

**INFLUENCE OF MONITORING AND EVALUATION PROCESS ON
IMPLEMENTATION OF HIV & AIDS PROJECTS IN KENYA: A CASE OF DREAMS
PROJECT IN NAIROBI COUNTY**

NICHOLAS OBUDHO SIMON

A Research Project Report Submitted in Partial Fulfillment of the Requirements for the Award of
the Degree of Master of Arts in Project Planning and Management at the University of Nairobi

2021

DECLARATION

This research project report is my original work and has not been submitted to any other institution or any examination body for the award of any degree.

Signature  _____

Date 17/09/2021

NICHOLAS OBUDHO SIMON

L50/9922/2018

This research project report has been submitted for examination with my approval as the University supervisor.

Signature  _____

Date: 18/09/2021

Dr. Mary Mwenda

Department of Management Science and Project Planning

Faculty of Business and Management Science

University of Nairobi

DEDICATION

I dedicate this project to my late mother, Rose Opande Auma, and all my loved ones who sacrificed something for me to achieve this.

To my father, Meshack Ochieng Molo, and brother Basil Magawi Molo thank you for your support, prayers, and encouragement.

ACKNOWLEDGMENT

I wish to recognize and thank my supervisor Dr. Mary Mwenda, for her immeasurable contributions towards this academic endeavor, without her patience guidance and encouragement, this project would not have been possible. I hope to also convey my sincere gratitude to Prof. Charles Rambo and Prof. Harriet Kidombo for impacting me with the knowledge to make this work a success. I also wish to acknowledge the immense support accorded to me by all my lecturers and non-teaching staff, whose efforts and contributions towards this enterprise is much appreciated. I want to thank my fellow students whom I learnt with and from in class and also acknowledge the University of Nairobi for, according me, the opportunity to pursue this academic endeavor not forgetting to thank the staff members of PATH Kisumu County and staff from the Centre for the Study of Adolescence in Nairobi County for participating in the study.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ABBREVIATION AND ACRONYMS	xi
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	4
1.4 Objectives of the Study	5
1.5 Research Questions	5
1.6 Significance of the Study	5
1.7 Assumptions of the Study	6
1.8 Delimitation of the Study	6
1.9 Limitations of the Study	6
1.10 Definition of Significant Terms Used in the Study	7
1.11 Organization of the Study	7
CHAPTER TWO: LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Implementation of HIV/AIDS Projects	8
2.3 Stakeholders Participation in M&E and Implementation of HIV/AIDS Project	10
2.4 Funding for Monitoring and Evaluation and Implementation of HIV and AIDS Projects ...	11

2.5 Skilled Expertise in Monitoring and Evaluation process and Implementation of the HIV/AIDS Project	13
2.6 Institutional Leadership in Monitoring and Evaluation Process and Implementation of HIV/AIDS Project	15
2.7 Theoretical Review.....	15
2.7.1 Stakeholders Theory	16
2.7.2 Theory of Change	16
2.7.3 Program Theory	17
2.8 Conceptual Framework	18
2.9 Summary of Literature Review	19
2.10 Knowledge Gap.....	19
CHAPTER THREE: METHODOLOGY	20
3.1 Introduction	20
3.2 Research Design	20
3.3 Target Population	20
3.4 Sample Size and Sampling Procedure.....	21
3.4.1 Sample Size.....	21
3.4.2 Sampling Procedures	21
3.5 Research Instruments	21
3.5.1 Piloting of Research Instruments	22
3.5.2 Validity of Research Instruments.....	22
3.5.3 Reliability of Research Instruments.....	22
3.6 Data Collection Procedure.....	23
3.7 Data Analysis Techniques	23
3.8 Ethical Considerations.....	24
3.9 Operationalization of Variables.....	24

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, AND INTERPRETATION. 25

4.1 Introduction 25

4.2 Questionnaire Return Rate 25

4.3 Demographic Information 25

 4.3.1 Gender of Respondents 26

 4.3.2 Age 26

 4.3.3 Highest Level of Education 27

 4.3.4 Duration worked with the Organization 27

4.4 Analysis of the Influence of Monitoring and Evaluation process on implementation of HIV/AIDS projects 28

 4.4.1 Stakeholders participation in M&E and implementation of HIV/AIDS project 28

 4.4.2 Funding for Monitoring and Evaluation and implementation of HIV and AIDS projects 31

 4.4.3 Skilled Expertise in Monitoring and Evaluation process and implementation of the HIV/AIDS project 35

 4.4.4 Institutional Leadership in Monitoring and Evaluation process and implementation of HIV/AIDS project 38

4.5 Inferential Statistics 40

CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS 42

5.1 Introduction 42

5.2 Summary of findings 42

 5.2.1 Stakeholder’s participation in Monitoring and Evaluation 42

 5.2.2 Funding for Monitoring and Evaluation 42

 5.2.3 Skilled expertise in Monitoring and Evaluation 43

 5.2.4 Institutional Leadership in Monitoring and Evaluation 43

5.3 Discussion of Findings 44

5.3.1 Stakeholder’s participation in Monitoring and Evaluation	44
5.3.2 Funding for Monitoring and Evaluation	45
5.3.3 Skilled expertise in Monitoring and Evaluation	45
5.3.4 Institutional Leadership in Monitoring and Evaluation	46
5.4 Conclusion.....	46
5.4.1 Stakeholder’s participation in Monitoring and Evaluation.....	46
5.4.2 Funding for Monitoring and Evaluation	46
5.4.3 Skilled expertise in Monitoring and Evaluation	47
5.4.4 Institutional Leadership in Monitoring and Evaluation	47
5.5 Recommendations	48
5.6 Suggestions for Further Studies	48
REFERENCES	49
APPENDICES	54
Appendix 1: Letter of Transmittal	54
Appendix 2: Questionnaire for Staff.....	55
Appendix 3: Interview Guide for Project Managers.....	60
Appendix 4: University of Nairobi Research Permission Letter	61
Appendix 5: NACOSTI Permit.....	62

LIST OF TABLES

Table: 1 Knowledge Gap.....	19
Table 2: Target Population	21
Table 3: Operationalization of Variables	24
Table 4: Response Rate	25
Table 5: Gender of the Respondents	26
Table 6: Age of the Respondents.....	26
Table 7: Highest level of education.....	27
Table 8: Duration that respondents have worked with the organization.....	28
Table 9: Stakeholder participation.....	29
Table 10: Presence of funding for monitoring and evaluation	31
Table 11: Percentage of the budget allocated to monitoring and evaluation.....	32
Table 12: Funding for Monitoring and Evaluation.....	33
Table 13: Respondents being experts in M&E.....	35
Table 14: Respondents attending workshops on M&E	35
Table 15: Skilled expertise for Monitoring and Evaluation	36
Table 16: Institutional leadership for Monitoring and Evaluation	38
Table 17: Inferential Statistics.....	40

LIST OF FIGURES

Figure 1: Conceptual Framework.....	18
-------------------------------------	----

LIST OF ABBREVIATION AND ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome
CDC	-	Centers for Disease Control and Prevention
CSA	-	Centre for Study of Adolescence
DREAMS	-	Determined Resilient Empowered Aids-free Mentored Safe
GoK	-	Government of Kenya
HIV	-	Human Immunodeficiency Syndrome
M&E	-	Monitoring and Evaluation
NACC	-	National AIDS Control Council
NASCOP	-	National Aids & STD Control Programme
NGO	-	Non -Governmental Organization
SPSS	-	Statistical Package for the Social Sciences
USAID	-	United States Agency for International Development

ABSTRACT

The Monitoring and Evaluation process is vital in ensuring project efficiency and effectiveness during the life cycle. Thus, the imperative need to exhaustively study the influence of the Monitoring and Evaluation process on HIV/AIDS project(s) if we wish to attain sustainable development goal three of the SDGS, which targets to ensure healthy lives and promote wellbeing for all at all ages with the emphasis on target number 3.3; end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other infectious diseases by 2030. This study aimed to examine the influence of Monitoring and Evaluation process on the implementation of HIV/AIDS projects in Kenya: the DREAMS project in Nairobi County. The following objectives guided the study: how stakeholders' participation in the Monitoring and Evaluation process influences the implementation of HIV/AIDS projects in Kenya; how funding for the Monitoring and Evaluation process influences implementation of HIV/AIDS-related projects in Kenya; how skilled expertise in Monitoring and Evaluation influences the implementation of HIV/AIDS projects in Kenya, how institutional leadership in Monitoring and Evaluation process influences the implementation of HIV/AIDS projects in Kenya. The study was anchored on stakeholder theory, theory of change, and program theory. The study targeted the project staff members of the Centre for the Study of Adolescents (CSA), one of the institutions that implemented the DREAMS project in Kenya. . The targeted population was fifty one people, with a one hundred percent response rate. The researcher used structured self-administered questionnaires and interviews as the primary data collection instruments. A descriptive analysis was employed on the data collected, and the results were presented using charts, graphs, and tables. The research showed that 88.3 percent of the respondents agreed that stakeholders should be involved in monitoring and evaluation processes. Ninety eight percent of the participants agreed that funding is a crucial component for the monitoring and evaluation process's success. The funds provide all the necessities required to achieve set goals within a project; thus, funding for the Monitoring and Evaluation process should be separated from the primary project funding. All the respondents agreed that skills and expertise in Monitoring and Evaluation are fundamental in the Monitoring and Evaluation process. It enables the staff partaking in M & E to be fully conversant with what they are doing and what is expected of them during the entire process. It also fosters a sense of professionalism within the project. Institutional leadership is key in the monitoring and evaluation process, as the leadership not only develops policies but provides strategic direction during the Monitoring and Evaluation process. The analysis of the results was done using means, percentages, frequencies, and standard deviation and presented in tables. Stakeholder participation had a composite mean of 3.606 and standard deviation of 1.023, availability of funds had a composite mean of 2.82 and standard deviation of 0.606, skilled labor had a composite mean of 3.777 and standard deviation of 1.124 and finally organization leadership had a composite mean of 2.89 and standard deviation of 1.2. There was a positive correlation of 0.945 which justified the relationship between the independent and dependent variables. The findings thus, revealed that the four variables studied directly influence monitoring and evaluation. Stakeholder participation in decision making and skills of the staff had the biggest impact on monitoring and evaluation process. Funding and institutional leadership similarly had a significant impact on the monitoring and evaluation processes. The study recommends that project implementers should find unique ways of ensuring all stakeholders are involved in all the project stages, consider a separate budget for the monitoring and evaluation process, internally train staff on monitoring and evaluation process and adopt accountability for all persons involved in the monitoring and evaluation process.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

PMBOOK (2001) defined project management as applying knowledge, skills, techniques, and tools to project activities to meet or exceed stakeholder needs and expectations. It is the art of directing and coordinating human and material resources throughout the life cycle to achieve project objectives within specified constraints. Nokes (2007) defines a project as a temporary endeavor with a defined beginning and end time, undertaken to meet unique goals and objectives. The World Bank (2011) report defined monitoring as the process of regular and systematic collection, analysis, and reporting of information about a project's inputs, activities, outputs, outcomes, and impact. It improves the efficiency and effectiveness of a project by providing the management and stakeholders with progressive project development and its objective with allocated resources.

