Education and External
Studies, University of Nairobi

P.O. Box 30197-00100, Nairobi, Kenya

15 June 2014

Dear Respondent,

Re: Request for Questionnaire Response

I am a post graduate student in the University of Nairobi and am currently carrying out an academic research on “Factors influencing evaluation of projects in Kenya: a case of Information and Communication Technology projects in United Nations, Kenya”. This letter is to request to you for participation in the academic research. I kindly request for your assistance in responding to the attached questionnaires by provide much valued and valid data for the research. The questionnaire is strictly for academic purposes, any information given shall be treated with strict confidentiality. Kindly please give the information as accurately as possible.

Your cooperation is highly appreciated. Thanking you in advance.

Yours sincerely,

Akkaradet Nummeesri

Appendix II: Questionnaire

IMPORTANT NOTE

All information obtained from the questionnaire will be treated with strict confidentiality and will not be used for other purposes than academic. Please provide the information and response as accurately as you can.

INSTRUCTION

- i. Do not write your name on the questionnaire, please keep the status anonymous.
- ii. Respond to all questions in all sections.
- iii. Tick in the box where appropriate and write your response on the space provided.

PART A: DEMOGRAPHIC INFORMATION

1. Please indicate your age bracket.
 - a) Below 18 years
 - b) 18-30 years
 - c) 31-45 years
 - d) Over 45 years
2. Are you currently an employee of United Nations based in Kenya?
 - a) Yes
 - b) No
3. Are you presently working in information communication and technology (ICT) field?
 - a) Yes
 - b) No
4. In the past 4 years during 2009-2013, did you get involved in ICT project actively?
 - a) Yes
 - b) No
5. If yes, you were involved, what was your role in the project?

You can choose more than one item.

 - a) Project Manager
 - b) Project Engineer
 - c) Project Coordinator
 - d) Project Planner
 - e) Software Designer
 - f) Software Developer
 - g) Implementer
 - h) Others (specify)
6. Do you think that you know the terminology of "project evaluation"?
 - a) Yes
 - b) No

7. If yes, for you what is project evaluation meaning about?

You can choose more than one item.

- a) assessing worth and value of the project outcome after completion
- b) assessing project outcome in comparison to project objective
- c) assessing outcome, benefit, and value from project
- d) assessing project performance and efficiency after completion

INSTRUCTION

If you were involved in many ICT projects in past 4 years during 2009-2013, kindly please choose only one project to answer all the questions in part I – IV below in this questionnaire.

PART I: EVALUATION BUDGET

1. What is the project name?

.....

2. What is the ICT project about?

- a) New Infrastructure
- b) Enhance Infrastructure
- c) Upgrade Infrastructure
- d) Infrastructure Migration
- e) Infrastructure Maintenance
- f) New Software Development
- g) Enhance Software Feature
- h) Upgrade Software Platform
- i) Others (specify)

3. To what extent do you agree with the statement below on your selected project?

Key: 5 = yes, 4 = partially yes, 3 = not sure, 2 = partially no, and 1 = no.

Tick on the column that you most agree with.

Question on Evaluation Budget	5	4	3	2	1
Based on your selected project, did the project have evaluation budget attached to the total project cost?					
Did the selected project have clear criteria on evaluation budget spending?					
Did the selected project have an adequate evaluation budget?					

4. To what extent do you agree with the following statement on the influence of evaluation budget on evaluation of UN ICT projects?

Key: 5 = strongly agree, 4 = agree, 3 = moderately agree, 2 = disagree, and 1 = strongly disagree. Tick on the column that you most agree with.

Question on Evaluation Budget	5	4	3	2	1
Project should allocate evaluation budget within the total project cost.					
Budget spending criteria should be clearly established during evaluation budget allocation (e.g. evaluation timeframe, level of expertise, project complexity, over time, and travel).					
Budget spending plan should be established during evaluation budget allocation.					
Evaluation budget is a key constraint in project evaluation.					
Evaluation budget is the key factor in conducting the evaluation of UN ICT projects.					
If you are a decision maker, you will allocate the evaluation budget for evaluation of UN ICT projects attached to the total project cost.					
Based on the allocation of evaluation budget above, if you are a decision maker, you will conduct evaluation of UN ICT projects thereafter post-implementation.					

PART II: EVALUATION MATERIAL AND NETWORK

5. Which evaluation organization is your organization a member of? You can choose more than one item.

- a) My organization has its own Evaluation Unit/Section.
- b) My organization is an active member of United Nations Evaluation Group (UNEG).
- c) My organization is an active member of International Organisation for Cooperation in Evaluation (IOCE).
- d) My organization is an active member of American Evaluation Association (AEA).
- e) My organization is an active member of Canadian Evaluation Society (CES).
- f) My organization is an active member of and European Evaluation Society (EES).
- g) Others (specify)

6. To what extent do you agree with the statement below on your selected project?

Key: 5 = yes, 4 = partially yes, 3 = not sure, 2 = partially no, and 1 = no.

Tick on the column that you most agree with.