Eradication of the AIDS epidemic by the year 2030 by all countries is a target of the world. It falls under sustainable goal 3 of the Sustainable Development Goals (SDGs), ensuring healthy lives and promoting well-being for all ages. Numerous achievements have been made regarding the attainment of this goal, and this can be accredited to the proper monitoring and evaluation process in the fight against HIV/AIDS (UNAIDS, 2018). In the early years dealing with HIV and AIDS epidemic, project/program managers had very limited information on the interventions to adopt to reduce the spread of the virus and little idea of how they might measure the success of their interventions beyond only tracking HIV and AIDS. This challenge informed the need to invest in better monitoring and evaluation to enhance data collection instruments and progress indicators (UNAIDS, 2000).

Thailand was the first developing country to have established a comprehensive HIV/AIDS surveillance system. Its surveillance system comprises of a combination of epidemiological and behavioral surveillance. Some of the surveillance types used over the years include sentinel surveillance system, systematic surveillance, behavioral surveillance, sentinel behavioral surveillance, sentinel sero-surveillance, and sero-surveillance. The first records of the HIV/AIDS epidemic in Thailand were recorded in the mid-1980s amongst men having sex with men

(MSM). From 1985 to 1987, several sero surveys were conducted in populations with assumed high-risk behavior levels, such as male and female sex workers and injecting drug users. Though at the time, except for reporting, no consistent monitoring system existed in Thailand (WHO/GTZ, 1999).

The Ministry of Public Health in Thailand introduced sentinel surveillance in 1988 when public drug treatment clinics revealed outbreaks of HIV infections among drug injecting users in Bangkok. The surveillance aimed to provide an early warning system for the spread of HIV into the general population. In 1990 the Ministry of Health in Thailand carried out a nation-wide sexual behavior survey; this was necessitated by the fact that the HIV epidemic's geographical reach had become extensive and HIV was now predominantly transmitted heterosexually (UNAIDS, 2018). The data gotten from the surveillance use has been beneficial to Thailand. It has enabled strategic designing in the fight against HIV, motivated decision-makers to commit public funds to HIV prevention activities, and direct resources channeled towards the most affected areas the data received. It has also shown the overall effect of prevention activities in the country. The most important Thai surveillance system feature is its dynamic and flexible response to the challenges of an ever-changing epidemic situation (Stangl & Grossman, 2013).

UNAIDS (2018) data revealed that there are approximately 20.6 million people, both adults and children, living with HIV in Eastern and Southern Africa, and about 800,000 persons are newly infected annually, and 310,000 adult and child deaths are due to the AIDS epidemic in these regions of Africa. A report by Namibia National Strategic Framework for HIV and AIDS response (2017/18 to 2021/22), revealed that Namibia, with about 2.4 million people, has an estimated HIV adult prevalence of fourteen percent aged fifteen to forty nine years, while those of fifty to sixty four years was sixteen percent by the year 2014. Beer, Gelderblom & Schellekens (2012), in the *Journal of the International Aids Society*, also state that prevalence among pregnant women is highest at nineteen percent. He further states that it was estimated in 2008, two hundred and four thousand Namibians lived with HIV, with an estimated thirty nine new infections occurring every day, forty four percent of which are young people between the ages of fifteen and twenty four years, making AIDS the most common cause of death in Namibia since 1996, and accounting for twenty five percent of all deaths in the country by 2007(UNESCO, 2010).

The Namibia National Strategic Framework for HIV and AIDS response 2017/18 to 2021/22 succeeds National Strategic Framework for HIV and AIDS response 2010/11 to 2015/16, whose aim was to provide strategic policy, planning, and implementation guidance and leadership for the national HIV and AIDS multi-sectoral response (UNESCO, 2010). In the new strategic framework, its design is premised on the Investment Framework and Results-Based Management (RBM) approaches, focusing on the monitoring and Evaluation process regarding the fight against HIV/AIDS. The first case of HIV in Kenya was detected in 1984, and in response, GoK established NASCOP in 1987 to spearhead the Ministry of Health's interventions in the fight against the virus. In 1997 the Government of Kenya established policy guidelines in Sessional paper no.4 of 1997 and declared AIDS a national disaster in 1999, leading to the formation of NACC under Section 3 of the State Corporations Act Cap 446 through the National AIDS Control Council Order, 1999 vide Legal Notice No. 170 of 1999 (NACC, 2005). UNAIDS (2018) notes that Kenya has the fourth-largest HIV epidemic in the world alongside Uganda and Mozambique, with an adult prevalence of 4.8 percent (ages 15-49), 1.5 million people living with HIV, 53,000 new HIV infections, and twenty eight thousand AIDS-related deaths annually. Kisumu County has the third-highest prevalence in Kenya of 16.3 percent (NACC, 2018).

Magondu (2013) states that investing in strengthening a national Monitoring and Evaluation system is crucial. It will eventually save resources that may otherwise be spent in inefficient programs or overlapping activities supported by different institutions. This emphasizes the importance of an adequate monitoring and evaluation process towards the achievement of HIV/AIDS project goals. This research is designed to investigate the influence of Monitoring and Evaluation process on the implementation of HIV/AIDS projects in Kenya.

1.2 Statement of the Problem

International standards in Monitoring and Evaluation emphasize the need for impartiality, appropriately skilled experts conducting the process, stakeholder's participation, proper tools and techniques, timeliness, support from management, adequate funding, and identification of appropriate indicators (World Bank, 2011). Mwaniki (2015) states that donor-funded HIV/AIDS projects often fail due to the beneficiaries' minimal involvement, who are the main stakeholders of the said project(s). Due to the lack of involvement of the benefitting communities in all phases of the project(s) implementation, the project(s) fail to realize their target objectives and end up being a bust.

A study by World Bank (2004) shows that project finance and budgeting for the implementation of the monitoring and evaluation process have been a significant concern and have led to poor sustainability of community-based projects in Kenya. Coordinator (2010) argued that many Kenyan NGOs cannot employ monitoring and evaluation professionals and in-house ICT staff who are skilled in understanding and developing the appropriate tools, leading to inferior monitoring and evaluation process that does not meet internal and donor requirements. There is a significant knowledge gap in the influence of monitoring and evaluation processes on the implementation of HIV and AIDS-related projects about Monitoring and Evaluation skills, finance, and staff capacity to implement the monitoring and evaluation process in Kenya effectively (Magondu, 2013). Therefore, this research will seek to exploit this knowledge gap and generate new knowledge regarding the influence of Monitoring & Evaluation process in the implementation of HIV & AIDS projects.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of Monitoring and Evaluation process on the implementation of HIV&AIDS-related projects: a case of DREAMS project in Nairobi County.

1.4 Objectives of the Study

This study was guided by the following objectives:

- i. To establish how stakeholder's participation in Monitoring and Evaluation process influences the implementation of HIV/AIDS projects in Nairobi County.
- ii. To examine how funding for Monitoring and Evaluation influences the implementation of HIV/AIDS-related projects in Nairobi county.
- iii. To assess how skilled expertise in Monitoring and Evaluation influences the implementation of HIV/AIDS projects in Nairobi County.
- iv. To examine how institutional leadership in Monitoring and Evaluation process influences the implementation of HIV/AIDS projects in Nairobi County.

1.5 Research Questions

The following research questions guided this study:

- i. How does the stakeholder's participation in monitoring and evaluation process influence the implementation of HIV/AIDS projects in Nairobi County?
- ii. How does funding for Monitoring and Evaluation process influence the implementation of HIV/AIDS-related projects in Nairobi County?
- iii. How does skilled expertise in Monitoring and Evaluation influence the implementation of HIV/AIDS-related projects in Nairobi County?
- iv. How does institutional leadership in Monitoring and Evaluation process influence the implementation of HIV/AIDS projects in Nairobi County?

1.6 Significance of the Study

This study was to be of great importance to various stakeholders:

The Government of Kenya (national and county) would gain valuable information that can be used to formulate policy regarding the Monitoring and Evaluation process in HIV/AIDS-related projects in the country.

NGOs, donor agencies, and project managers would benefit from the study by better understanding the role and importance (if any) of Monitoring and Evaluation process play in determining the implementation of HIV & AIDS projects.

Researchers would understand the role of the monitoring and evaluation process in implementing HIV&AIDS-related projects (if any) and find the study useful in their literature review in studies about the influence of the monitoring and evaluation process on projects.

1.7 Assumptions of the Study

This study assumed that the targeted respondents would cooperate and respond truthfully. It is also believed that the respondents would understand and comprehend the questions they were required to answer during the study.

1.8 Delimitation of the Study

The study sought to focus on the influence that Monitoring and Evaluation process has on implementing HIV & AIDS projects. The study centered on the DREAMS project in Nairobi County conducted by a consortium of NGOs and GoK.

1.9 Limitations of the Study

The researcher expected that the main limitation would be respondents' reluctance to answer questions about the research due to fear of stigmatization and discrimination due to its sensitive nature. The researcher overcame this by obtaining a letter from the University and the National Commission for Science, Technology, and Innovation (NACOSTI), which assured the respondents that the information obtained, was purely academic. Time constraints were also another limitation the researcher encountered, as the research was conducted within a specified period as per the provisions of the permit provided by NACOSTI. The researcher overcame this limitation by working on a tight schedule in his work plan to achieve the desired results.

1.10 Definition of Significant Terms Used in the Study

DREAMS project	This is a project conducted by a consortium of NGOs and governments (national and county) concerning assisting adolescent girls with HIV/AIDS
Funding	All the financial resources required to conduct monitoring and evaluation of the project
HIV/AIDS	Human Immunodeficiency Virus is a virus that attacks the immune system of the body and can lead to Acquired Immunodeficiency Syndrome if not treated.
Implementation of HIV/AIDS projects	Actualization of the project plan within budget and set quality standards by stakeholders
Monitoring & Evaluation	Monitoring is the continuous tracking of crucial elements of the project implementation, while evaluation is the periodic assessment of an ongoing project or after its completion
Skilled Expertise	Knowledge, experience an individual(s) possess to conduct monitoring and evaluation in a project
Stakeholder participation	Is the process by which all those who are affected, interested, or influenced by a project actively contribute towards planning, execution, and decision making of M&E in a project.

1.11 Organization of the Study

This study sought to understand the influence of Monitoring and Evaluation process on the implementation of HIV/AIDS projects in Nairobi County. The study is structured into five comprehensive chapters.

Chapter one outlines the study's background; it illustrates critical information regarding the research topic and gives the direction of the study. The chapter further outlines the problem, objectives, and research questions that will guide the study. Chapter two covers the empirical and theoretical literature regarding the topic of discussion. It also outlines the conceptual framework and looks at the knowledge gap of other studies conducted earlier. Chapter three looks at the methodology that was used in the study. It also covers the research design, population of the study, and the research study instruments. Chapter four looks at data analysis, presentation, and interpretation of the data collected from the research. Chapter five focuses on summarizing the findings, conclusions, recommendations, and suggestions for further study areas based on the variables under study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a literature review concerning the influence of Monitoring and Evaluation process in the implementation of HIV/AIDS projects. The chapter covers the implementation of HIV/AIDS projects in Kenya, the empirical literature on the variables, theoretical review of the study, conceptual framework, summary of the chapter, and the knowledge gap.

2.2 Implementation of HIV/AIDS Projects

HIV can be defined as Human Immunodeficiency Virus that attacks and weakens the body's immune system. With a weak immune system, this can develop into Acquired Immunodeficiency Syndrome (AIDS) if not treated, whereby opportunistic diseases attack the body since there is no defense, which can result in death. Nyaga (2018) argued that implementing a project means carrying out activities proposed in the application form to achieve project objectives and deliver results. He further states that project implementation success depends on internal and external factors; some of the factors are efficient management systems, the effective monitoring process of projects progress, and a well-organized project team.

The first case of HIV in Kenya was detected in 1984, and in response, GoK established NASCOP in 1987 to spearhead the Ministry of Health's interventions in the fight against the virus. In 1997 the Government of Kenya established policy guidelines in Sessional paper no.4 of 1997 and declared AIDS a national disaster in 1999, leading to the formation of NACC under Section 3 of the State Corporations Act Cap 446 through the National AIDS Control Council Order, 1999 vide Legal Notice No. 170 of 1999 (NACC, 2005). Based on the above background, there have been several implemented HIV/AIDS projects in Kenya. These projects are varied based on their target population. Some, such as Widows and Orphans Welfare Society of Kenya (WOWESOK), have explicitly targeted women and children afflicted and affected by HIV/AIDS; Society for Women and AIDS in Kenya (SWAK) has targeted only women in its initiatives (UNAIDS, 2006)

An example of an implemented HIV/AIDS project is PEPFAR, the President's Emergency Plan for Aids Relief. This project was launched in 2003 by President George W. Bush, with its main aim being a compassionate effort to deliver lifesaving services to countries hardest hit by HIV/AIDS. Global Fund (2009) stated that it was initially planned to run for five years with a budget allocation of about 15 billion dollars, but due to its work's sensitive nature, it has been reauthorized twice by the U.S congress. Currently, PEPFAR is partnering with GoK and NGOs in Kenya to accelerate progress towards achieving HIV/AIDS epidemic control with a focus on; reducing HIV incidence among adolescent girls and young women (AGYW) through primary prevention via DREAMS programs, identification of priority gaps, and generation of quality data through a partnership with the Government of Kenya. This will improve the outcomes for vulnerable children by linking beneficiaries to DREAMS activities, health services, enhanced household economy, and scaling evidence-based primary prevention to reach young men with voluntary medicinal male circumcision (PEPFAR, 2018).

The key contributing factors to monitoring and evaluation include setting up the process, process implementation, stakeholders' involvement, and communicating the results of Monitoring and Evaluation. The monitoring and evaluation process should be such that it is possible to ensure reliability and independence. An effective M & E process should provide conclusive information that can help ensure project success. Briceno (2010) asserts that the process should help them identify the project's various potential benefits and improve tracking and enhancing the project successes, challenges, and existing opportunities for future designing purposes. To ensure there is support for the employees and effective M& E processes, the management should ensure effective communication and interaction among staff to help build teamwork in the project. Additionally, the project stakeholders' involvement cannot be overlooked since they own and are directly affected by the successes and failures of the project (Blackstock, Kelly, & Horsey, 2007).

2.3 Stakeholders Participation in M&E and Implementation of HIV/AIDS Project

Davies, Newcomer and Soydan (2006) revealed that stakeholders are groups of people, organizations, and institutions that will affect or be affected by the project. They further state that these stakeholders include community men and women, the youth, project field staff, program managers, donors, NGOs, government and other decision-makers, supporters, and critics of the project. Njama (2015) opines that stakeholders in Monitoring and Evaluation are those people who have a stake in the projects and programs. It is always important before commencing any project to ensure knowledge of the stakeholders and the partners. This is because stakeholder participation directly affects M& E in terms of requirements, funding, and access to project success information (Davies, 1998). He further states that the monitoring and evaluation results to the stakeholders will determine whether the Monitoring and Evaluation would impact a project's improvement towards achieving the results. Nyaga (2018) Enabling target groups (stakeholders) infected and affected by HIV/AIDS in all facets of designing and executing the HIV project interventions is a real manifestation of devotion in ensuring optimal project implementation. Njoki (2008) stakeholders will be more concerned by the Monitoring and Evaluation process if they are involved from the onset.

As per human rights frameworks, it is the right of communities to partake in the design, implementation, and evaluation of interventions intended to affect their well-being. They are not only the primary beneficiaries of health and development programs; in the case of HIV/AIDS, they are the frontline in prevention, care, and support efforts (Mwaniki, 2015). He further states to involve a community in an HIV/AIDS project effectively, it is imperative to explore the community norms and values so that the project is not seen as a misnomer by the community members. World Bank (2000) suggests that monitoring and evaluation will be of little or no use if it is not consistently supported by all stakeholders towards addressing the project's sustainability issues. Donors, project managers, and staff must all actively monitor and evaluate the process for its effectiveness and sustainability (Dyason, 2010). Partners and stakeholders are involved in projects in different monitoring and evaluation (UNDP, 2002). The participating of the stakeholder varies dependent on the evaluation circumstances and the engagement of the stakeholders.

Participation in these evaluations is particularly useful when there are difficulties with the implementation or when information on the stakeholder knowledge and their perception of progress is needed (Hacking and Guthrie, 2006). Partnering with the stakeholders through monitoring and evaluation plays a critical role in promoting shared knowledge and transferring skills and development of capacity. Stakeholders can also provide crucial feedback that can improve performance and learning (Hacking, 2006). The identification of stakeholders in monitoring and evaluation is a very important process. There are stakeholders with a direct interest and others with an indirect interest in program implementation in the process. Through the stakeholders' engagement, there will be acceptability and dependence on the results obtained through the M& E processes. Bamberger (2009), monitoring and evaluation is a complex process that is often dependent on those with interest in the process's results. It is thus recommended to work in partnership with these individuals. This is especially critical for highly dynamic projects that require the various stakeholders' contribution to resolving the various shortcomings that may arise. However, the level of involvement must be controlled to prevent too much stakeholder involvement that could result in a crowded process putting too much pressure on the staff to meet their goals (Patton, 2008).

2.4 Funding for Monitoring and Evaluation and Implementation of HIV and AIDS Projects

Kaburu (2012) refers to funding for Monitoring and Evaluation as the finances set aside for the Monitoring and Evaluation activities, which include funds to ensure regular collection of data, funds for staff motivation as well as funds to ensure that the recommendations of the evaluation reports are fully implemented and that this should be ideally ten percent of the project budget cost. Kelly and Magongo (2004) support Kaburu's statement and further state that the Monitoring and Evaluation budget should be about five to ten percent of the total project budget, giving the M & E department adequate resources to ensure its effectiveness. However, most donors and organizations recommend three to ten percent of the project's budget (Njama, 2015). Funds for the Monitoring and Evaluation of projects determine the duration and the personnel required (UNDP, 2000). When budgeting for M&E, the project organization should consider the range of activities carried out, the complexity of such activities, and assurance required for time in the monitoring and evaluation process.

The general rule of thumb is that the Monitoring and Evaluation budget should not be too small to affect the results' credibility and accuracy. Neither should it consume many resources to the extent of interfering with other project activities (Chapolwe, 2008).UNAIDS (2008) states that the primary barrier towards effective implementation of the monitoring and evaluation process of HIV/AIDS projects is financing. The failure of most HIV projects is because of the lack of funding for proper mechanisms to monitor progress (Khan, 2003). UNAIDS (2008) further states that finances' availability will determine what can be achieved in a project as far as implementation, strengthening, and sustainability of the monitoring and evaluation process.

Financial provision for the Monitoring and Evaluation function directly moderately influences Monitoring and Evaluation and this, in turn, affects the overall implementation process of the project (Mwangi, Nyang'wara, and Ole Kulet, 2015). In some organizations, the allocation of funds for M& E is very limited despite having sufficient funds for the projects. This has contributed to the decline in performance and projects' failure, as reiterated by Chaplowe (2008). A study conducted by Mushori (2015) revealed that M& E is budgeted for in the county government projects, but the allocation is not done. Inclusion of M& E is very important in the project, and underfunding had directly contributed to the failure of most of the projects. For an effectively working M& E, a strong financial base is recommended. Unfortunately, most organizations lack a clear framework for the implementation of M&E. IFAD (2002) revealed that most developing countries are faced with the challenge of implementing sound monitoring and evaluation due to limited financial resources. The management and donors should emphasize sound monitoring and evaluation processes and ensure this is factored into the budgetary allocations. This will help ensure that goals are achieved and positively impact project success and performance.

2.5 Skilled Expertise in Monitoring and Evaluation process and Implementation of the HIV/AIDS Project

Human resource management is extremely critical in project management, especially for an effective Monitoring and Evaluation process (Onyango, 2017). Monitoring and Evaluation in most projects do not work because of poor or insufficient capacity, especially in developing countries (World Bank, 2002). Most Monitoring and Evaluation staff members have insufficient or irrelevant skills and experiences in M&E and are making little effort to fill the gap (World Bank, 2004). Human capacity is a significant constraint to Monitoring and Evaluation. While Monitoring and Evaluation committees or units exist in many national programs, they are generally dramatically understaffed, and their work is often limited to managing sero- surveillance process (UNAIDS, 2000). At a minimum, Monitoring and Evaluation units should have access to an epidemiologist, a statistician, a social scientist, and a data manager. Since available data are often poorly packaged and communicated, the team should also include a professional communication specialist/lobbyist (UNAIDS 2000). In the case of projects being implemented on HIV/AIDS, this is very important due to such a project(s).

Sufficient numbers of adequately trained staff who have dedicated time for Monitoring and Evaluation responsibilities are perhaps the most critical factors in the functioning of a National Monitoring and Evaluation system (Peersman, Rugg, Erkkola, Kiwango & Yang, 2009). Staffing is a special concern for monitoring and evaluation work because it demands special training and a combination of research and project management skills (World Bank, 2004). Implementation of Monitoring and Evaluation is intrinsically challenging and requires a technical capacity often unavailable in developing countries. The challenge is greater in poorer countries and post- conflict situations (IFAD, 2002).

The Monitoring and Evaluation process, once implemented in a project, should be utilized well. It is important for the implementers of a project to know for which they are implementing the systems. Organizations must use procedural means to develop M&E process, and this involves pumping enough resources into personnel training and allowing for their professional progress through government units, non-governmental units, higher institutions of learning, certified groupings, and mentor exercises (Katia, Gladys & Helena, 2010).

For an organization to sustain a Monitoring and Evaluation system that is a continuous process, it must offer personnel capacity building (Katia, Gladys & Helena, 2010). Capacity building for skilled personnel will include; upgrading conceptual and analytical skills in Monitoring and Evaluation, selection of indicators, data collection methods, data management, and design of reporting systems capacity building will also include developing a result-oriented management culture that seeks out and effectively uses information in decision making (Hulme, 2000). Experts in the evaluation process hold the essential proficiency needed to give critical services in guiding and advising the management on plan and building suitable Monitoring and Evaluation system that is result-oriented in its performance. Project evaluators usually have clear roles like providing help and supervision of the dimensions to which the results are achieved as much as the project manager is accountable to stakeholders for measuring the project's performance (Katia, Gladys & Helena, 2010).

The level of involvement among the stakeholders varies depending on their responsibilities (UNDP, 2002). Some of the stakeholders just need to be informed of the process, while the others should be involved entirely from the beginning to the end of the process, especially in decision-making. This is attributed to the fact that M& E has a huge role in the learning dimensions, capacity development, and ensuring effective decision-making processes on stakeholders' involvement and the extent to which it impacts the results obtained. With more involvement on higher levels in the project, the more likely it is that evaluative knowledge will be used. It is important to note that greater participation of partners or stakeholders directly contributes to the increase in the running costs and sometimes can reduce effectiveness and efficiency. Additionally, through the partners' engagement and the stakeholders, M& E can be used to positively include the ownership of the results and sustainability achieved through the process. The stakeholders also contribute directly to providing the necessary feedback that can help improve performance and learning in M & E (Hacking, 2006).