Question on Evaluation Material and Network	5	4	3	2	1
In my organization the evaluation material is ready for project team to use.					
In my organization the evaluation network (e.g. people, team, colleagues, professional network that focus on evaluation) is available for project team to consult with.					
The project I involved refers and uses the evaluation material.					
The project I involved refers and consults with the evaluation network (e.g. people, team, colleagues, professional network that focus on evaluation) for evaluation.					
My organization normally uses the material from subscribed organization to promote evaluation.					
My organization normally uses the evaluation network to promote evaluation.					

7. To what extent do you agree with the following statement on the influence of evaluation material and network on evaluation of UN ICT projects?

Key: 5 = strongly agree, 4 = agree, 3 = moderately agree, 2 = disagree, and 1 =strongly disagree. Tick on the column that you most agree with.

Question on Material and Network	5	4	3	2	1
Availability of material accelerates the evaluation process.					
Availability of network helps accelerate the evaluation.					
Evaluation material is an important factor in conducting the evaluation of UN ICT projects.					
Evaluation network is an important factor in conducting the evaluation of UN ICT projects.					

Based on availability of evaluation material in your organization above, if you are a decision maker, you will conduct evaluation of UN ICT projects thereafter post-implementation.					
Based on availability of evaluation network in your organization above, if you are a decision maker, you will conduct evaluation of UN ICT projects thereafter post-implementation.					

PART III: ORGANIZATION MEMBERS' COMPETENCY IN EVALUATION

8. To what extent do you agree with the statement below on your selected project?

Key: 5 = yes, 4 = partially yes, 3 = not sure, 2 = partially no, and 1 = no.

Tick on the column that you most agree with.

Question on Organization Members' Competency	5	4	3	2	1
Do you think that the organization members' competency in evaluation is important to project evaluation?					

9. To what level is your competency in project evaluation?

Key: 5 = very high, 4 = high, 3 = moderate, 2 = low, and 1 = none.

Tick on the column that you are competent with.

Question on Level of Competency in Evaluation	5	4	3	2	1
Evaluation Process					
i. Evaluation involves establishing the output indicator.					
ii. Evaluation involves defining population and sample.					
iii. Evaluation involves inquiry of information.					
Data Collection and Analysis					
iv. Evaluation involves data collection process.					
v. Evaluation involves data analysis process.					
vi. Evaluation involves systematic inquiry process.					
Finding and Recommendation					
vii. Evaluation involves establishing the findings.					
viii. Evaluation involves providing the recommendation.					
ix. Evaluation involves dissemination of evaluation report.					
x. Evaluation involves utilizing the findings.					

xi.	Evaluation involves the follow up of recommendation.					
Professionalism and Interpersonal Practice						
xii.	Evaluation involves evaluator's integrity.					
xiii.	Evaluation involves evaluator's impartiality.					
xiv.	Evaluation involves evaluator's honesty.					
xv.	Evaluation involves evaluator's respect for stakeholders.					
xvi.	Evaluation requires evaluator's inquiry skill.					
xvii.	Evaluation requires evaluator's communication skill.					
xviii.	Evaluation requires evaluator's collaboration skill.					
xix.	Evaluation requires evaluator's reporting skill.					

10. To what extent do you agree with the following statements on the influence of organization members' competency on evaluation of UN ICT projects?

Key: 5 = strongly agree, 4 = agree, 3 = moderately agree, 2 = disagree, and 1 = strongly disagree.

Tick on the column that you most agree with.

Question on Evaluation Budget	5	4	3	2	1
Organization members' competency in evaluation is the key factor in conducting the evaluation of UN ICT projects.					
Based on your level of competency in evaluation above, if you are a decision maker, you will conduct evaluation of UN ICT projects thereafter post-implementation.					

PART IV: AWARENESS ON BENEFIT OF EVALUATION

11. To what extent do you agree with the statement below on your selected project?

Key: 5 = yes, 4 = partially yes, 3 = not sure, 2 = partially no, and 1 = no.

Tick on the column that you most agree with.

Question on Awareness on Benefits of Evaluation	5	4	3	2	1
Do you think that you understand the meaning of awareness?					
Do you think that organization will benefit from project evaluation?					

12. To what level are you aware on benefit of evaluation in UN ICT projects?

Key: 5 = very high, 4 = high, 3 = moderate, 2 = low, and 1 = none.

Tick on the column that you are aware of.

Question on Awareness on Benefits of Evaluation	5	4	3	2	1
i. Evaluation fosters knowledge construction.					
ii. Evaluation fosters capacity building in organization.					
iii. Evaluation facilitates organizational learning.					
iv. Evaluation helps authority in decision making.					
v. Evaluation advances strategic planning.					

13. To what extent do you agree with the following statement on the influence of awareness of benefit of evaluation on evaluation of UN ICT projects?

Key: 5 = strongly agree, 4 = agree, 3 = moderately agree, 2 = disagree, and 1 = strongly disagree.

Tick on the column that you most agree with.

Question on Awareness on Benefits of Evaluation	5	4	3	2	1
Awareness on the benefit of evaluation is the key factor in conducting the evaluation of UN ICT projects.					
Based on your awareness on benefit of evaluation above, if you are a decision maker, you will conduct evaluation of UN ICT projects thereafter post-implementation.					

THANK YOU FOR YOUR TIME