2.6 Institutional Leadership in Monitoring and Evaluation Process and Implementation of HIV/AIDS Project

Institutional leadership is increasingly regarded as a salient theme on monitoring and evaluation effectiveness (Njama, 2015). Management's involvement in the M&E process enhances its credibility and increases the acceptance of the findings (Khan, 2003). As noted by the World Bank (2011), management plays a huge role in resource allocation, system design, decision-making, and results communication. It further states that if there is no goodwill and support from the institution's leadership, the project's implementation will suffer, and the Monitoring and Evaluation system will perform dismally. Nyonje, Kyalo & Mulwa (2015) state that communication of results from M&E findings is the responsibility of senior management in support of project managers. The M&E process should be committed to improving lateral linkages among project and program staff, including feedback processes, for learning purposes. Managers must be involved in the entire process (Hunter, 2009).

Communication of the various strategies and aspects of the project is the senior management's responsibility with the support from the project managers. The M& E should be such that it enhances the linkages between the various staff and individuals involved in implementing the project. It is crucial to incorporate feedback processes and learn processes to update the M& E skills. A research by Hunter (2009) argued that the management team should be involved both in the senior and low-level processes. The organizational leaders' main responsibility is always to ensure the M& E processes' success while emphasizing effective oversight, regulation, and accountability in the process. Accountability is a fundamental aspect of governance when dealing with funds, firms, organizations, and other entities where certain objectives must be fulfilled.

2.7 Theoretical Review

This section discusses the theoretical foundation on which the study is anchored. The study was grounded on stakeholders' theory, theory of change, and program theory.

2.7.1 Stakeholders Theory

Davies, Newcomer & Soydan (2006) states that stakeholders are groups of people, organizations, or institutions that will affect or be affected by the project. They further state that these stakeholders include community men and women, the youth, project field staff, program managers, donors, NGOs, government and other decision-makers, supporters, and critics of the project. R. Edward Freeman advanced the stakeholder's theory in 1984. Freeman (2004), states that stakeholders are a category of people or single personalities who are likely to influence or be influenced by the achievement of the organization's aim. He further suggests that an organization undertaking a project should recognize all the parties with interest or whose interest is likely to be affected by their decisions to reduce the harm that may be occasioned to the stakeholders. Stakeholders play a crucial role in projects hence the need to incorporate them in decision making. When implementing HIV/AIDS projects, the implementing organizations such as governments, NGOs, CBOs, corporates, etc., need to ensure that all stakeholders are appropriately involved in implementing the project to ensure its success.

2.7.2 Theory of Change

The theory of change in archetypal sense explains how an intervention is expected to lead to intended or observed impacts (Burt, 2012). Jean, Diana & Avan (2011) revealed that a theory of change is utilized in strategic designing by management, or decision-makers, as a project or program develops and progresses. Woodcock (2011), notably states that some projects may, of their nature, yield high initial impacts while others may inherently take far longer, even decades, to show results. Burt (2012) avers that the theory of change is useful during implementation as it can check on quality and help a program team distinguish between implementation failure and theory failure. Further, a sense of ownership is created when key stakeholders and staff are involved in developing social change theory. Annie (2009) maintained the theory of change contributes directly to achieving various goals that are instrumental in its growth. For example, it enhances staffing, leadership, better organizational capacity, better alliances, grass-root leadership, and improved policy development, including funding, changes to social norms, behavior, and attitude, among several other social aspects.

The impact is affected not just by policy change but also by different strategies, such as community support and behavior (Annie, 2009). This theory is relevant to the study from this backdrop and concerning monitoring and evaluation. The theory of change brings to fore what should be evaluated, and when and how, so that project and program managers can use feedback to adjust what they do and how they do it to achieve the best results. A theory of change methodology will also help identify the way people, organizations, and situations change due to an organization's activities or services, helping to develop models of good practice. This is very useful as one of the functions of monitoring and evaluation process is to observe and alert to any changes that may take place in the project and how changes can affect the implementation of HIV/AIDS project (Jean, Diana & Avan, 2011).

2.7.3 Program Theory

The development of Program Theory can be ascribed to Bickman (2011). Program theory has been used in evaluation for many years; it showed the program's capability to fix problems by addressing the needs assessment needs. It also gives tools to determine areas of impact in evaluation (Seith & Philippines, 2012). Thus, in evaluation practice today, program theory is defined as the construction of a plausible and sensible model of how a program is supposed to work or a set of propositions regarding what goes on in the black box during the transformation of input to output that is, how a bad situation is transformed into a better one through treatment inputs.

The theory was supported by Pilcher (2012) who argued that the theory is perceived as the process through which components are presumed to affect outcomes. The theory also presents various social benefits to the target population and can be used to solve problems (Patton, 2008). Additionally, the theory deals with the service utilization plan, which explores how the intended target population receives the intended amount of the envisioned intervention through interaction with the program's service delivery system. As a result, the planned intervention for the specified target population brings about the desired social benefits (Patton, 2008). The theory is applicable in this study in determining the impact of stakeholders in M& E, identifying solutions to funding problems that affect M&E and project success, guiding leaders on how to respond to M& E, and also providing a guideline on skill development on M& E.

2.8 Conceptual Framework

Figure 1 shows a conceptual framework of the relationship between the monitoring and evaluation process and project implementation. It is a symbolic representation of concepts and their relationship.

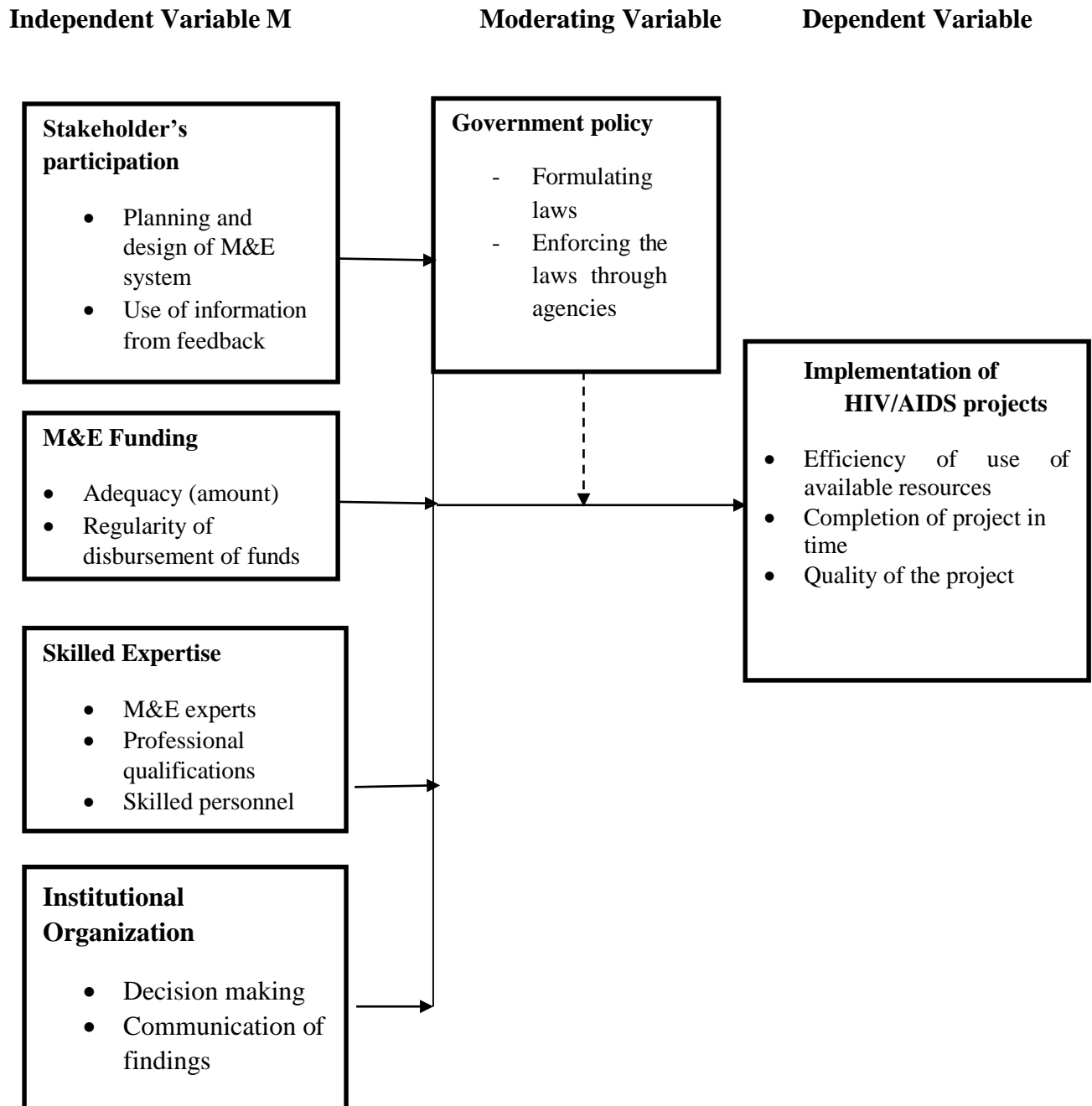


Figure 1: Conceptual Framework

The study's independent variables are stakeholder participation, Monitoring and Evaluation funding, and skilled expertise, while project implementation is the dependent variable. The government policy serves as the moderating variable is summed up in the above figure 2.1.

2.9 Summary of Literature Review

From the above literature reviewed, it is evident that several studies have viably established a relationship between the monitoring and evaluation process and the implementation of HIV/AIDS projects. However, the current knowledge and practice around Monitoring and Evaluation of the ongoing HIV & AIDS epidemic is insufficient. Thus, this study will empirically test the literature reviewed and weigh the progress of DREAMS project.

2.10 Knowledge Gap

Variables	Author (Year)	Findings	Knowledge Gap
Stakeholders Participation	Mwaniki (2015)	Documented lessons learned should be used during the capacity building of stakeholders, and beneficiaries should be given high priority in HIV/AIDS projects	The literature was restricted to capacity building for stakeholders in HIV/AIDS projects without taking into consideration other functionalities of stakeholders in HIV/AIDS projects
M &E funding	Nyaga (2018)	Inadequate funding of HIV projects has negative influence on the performance of health projects conducted by NGOs.	The literature was limited to HIV/AIDS projects without borders, thus not considering other related projects.
Skilled Expertise	Magondu (2013)	M&E needs to be positioned to be more than a technical instrument of change by staff for far more effective use.	The literature majorly concentrated on the Kenya Aids Vaccine Initiative (KAVI); thus, it only looked at KAVI personnel's skilled expertise.
Organizational Structure	Njama (2015)	Well-structured organizational leadership is vital in the M&E process as it enhances the credibility of the <u>process</u>	The research was limited to AMREF Kenya and did not look at other NGOs.

Table: 1 Knowledge Gap

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology that was used in the study. It addresses the following areas: research design, the target population of the study, sample size and procedures, instruments to be used for data collection, data analysis techniques, ethical considerations and operationalization of variables.

3.2 Research Design

The research study sought to employ a descriptive research design. Descriptive research design is a means of gathering information through the administration of questionnaires and/or interviews with the respondents in the target population (Mugenda & Mugenda, 2003). This research design drew inferences about the influence of Monitoring and evaluation processes on implementing (HIV/AIDS) DREAMS project. The research design was chosen due to its ability to fulfill the research objectives of the study. Descriptive research design enables the researcher to summarize and organize data significantly (Mugenda & Mugenda, 2003). The research study thus used this research design as it enabled the researcher to collect comprehensive data about the population under study.

3.3 Target Population

Target population refers to the population of interest in the study that the researcher intends to study. The target population was fifty one staff members from the Centre for the Study of Adolescents who had worked/participated in the DREAMS project. These are staff obtained from different departments in the organization.

Categories	Target Population
Monitoring and Evaluation	24
Finance	3
Project Management and Implementation	24
Total	51

Table 2: Target Population

3.4 Sample Size and Sampling Procedure

This section looks at the sampling size and procedure the researcher used in the research study.

3.4.1 Sample Size

A study was conducted on all the personnel working under the DREAMS project and other departments within the organization. Mugenda & Mugenda (2003) asserted that a sample is a subject of the population under study, where a population constitutes all the individuals which possess some common observable characteristics. The sample size thus consisted of all the fifty one employees working in the DREAMS project.

3.4.2 Sampling Procedures

The research study sought to adopt a census as the target population was equal to the sample size under study. The sample size was well defined and relatively small and the population under study shared various uncommon characteristics hence the decision to study the whole population involved in DREAMS. The sampling frame was divided into two homogenous groups of males and females. The study used descriptive analysis represented by tables.

3.5 Research Instruments

The research sought to use structured questionnaires and interviews with the project manager and Monitoring and Evaluation officers as the primary data source. The questionnaire consisted of both closed and open-ended questions, with the second part containing questions on the study's independent variables.

3.5.1 Piloting of Research Instruments

A set of questions was administered through a pilot study to determine the questionnaire's soundness and the time required to conduct the interview. The pilot study involved five respondents selected with the assistance of PATH in Kisumu County, where DREAMS project was also being conducted. Mugenda & Mugenda (2003), the pilot study should consist of between one and ten percent. The number was arrived by calculating ten percent of the total population of the study. The results were then shared with the respondents at the end of the interviews. The aim was to ensure the data collection instrument and method was as effective as required.

3.5.2 Validity of Research Instruments

Validity concerning research is a judgment regarding the degree to which the research components reflect the theory, concept, or variable under study (Streiner and Norman, 1996). The instrument content and validity were determined through the supervisor's expert judgment, who assessed and ascertained it answered the phenomenon under study. Mugenda & Mugenda (2003) avers the validity of research instruments refers to the extent to which the outcome of the analyzed data collected truly exemplifies the occurrence being examined. The validity of the instruments was ascertained in the pilot study conducted in Kisumu County.

3.5.3 Reliability of Research Instruments

Streiner & Norman (1996) attested that an instrument's reliability reflects its stability and consistency within a given context. Mugenda & Mugenda (2003) state that the instruments' reliability implies measuring the extent to data collection instruments produces reliable outcomes immediately after various undertakings. The researcher used the test re-test method to test the tool's stability by giving the same individual the same instrument at different times and calculating a correlation coefficient to determine how closely the respondent's answers match each other. The researcher used Pearson's Correlation Coefficient as denoted below. Upon carrying out a pilot test, the researcher conducted a re-test in Kisumu County after fourteen days. Test-retest reliability or stability refers to the degree to which participants' responses change over time (Reichardt and Cook, 1997). The researcher used Pearson's correlation coefficient as denoted below,

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$
 to ascertain if there was a strong or weak relationship in the answers given by the respondents. The researcher managed a correlation of 0.945, which is considered a strong positive relationship, thus, excellent reliability.

3.6 Data Collection Procedure

The researcher booked appointment(s) with the respondents at their earliest convenience, and on the material day(s), the researcher confirmed the said appointment(s) via telephone call before going to collect the necessary data for the study.

The researcher employed the services of a research assistant to conduct the research more efficiently and effectively. The researcher trained the said research assistant on administering the research questions and ethical considerations regarding the research's anonymity and confidentiality.

The structured questionnaires were self-administered without any supervision from the researcher or the research assistant to the targeted respondents. An interview guide was used when interviewing project manager. During the interview, the researcher introduced the research study and explained the study's purpose to the interviewees, and recorded all the respondent's responses with their permission.

3.7 Data Analysis Techniques

The data was collected and later classified into smaller samples; it was cleaned and edited to improve clarity. The data was then coded into the SPSS 22 software for subsequent data analysis through both descriptive and inferential statistics. The researcher applied both qualitative and quantitative methods to analyze the data collected from the research study.

Qualitative statistical tools were used in the analysis and summary of the data. The results were later interpreted in the form of percentages and frequencies. The descriptive statistics similarly were analyzed using percentages, means, and standard deviations to help establish meaning of the data. The data was then presented in the form of tables.

3.8 Ethical Considerations

The researcher sought to adhere to all ethical standards/considerations while conducting the research, and all information relayed to the researcher was solely for academic purposes. This was supported by the National Commission for Science Technology and Innovation (NACOSTI) permit and letter from the university as it proved to be an alibi for the researcher.

3.9 Operationalization of Variables

The operationalization of the variables is captured in the table below.

Table 3: Operationalization of Variables

Objective	Type of variable	Indicators	Measurement Scale	Data Analysis Technique	Data Collection Tools
To establish how stakeholder's participation influences the M& E process in the implementation of HIV/AIDS projects	<u>Independent variable</u>	Stakeholders involvement	Ordinal	Descriptive Inferential	Questionnaire Interview Guide
To examine how funding for M and E influences the implementation of HIV/AIDS projects	<u>Independent variable</u>	Regularity of disbursement Adequacy	Ordinal	Descriptive	Questionnaire Interview Guide
To assess how skilled expertise in M and E influences the implementation of HIV/AIDS projects	<u>Independent variable</u>	Training Human resource expertise	Ordinal	Descriptive	Questionnaire Interview Guide
To establish to how institutional organization in M and E influences the implementation of HIV/AIDS projects	<u>Independent variable</u>	Decision making process Communication of feedback	Ordinal	Descriptive	Questionnaire Interview Guide
Implementation of HIV and AIDS projects in Kenya; case of DREAMS project in Kisumu County.	<u>Dependent variable</u>	Quality project Beneficiary satisfaction	Ordinal	Descriptive	Questionnaire Interview Guide

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This chapter presents the data analysis and interpretation of the research findings. This chapter is presented in three sections in line with the guiding objectives of the study. It consists of three sections: the return rate, demographic information of the participants, and findings from the primary objectives mentioned in chapter one. The responses obtained were analyzed using descriptive statistics.

4.2 Questionnaire Return Rate

All the 51 questionnaires administered were returned, which translates to 100 percent. Mugenda & Mugenda (2004) averred that a return rate of more than 80 percent is sufficient; hence the study will be considered valid.

Category	Frequency	Percentage
Responded	51	100%
Declined Response	0	0
Total	51	100%

Table 4: Response Rate

4.3 Demographic Information

This section covers the background details of the respondents in the study. The respondents were requested to share details on their gender, age, the highest level of education, and the duration the respondents had worked with the organization during the project's implementation under study.

4.3.1 Gender of Respondents

From the data collected, 53 percent of the respondents were male, while 47 percent were female. The results indicate a slightly higher percentage of males participated in filling the questionnaires than the female. This insinuates that a larger percentage of men may have participated in the DREAMS project. The DREAMS project involved different stakeholders due to its goal of reaching the broader population concerning HIV/AIDS. As such, both males and females were enjoined in the project as stakeholders at different levels. However, there is a slight gender imbalance evident from this data.

Gender	Frequency	Percentage
Male	27	53%
Female	24	47%
Total	51	100%

Table 5: Gender of the Respondents

4.3.2 Age

The study also set out to capture the distribution of respondents according to their ages. The ages were categorized into groups and are as shown in Table 6

Age Brackets	Frequency	Percentage
30-40 years	28	55%
20-30 years	23	45%
Total	51	100%

Table 6: Age of the Respondents

The study established that the study participants were of different ages, as shown in Table 5 above.

Fifty five percent fell in the bracket of thirty to forty years,

Forty five percent fell in the bracket of twenty to thirty years,

To this extent, it was noted that different age groups were involved in the entire DREAMS project, and this meant that diverse input was achieved from the different stakeholders and that

the project benefits were spread to diverse age groups. This indicates that most of the stakeholders in the DREAMs projects are in their most productive ages.

4.3.3 Highest Level of Education

It was also crucial for the study to enquire about the highest level of education of the respondents. This was a way of getting to know the respondents' understanding of the issues under study by the researcher and issues within the DREAMS project. The results are presented in Table 7 below.

Highest Level of Education	Frequency	Percentage
Secondary	1	1.96%
Diploma	17	33.33%
Undergraduate	31	60.78%
Masters	2	3.92%
Total	51	100%

Table 7: Highest level of education

The study established that most of the respondents had attained an undergraduate level of education. This was noted in 1(2%) having secondary school education, 2 (4%) diploma level, 31 (60%) respondents, with 17 (33%) having had a master's level. It was deduced that while most of the respondents exhibited high education status, it was expected that they had a good understanding of the implementation of the DREAMS project and that they would respond adequately in the study. The highest level of education was postgraduate, which is an indication the respondents were knowledgeable and had capacity skills

4.3.4 Duration worked with the Organization

The respondents were asked to indicate the duration they had worked for the organization. This would enable the researcher to know how much the respondents understood the implementation period's monitoring and evaluation processes. The results are shown in Table 8.

Work duration	Frequency	Percentage
Less than 1 year	11	21%
2-4 years	26	51%
4-6 years	5	10%
6 years and more	9	18%
Total	51	100%

Table 8: Duration that respondents have worked with the organization

It was established that most of the respondents had worked with the organization for between 2 and 4 years. This was noted in 51 percent of the respondents, with 21 percent having used for less than 1 year, 10 percent have worked for 4 to 6 years, and 18 percent had worked with the organization for 6 years and more. From this foregoing, the respondents were deemed well-versed in the organization's monitoring and evaluation processes, specifically with the DREAMS project. The findings indicate that 79 percent of the employees had worked in the project for more than two years hence have sufficient information on the Monitoring and Evaluation processes, stakeholder participation, funding, and system evaluation.

4.4 Analysis of the Influence of Monitoring and Evaluation process on implementation of HIV/AIDS projects

This study's key focus was to determine the influence of monitoring and evaluation processes on implementing HIV/AIDS projects. The study focused on the DREAMS project in Nairobi County. The study was guided by three objectives focusing on stakeholder participation, funding, skilled expertise, and institutional leadership influence on implementing HIV/AIDS projects.

4.4.1 Stakeholders participation in M&E and implementation of HIV/AIDS project

The first objective of this study was to determine stakeholder participation in monitoring and evaluation processes. To achieve this, the study first enquired about stakeholders' involvement in the monitoring and evaluation processes. The findings revealed that most of the respondents, at 57 percent, representing 29 respondents, argued that stakeholders were involved in monitoring and evaluation processes.

The results further showed that 4 percent representing 2 respondents felt that stakeholders had no contribution; the remaining 39 percent representing 20 respondents were not sure. The study revealed that stakeholders were not involved in monitoring and evaluating the projects; hence projects were not performed to the required standards. The study sought to determine stakeholder participation in monitoring and evaluation and how this influenced project success. Several opinions were sought from the various respondents, and the below results were obtained from the process.

Statements	5	4	3	2	1	Mean	SD
Stakeholders are sufficiently involved in the designing of M and E process	11 (21.6)	34 (66.7)	5 (9.7)	0 (0)	1 (2)	3.49	1.188
Feedback from stakeholders is sought during M and E processes	0 (0)	18 (35.3)	29 (56.9)	4 (7.8)	0 (0)	3.01	0.986
Stakeholders are involved in M and E decision making	0 (0)	30 (58.8)	18 (35.3)	3 (5.9)	0 (0)	3.61	0.949
Stakeholders participate in preparation of M and E timetable	0 (0)	20 (39.2)	25 (49)	0 (0)	6 (11.8)	3.82	1.014
M and E results are communicated to stakeholders	11 (21.6)	40 (78.4)	0 (0)	0 (0)	0 (0)	4.1	0.978
Composite mean and standard deviation						3.606	1.023

5 – Strongly Agree 4- Agree 3 – Neutral 2- Disagree 1 – Strongly Disagree

Table 9: Stakeholder participation

The results in Table 6 signified that 11(21.6%) strongly agreed that stakeholders are sufficiently involved in the designing of the Monitoring and Evaluation process, 34(66.7%) agreed, 5(9.7%) had a neutral opinion, 0 (0%) disagreed and 1 (2%) strongly disagreed. The line statement had a mean score of 3.49 and a standard deviation of 1.188; the mean score was lower than the composite mean and higher than the composite standard deviation, implying that the line

influenced the implementation of HIV/AIDS projects positively. On the statement that feedback from stakeholders is sought during Monitoring and Evaluation processes, 0(0%) none strongly agreed with the statement, 18(35.3%) agreed, 29(56.9%) had a neutral view, 4(7.8%) disagreed and 0 none strongly disagreed. The line statement had a mean score of 3.01 and a standard deviation of 0.986, which is lower than the composite mean of 3.606 and standard deviation of 1.023, implying that the line item influenced HIV/AIDS projects negatively.

On the statement that stakeholders are involved in Monitoring and Evaluation decision making 0(0%) none strongly agreed, 30(58.8%) agreed, 18(35.3%) had a neutral opinion, 3(5.9%) disagreed, and 0 (0%) none strongly disagreed. The line statement had a mean score of 3.61 and standard deviation of 0.949 which is lower than the composite mean of 3.606 and standard deviation of 1.023, implying that the line item influenced the monitoring and evaluation process of HIV/AIDS projects negatively. On the statement that stakeholders participate in the preparation of the Monitoring and Evaluation timetable 0(0%) none of the respondents strongly agreed with the statement, 20(39.2%) agreed, 25(49%) had a neutral view, 0 (0%) none disagreed, and 6(11.8%) strongly disagreed. The line statement had a mean score of 3.82 and standard deviation of 1.014, which is higher than the composite mean of 3.606 and standard deviation of 1.023 implying that the line item influenced HIV/AIDS projects positively.

On the statement Monitoring and Evaluation results are communicated to stakeholders 11(21.6%) strongly agreed with the statement, 40(78.4%) agreed, 0(0%) none had a neutral view, 0 (0%) disagreed, and 0 (0%) none strongly disagreed. The line statement had a mean score of 4.1 and a standard deviation of 0.978, which is higher than the composite mean of 3.606 and standard deviation of 1.023, implying that the line statement influenced the implementation of HIV/AIDS projects positively.

The monitoring and evaluation officer interviewed in the study noted that stakeholder participation was key to the monitoring department and prioritized attention. The officer noted;

“We have many stakeholders with diverse interests in our project. We usually ensure that they are involved at all stages of the project and specifically in the monitoring and evaluation process, which I can assure you. They help us make key decisions, and we usually give them feedback on the project and even the results from monitoring and evaluation.”

The project officer interviewed further agreed that stakeholders were given ample time and opportunity to participate in the project implementation and monitoring and evaluation. The officer stated;

“Talk of project identification and design, decision making on prioritization, fundraising, and monitoring of progress, all our stakeholders are usually given enough opportunities to voice their input. We value them, and we take note of their ideas, opinions, plans, and advice.”

4.4.2 Funding for Monitoring and Evaluation and implementation of HIV and AIDS projects

Funds are a critical resource required for the implementation of any project. Being part of project implementation, monitoring, and evaluation requires adequate funding to ensure that its activities are carried out impartially and convincingly to support project delivery. The respondents were asked whether the organization allocated funds to M& E activities. The results are presented in Table 10.

Allocation of Funds	Frequency	Percentage
Yes	28	55%
No	15	29%
Not sure	8	16%
Total	51	100%

Table 10: Presence of funding for monitoring and evaluation

The study indicated that 55 percent of the respondents stated that there was sufficient allocation of funds, 29 percent indicated that allocation of funds was insufficient, while the remaining 16 percent were not sure of the funding allocation. The results thus show that funds were allocated to M&E processes. However, some projects may not have been given M& E funds, which is evident from the 29 percent of respondents who said no. Absence of funding for monitoring and evaluation cripples the entire process of appraising and evaluating a project. The researcher noted that this was a serious problem that would affect the project negatively.

Percentage Allocation to M&E	Frequency	Percentage
25%	4	8%
20%	6	12%
15%	22	43%
10%	9	17%
5%	7	14%
0%	3	6%
TOTAL	51	100%

Table 11: Percentage of the budget allocated to monitoring and evaluation

The study established that 15 percent of the project budget was allocated to monitoring and evaluation in most instances. This was reported by 22 respondents (43%) with 7 respondents (14%) citing 5%, 9 respondents (17%) citing 10%, 6 respondents (12%) citing 20%, 3 respondents 6 percent citing 25 percent and 4 respondents (8%) citing more than 25%. From these responses, the study noted that a good part of the project budget was allocated to monitoring and evaluation and some extent, even above the recommended rates. The study established that funds allocated for monitoring and evaluation activities were not adequate. This was noted in 53 percent of the respondents, with 8 percent citing that the funds were sufficient, while 39 percent were not sure. These observations were shared by the monitoring and evaluation officer, who noted that despite monitoring and evaluation playing a key role in project implementation, the budget allocated to its activities was not adequate for it to achieve its full potential and contribute to the project's success.

Adequate finances play a vital role in what can be achieved in a project to implement and sustain the M & E processes. One of the most critical roles of M& E is the estimation of staffing, costs, and the necessary resources needed in the completion of the project. It is this crucial for the monitoring and evaluation professionals to check the budget needs from the initial proposal stages to ensure the funds are adequately allocated to the M& E tasks. The study also sought respondents' opinions on various statements regarding the influence of funding on project implementation. The results are presented in Table 12.

Statement	5	4	3	2	1	Mean	S.D
Monitoring and Evaluation should have a separate budget	0 (0)	50 (98)	1 (2)	0 (0)	0 (0)	4.12	0.450
Funds for Monitoring and Evaluation are disbursed timely and regularly	4 (7.8)	23 (45.1)	17 (33.3)	3 (5.9)	4 (7.8)	3.76	0.884
Funds for Monitoring and Evaluation are strictly for M&E and are not channelled elsewhere	13 (25.5)	33 (64.7)	5 (9.8)	0 (0)	0 (0)	1.14	0.372
More funds should be allocated to Monitoring and Evaluation	8 (15.7)	28 (54.9)	15 (29.4)	0 (0)	0 (0)	2.29	0.718
Composite mean and standard deviation						2.82	0.606

5 – Strongly Agree 4- Agree 3 – Neutral 2- Disagree 1 – Strongly Disagree

Table 12: Funding for Monitoring and Evaluation

The results in Table 12 indicated that 0(0%) none of the respondents strongly agreed that Monitoring and Evaluation should have a separate budget, 50(98%) agreed, 1(2%) held a neutral opinion, 0(0%) disagreed, 0(0%) none strongly disagreed. The line statement had a mean of 4.12 and a standard deviation of 0.450, which was higher than the composite mean of 2.82 and lower than the standard deviation of 0.606, implying that the line influenced the implementation of HIV/AIDS projects positively.

On the statement that funds for Monitoring and Evaluation are disbursed on a timely and regularly 4(7.8%) strongly agreed with the statement, 23(45.1%) agreed, 17(33.3%) held a neutral opinion, 3(5.9%) disagreed, 4(7.8%) strongly disagreed. The line statement had a mean score of 3.76 and standard deviation of 0.884, which is higher than the composite mean of 2.82 and standard deviation of 0.606, indicating that the line item influenced HIV/AIDS implementation projects positively.

On the statement that funds for Monitoring and Evaluation are strictly for monitoring and evaluation and are not channeled elsewhere 13(25.55) strongly agreed with the statement 33(64.7%) agreed, 5(9.8%) had a neutral attitude 0(0%) disagreed and 0(0%) none strongly disagreed. The line statement had a mean score of 1.14 and a standard deviation of 0.372, which is lower than the composite mean of 2.82 and standard deviation of 0.606, implying that the line item influenced HIV/AIDS projects negatively.

On the statement, more funds should be allocated to Monitoring and Evaluation 8(15.7%) strongly agreed with the statement, 28(54.9%) agreed, 15(29.4%) held a neutral attitude, 0(0%) disagreed, and 0(0%) none of the respondents strongly disagreed. The line statement had a mean score of 2.29 and standard deviation of 0.718, which is lower than the composite mean score of 2.82 and standard deviation of 0.606, implying that the line influenced the implementation of HIV/AIDS projects negatively. When asked about funding in the project, the monitoring and evaluation officer and the project officer had divergent views on the matter; they stated respectively;

The monitoring and evaluation officer noted;

“There are funds set aside for our monitoring and evaluation activities, but I can say, they are not adequate as we would like them to be. At some point, the funds are usually delayed, and this delays our schedules and activities.”

The project officer, however, was of a different view, noting that:

“Funds are allocated based on different parameters like the total project budget concerning the size of the project, donor requirements, availability of funds, and other issues. I agree that the funds are inadequate at some time, but we try to work with what we have at a time as we seek more. And I agree that this inadequacy negatively influences project implementation.”

4.4.3 Skilled Expertise in Monitoring and Evaluation process and implementation of the HIV/AIDS project

Skills are valuable resources within the human resource that ensure activities are carried out professionally and depict the organization's ability to meet its human capacity development through training and nurturing skills. The study sought to establish whether respondents had skills in monitoring and evaluation. The results of this inquiry are presented in Table 13.

Skill Level	Frequency	Per cent
Experts	6	12%
Non-Experts	45	88%

Table 13: Respondents being experts in M&E

The study established that a small percentage of the respondents were experts in monitoring and evaluation. Only 12 percent of the respondents were experts in monitoring and evaluation, with 88 percent not being experts in the field. However, the study noted that the monitoring and evaluation officers and the project officer were skilled in monitoring and evaluation, having been professionally trained. The study also sought to determine whether the respondents had undergone any training or workshops in monitoring and evaluation. This was aimed at understanding skills and capacity development through training. The results are presented in Table 14.

Training	Frequency	Per cent
Attended workshops and training	17	33%
Not attended workshops nor training	34	67%

Table 14: Respondents attending workshops on M&E

The study established that only thirty three percent of the respondents had attended workshops and training in monitoring and evaluation, with sixty seven percent having not participated in monitoring and evaluation training. The lack of attendance in these workshops significantly inhibits continuous skills development through training. This hinders the respondents and cannot actively monitor and evaluate or contribute to processes and activities to ensure accountability through monitoring and evaluation. This also inhibits their capacity to contribute to decision making in monitoring and evaluation and understanding monitoring and evaluation reports and information.

Statement	5	4	3	2	1	Mean	S.D
Monitoring and Evaluation expertise plays a huge role in project implementation	17 (33.3)	34 (66.7)	0 (0)	0 (0)	0 (0)	3.54	1.374
Monitoring and Evaluation skills help in providing appropriate advice in the project implementation	27 (52.9)	24 (47.1)	0 (0)	0 (0)	0 (0)	4.12	0.982
Having M&E expertise is critical for the project success	15 (29.4)	36 (70.6)	0 (0)	0 (0)	0 (0)	3.67	1.016
Composite mean and standard deviation						3.777	1.124

5 – Strongly Agree 4- Agree 3 – Neutral 2- Disagree 1 – Strongly Disagree

Table 15: Skilled expertise for Monitoring and Evaluation

The results in Table 15 indicated that 17(33.3%) strongly agreed that Monitoring and Evaluation expertise plays a huge role in project implementation, 34(66.7%) agreed, 0(0%) held a neutral opinion, 0(0%) disagreed, and 0(0%) none of the respondents strongly disagreed. The line statement had a mean score of 3.54 and standard deviation of 1.374, which was lower than the composite mean of 3.777 and standard deviation of 1.124, implying the line influenced the implementation of HIV/AIDS projects negatively.

On the statement Monitoring and Evaluation skills help in providing appropriate advice in project implementation, 27(52.9%) strongly agreed with the statement, 24(47.1%) agreed, 0(0%) had a neutral attitude, 0(0%) disagreed, and 0(0%) none of the respondents strongly disagreed. The line statement had a mean score of 4.12 and standard deviation of 0.982, which is higher than the composite mean of 3.777 and standard deviation of 1.124, implying the line item influenced implementation of HIV/AIDS projects positively.

On the statement having monitoring and evaluation expertise is critical for project success, 15(29.4%) strongly agreed with the statement, 36(70.6%) agreed, 0(0%) had a neutral view, 0(0%) disagreed, and 0(0%) none of the respondents strongly disagreed. The line statement had a mean score of 3.67 and standard deviation of 1.016, which is lower than the composite mean of 3.777 and standard deviation of 1.124, implying that the line item influenced the implementation of HIV/AIDS projects negatively.

When asked about skills and expertise in the project and their relevance to monitoring and evaluation, the project officer and monitoring and evaluation officer stated the following respectively;

The project officer interviewed noted;

“Skills and expertise in monitoring and evaluation are very vital in the achievement of project success. You cannot contribute positively to any decision making or actively participate in monitoring and evaluation or even read and understand an evaluation report if you lack skills in monitoring and evaluation.”

The monitoring and evaluation officer interviewed quipped;

“I can say that monitoring and evaluation skills will inspire the achievement of the best results in the entire project implementation. This not only applies to the project team but also all the stakeholders involved.”

4.4.4 Institutional Leadership in Monitoring and Evaluation process and implementation of HIV/AIDS project

Leadership is another critical attribute that is relevant to project delivery and project implementation. The study sought to establish the influence of institutional leadership on monitoring and evaluation of projects. The results are presented in Table 16 below.

Statement	5	4	3	2	1	Mean	S.D.
The institution leaders always communicate M&E results	18 (35.3)	31 (60.8)	2 (3.9)	0 (0)	0 (0)	2.42	0.81 2
The organizations leadership supports M&E	17 (33.3)	34 (66.7)	0 (0)	0 (0)	0 (0)	4.0	1.22
Management takes an active role in the designing of the M&E process	13 (25.5)	36 (70.6)	2 (3.9)	0 (0)	0 (0)	2.14	1.69 2
Management ensures sufficient resource allocation for M&E processes	1 (2)	20 (39.2)	17 (33.3)	9 (17.6)	4 (7.8)	1.97	1.11
The organizations policies support M&E practices	7 (13.7)	33 (64.7)	11 (21.6)	0 (0)	0 (0)	3.8	1.25 2
Decision making regarding M&E takes a top- bottom approach	3 (5.9)	45 (88.2)	3 (5.9)	0 (0)	0 (0)	3.00	1.11 4
Composite mean and standard deviation						2.89	1.2

5 – Strongly Agree 4- Agree 3 – Neutral 2- Disagree 1 – Strongly Disagree

Table 16: Institutional leadership for Monitoring and Evaluation

The results indicated in Table 13 indicated that 18(35.3%) strongly agreed that the institution's leaders always communicate Monitoring and Evaluation results, 31(60.8%) agreed, 2(3.9%) held a neutral opinion, 0(0%) disagreed, and 0(0%) none of the respondents strongly disagreed. The line statement had a mean score of 2.42 and standard deviation of 0.812, which is lower than the composite mean of 2.89 and standard deviation of 1.2, implying that the line item influenced the implementation of HIV/AIDS projects negatively.

On the statement the organization's leadership supports Monitoring, and Evaluation 17(33.3%) strongly agreed with the statement, 34(66.7%) agreed, 0(0%) had a neutral opinion, 0(0%) disagreed, and 0(0%) none of the respondents strongly disagreed. The line statement had a mean score of 4.0 and a standard deviation of 1.22, which is higher than the composite mean of 2.89 and standard deviation of 1.2, indicating that the line item positively influenced the HIV/AIDS project.

On the statement management takes an active role in the designing of the M&E process 13(25.5%) strongly agreed with the statement, 36(70.6%) agreed, 2(3.9%) held a neutral opinion, 0 (0%) disagreed, and 0 (0%) none of the respondents strongly disagreed. The line statement had a mean score of 2.14 and a standard deviation of 1.692, which is higher than the composite mean of 2.89 and a standard deviation of 1.2, implying that the line item positively influenced.

On the statement, management ensures sufficient resource allocation for M&E processes 1(2%) strongly agreed with the statement, 20(39.2%) agreed, 17(33.3%) held a neutral view, 9(17.6%) disagreed, and 4(7.8%) of the respondents strongly disagreed. The line statement had a mean score of 1.97 and standard deviation of 1.11, which is lower than the composite mean of 2.89 and standard deviation of 1.2, indicating that the line item influenced the implementation of HIV/AIDS projects negatively.

On the statement the organizations policies support Monitoring and Evaluation practices, 7(13.7%) strongly agreed with the statement, 33(64.7%) agreed, 1(21.6%) held a neutral opinion, 0 (0%) disagreed, and 0 (0%) none of the respondents strongly disagreed. The line statement had a mean score of 3.8 and standard deviation of 1.252, which is higher than the composite mean of 2.89 and standard deviation of 1.2, indicating that the line item influenced implementation of HIV/AIDS projects positively.

On the statement the decision making regarding Monitoring and Evaluation takes a top-bottom approach 3(5.9%) strongly agreed with the statement, 45(88.2%) agreed, 3(5.9%) had a neutral opinion, 0 (0%) disagreed, 0 (0%) none of the respondents strongly disagreed. The line statement had a mean score of 3.00 and standard deviation of 1.114, which is higher than the composite

mean of 2.89 and standard deviation of 1.2, implying that the line item monitoring and evaluation process of HIV/AIDS projects positively.

When asked about the leadership of the organization, the project officer and monitoring and evaluation officer stated the following respectively;

The project officer noted;

“The leadership of this organization fully supports all monitoring and evaluation activities by not only allocating a budget but also participating in monitoring and evaluation activities from time to time.”

The monitoring and evaluation officer noted that;

“We receive positive support from the leadership of the organization in all our activities. They support us in decision making and more so concerning funds allocation. The organization supports the monitoring and evaluation policies and practices and has made monitoring and evaluation culture in the institution.”

4.5 Inferential Statistics

This section sought to illustrate a description of the variables using averages and standard deviations in describing the relationship between variables. Table 17 present the results.

	N	Mean	Std.Dev
Stakeholder	51	3.606	1.023
Participation			
Allocation of	51	2.82	0.606
Funding			
Skilled Expertise	51	3.777	1.124
Institutional	51	2.89	1.2
Leadership			

Table 17: Inferential Statistics

From Table 17, there were 51 participants in the study. The mean and the standard deviation for the dependent variable stakeholder participation were 3.606 and 1.023, respectively. Allocation of funds had a mean score of 2.82 with a standard deviation of 0.606; skilled expertise had a mean score of 3.777 and a standard deviation of 1.124. In contrast, institutional leadership had a mean score of 2.89 and a standard deviation of 1.2. From the findings, it is evident that skilled expertise and stakeholder participation had the highest mean scores. This is an indication that skilled expertise and stakeholder participation are the strongest determinants of the effectiveness of the M&E process among the four independent variables.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the research's summary findings as guided by the research objectives, discussion of the results, conclusions, recommendations, and suggestions for further studies.

5.2 Summary of findings

5.2.1 Stakeholder's participation in Monitoring and Evaluation

From the findings, it is evident that 11(21.6%) strongly agreed that stakeholders are sufficiently involved in the planning of the Monitoring and Evaluation process, 34(66.7%) agreed, and 5(9.7%) had a neutral opinion. On seeking feedback from the stakeholders in monitoring and evaluation, none strongly agreed with the statement, but 18(35.3%) agreed, 29(56.9%) had a neutral view, and 4(7.8%) disagreed. On the statement that stakeholders are involved in the Monitoring and Evaluation decision-making majority agreed at 30(58.8%), 18(35.3%) maintained a neutral opinion, while 3(5.9%) disagreed. 20(39.2%) agreed, with 25(49%) holding a neutral view that stakeholders should be engaged in preparing the Monitoring and evaluation timetable. However, a mere 6(11.8%) strongly disagreed with the statement. All the participants agreed that M& E results should always be communicated with the stakeholders.

5.2.2 Funding for Monitoring and Evaluation

Project funds are an essential component of any project, as the funds determine the degree to which project objectives can be achieved in a project's life cycle. The allocation of sufficient funds for the Monitoring and Evaluation process; ensures project activities are carried out efficiently and effectively. The Centre for the Study of Adolescents (CSA) had a functioning Monitoring and Evaluation department for the DREAMS project despite allocating insufficient funds for the Monitoring and Evaluation process.

Of the fifty one respondents, 50(98%) agreed that Monitoring and Evaluation should have a separate budget though 1(2%) had a neutral opinion. On the statement, funds for M& E should be disbursed timely, 27 (52.9%) agreed, 17(33.3%) had a neutral opinion, with the remaining

7(15.3%) disagreeing with the statement. The majority at 46(90.25%) agreed that funds for Monitoring and Evaluation are strictly for monitoring and evaluation and not channeled elsewhere. 5(9.8%), however, had a neutral opinion with none disagreeing with the statement. There is a need for more fund allocation to Monitoring and Evaluation 36(70.6%) with 15(29.4%) maintaining a neutral attitude.

5.2.3 Skilled expertise in Monitoring and Evaluation

The study revealed that understanding the skill levels of those involved in the Monitoring and Evaluation process provided a clear understanding of the quality of Monitoring and Evaluation results in the DREAMS project. From the study, twelve percent of the respondents were formally trained and qualified Monitoring and Evaluation officers, while eighty eight percent were not experts in Monitoring and Evaluation despite being involved in the Monitoring and Evaluation process.

The results revealed that all the fifty one respondents representing one hundred percent agreed that expertise contributes directly to project implementation. Similarly, skills contribute to project implementation success by providing appropriate advice; all the participants in the study agreed to this statement, implying that the item directly influenced the implementation of HIV/AIDS projects positively. Additionally, it was also revealed that monitoring and evaluation expertise is critical to the project's success, with all the participants agreeing to the statement.

5.2.4 Institutional Leadership in Monitoring and Evaluation

Leadership plays a critical role in Monitoring and Evaluation process through policy formulation and implementation, creating linkages and avenues between project beneficiaries, stakeholders, implementing organizations, and also acting as the head of the project. To determine the impact of institutional leadership in monitoring and evaluation processes.

The results indicate that 49(96.1%) agreed that the institution's leaders always communicate monitoring and evaluation results with 2(3.9%) neutral opinions. On the statement, the organization's leadership supports Monitoring and Evaluation, all the participants represented by 17(33.3%) strongly agreeing and 34(66.7%) agreeing. The management is expected to undertake

an active role in the design of the M& E processes. This is evident from the 96.1% of participants agreeing to the statement, while 2 (3.9%) held a neutral position. In terms of resource allocation for M& E processes, 41.2% agree with the statement, while 17(33.3%) had a neutral view, 13(25.4%) disagreed, and 4(7.8%) of the respondents strongly disagreed. Finally, 48(94.1%) agreed that decision making regarding monitoring and evaluation should take a top- bottom approach, with 3 (5.9%) taking a neutral opinion.

5.3 Discussion of Findings

5.3.1 Stakeholder's participation in Monitoring and Evaluation

The study also revealed a positive relationship between stakeholders' participation and the M& E process's effectiveness. The increased participation of stakeholders in the M& E processes directly contributed to effective M& E processes. This has also been reiterated by Ofori (2013), who stated that stakeholder participation was vital in all the processes involving M &E. He; however, further states that the participation in M and E should be moderate as too much involvement may result in bias and negative influence on the processes. He further states that the stakeholders are very important, and they represent the views of the communities.

Roeder (2013) similarly argued that the stakeholders play a critical role in M& E processes. Particularly, they offer insights into the various stages of the project, for instance, the requirements in the design stage and the recommended changes to ensure the project is effective. The study revealed that the stakeholders in the DREAMS project are adequately involved in the lower activities in the project, such as obtaining feedback from the communities, data collection, and preparation of activity timetables. They are also involved in decision-making processes on matters affecting the project. Stakeholder partnership directly contributed to effective M& E processes as it improved the knowledge through sharing and learning which directly contributed to development capacity and transfer of skills.

5.3.2 Funding for Monitoring and Evaluation

The study found a positive relationship between the availability of funds and the effectiveness of monitoring and evaluation processes. With adequate funding, processes in M& E are implemented more effectively, which contributes to the success of the project. This is in line with the findings by Mertens & Amy (2012), which indicate that the evaluation planning budget can be estimated accurately, which can help ensure monitoring processes are undertaken. The findings further indicated that M& E should have separate budgetary allocations. Chaplowe (2008) argued that the allocations to M& E were not enough, failing the planned activities. The allocations were mostly between 5 and 10 percent of the total project budget, which is sometimes not enough. There is also no independence in decision making for M& E funds allocation, as stated by (Gyorkos, 2003).

The program managers should always ensure the participation of all the stakeholders in the projects. They should review the various stakeholders' strengths, particularly through their skills, and allocate them responsibilities according to these skills. The program managers can draw partners and allocate them responsibilities according to the World Bank's (1980) recommendations on suitable indicators when selecting stakeholders for certain responsibilities.

5.3.3 Skilled expertise in Monitoring and Evaluation

The study revealed that skilled human resources' capacity plays a crucial role in the organization's ability to meet its human resource capacity. This refers to the skills and knowledge of the project managers and the M& E officers. The study revealed that skilled professionals performed their duties more effectively and efficiently. This is because they understand their duties and make crucial decisions in M& E processes. The Project Management Institute (2019) stipulates that project managers, monitoring, and evaluation professionals should undergo proper training through seminars and workshops. These skills are vital, and they directly influence certain dynamics in the organization, such as the success of projects, implementation of technology, and M& E processes.

5.3.4 Institutional Leadership in Monitoring and Evaluation

The study found out that the organization's policy supports Monitoring and Evaluation and that senior leadership in the organization supported the role played by M& E. Khan (2003) revealed that leaders should be actively involved in M& E processes as part of their responsibilities. The management's involvement helps boost the credibility of the processes through evaluation and ensuring the acceptance of the results by all stakeholders. Unfortunately, from the organization's findings, leaders in the organization did not take an active role in designing the M & E processes, and they did not communicate M & E results. The majority of the respondents also indicated that M& E was allocated insufficient financial resources, which affected the processes. World Bank (2011) notes that an organization's management commitment to implementing the monitoring and evaluation process should be paramount. They ensure a suitable allocation of funds to the Monitoring and Evaluation process. Without the goodwill and support of the institutional leadership, this can adversely affect the effectiveness of Monitoring and Evaluation processes resulting in inaccurate findings.

5.4 Conclusion

5.4.1 Stakeholder's participation in Monitoring and Evaluation

The study concluded that stakeholder participation is vital in Monitoring and Evaluation processes. However, the study further states that most stakeholders were limited to lower participation and decision-making levels. However, the study encourages the involvement of stakeholders in key areas and high-level activities as this will help enhance the effectiveness of M& E processes.

5.4.2 Funding for Monitoring and Evaluation

The second objective explored the impact of funding on Monitoring and Evaluation. It was evident that funding is crucial in all M& E processes and directly influences the project's success. There is a positive relationship between the availability of funds and the effectiveness of M & E process. The organization separately allocates funds for the Monitoring and Evaluation processes, but the funds are insufficient for the various projects with between 5 and 10 percent. Organizations should consider allocating more funds to M& E activities. Tecla, Egesah & Ngweyo (2017) argued that adequate funding should be devoted to M& E processes. Insufficient

financing can hinder the successful implementation of M&E processes, which may ultimately result in project failures.

5.4.3 Skilled expertise in Monitoring and Evaluation

The capacity of skilled human resources plays a crucial role in the organization's ability to meet its human resource capacity. Monitoring and Evaluation professionals play a vital role in M& E processes due to their skills and knowledge. Project managers, monitoring, and evaluation professionals should undergo proper training through seminars and workshops. These skills are vital, and they directly influence certain dynamics in the organization, such as the success of projects, implementation of technology, and M& E processes. Expertise plays a huge role in project implementation of projects by providing critical information to track and achieve set deliverables.

5.4.4 Institutional Leadership in Monitoring and Evaluation

Finally, the study revealed that the top leadership's commitment determines the effectiveness of the Monitoring and Evaluation processes. As evident from the study, the main challenge was the leaders' failure to effectively communicate M& E results and the failure to engage in the processes. The majority of the respondents also disagreed that management ensured sufficient resources are allocated to M & E, which is against the World Bank's recommendations (2011). The organization leadership is the mainstay of the organization, and it determines the M& E system. The leadership ensures proper coordination for the various processes ensuring they are effectively integrated into the project. Organizational leadership also determines the effectiveness of M& E processes, implementation, and training of multiple professionals to effectively undertake their M& E duties. Shapiro (2011) maintained that organizational leaders should take a superior role in M& E processes to increase their understanding and project performance.

5.5 Recommendations

The following recommendations are made based on the study conducted:

- i. Project implementers should find unique ways to involve all stakeholders in all the project stages, despite their educational background, to ensure an effective monitoring and evaluation process.
- ii. During the project's planning stage, stakeholders should consider a separate budget for the monitoring and evaluation process, independent from the main project budget.
- iii. Project implementers should ensure internal training on the Monitoring and Evaluation process is conducted regularly; this will ensure everyone is up to par with the Monitoring and Evaluation process despite their academic backgrounds.
- iv. Despite leadership in monitoring and evaluation taking a top-bottom approach, the study recommends that all individuals should be accountable in the monitoring and evaluation process to ensure successful project results

5.6 Suggestions for Further Studies

The subsequent suggestions are propounded for future research based on the findings of this study:

- i. How the monitoring and evaluation process can ensure the sustainability of HIV/AIDS projects
- ii. Donor influence on the monitoring and evaluation process of HIV/AIDS projects
- iii. How efficiency of the monitoring and evaluation process can be enhanced in HIV/AIDS projects

REFERENCES

- Beer, H., Gelderblom, H. & Schellekens, O. (2012) Journal of the International Aids Society University students and HIV in Namibia: an HIV prevalence survey and a knowledge and attitude survey.
- Bickman, D. P. (2007) Critical success factors across the project life cycle. *Project Management Journal*, 19(3), 67–75.
- Blackstock, K. L., Kelly, G. J. & Horsey, B. L. (2007). Developing and applying a framework to evaluate participatory research for sustainability. *Ecological Economics*, 60(4), 726- 742.
- Burt, P. (2012). Linking Monitoring and Evaluation to Impact Evaluation. *InterAction*
- Chaplowe, S. G. (2008). Monitoring and Evaluation Planning: Guiding Tools. USA: Catholic Relief Services and American Red Cross.
- Davies, R. (2004). Scale complexity and the representation of theories of change. London: SAGE publications.
- Davies, P. Newcomer, K. & Soydan, H. (2006) Government as structural context for evaluation. The SAGE Handbook Evaluation. London. Sage Publishers
- Dyason, J. R. (2010). The eye diagram: A new perspective on the project life cycle. *Journal of Education for Business*, 80(1), 10 – 16.
- Dyason, B. (2010). Action Plan: Monitoring and Evaluation Reporting and Research. Pretoria: Department of Basic Education and MIET Africa.
- Engela, R., & Ajam, T. (2010). Implementing a government-wide monitoring and evaluation system in South Africa. World Bank.
- Freeman, R.E. (2004). Strategic Management: A stakeholder approach. Boston: Pitman
- Government of Republic of Kenya, (2007). Kenya Vision 2030, the Popular Version, Ministry of Planning and National Development.

- Gyorkos, T. W. (2003). Monitoring and Evaluation of Large Scale Helminth Control Programmes. *Acta tropica Report*, 86(2), 275-282.
- Katia, R., Gladys, L. & Helena, H. (2010), Challenges in monitoring and evaluation: An opportunity to institutionalize M & E Systems.
- Goyder, N. M. (2009). *Manual for Monitoring and Evaluation Education Partnerships*. Paris: International Institute for Educational Planning.
- GTZ (1999), *HIV/AIDS Surveillance in Developing Countries*
- Hacking, T. (2006). Sustainable development objectives in impact assessment: Why are they Needed, and Where Do they Come From? *Environ Assess Policy Management*, 8(3):341–371.
- Hulme, D. (2000). Impact Assessment Methodologies for Microfinance: Theory, Experience and Better Practice, *World Development* 28(1).
- Hunter, J. (2009). *Monitoring and evaluation: are we making a difference?* Namibia Institute for Democracy John Meinert Printing, Windhoek, Namibia,
- IFAD (2002). *Local Initiative Support Project Evaluation Report*. Rome: Office of the Evaluation Studies.
- Institute, P. M. (2019). *A Guide to the Project Management Body of Knowledge (PMBOK(R) Guide-Sixth Edition / Agile Practice Guide Bundle*. Project Management Institute.
- Jean, E., Diana, P., & Avan, W. (2011). *Making Connections. Using a Theory of Change to Develop Planning and Evaluation*. London: Charities Evaluation Services
- Jugdev, K & Muller, R. (2005). A Retrospective Look at our Evolving Understanding of Project Success. *A Project Management Journal*.
- Khan, K. (2003). *Strengthening of monitoring and evaluation systems*. Islamabad.
- Kusters, C., Vugt, S. V., Wigboldus, S., and Woodhill, B. W. (2011). *Making Evaluations Matter: A Practical Guide for Evaluators*. Wageningen, Netherlands: Centre for Development Innovation.
- Magondu, A. (2013). *Factors influencing implementation of Monitoring and Evaluation in HIV Research Projects*.
- Mertens, D. M., & Amy, W. (2012). *Program Evaluation Theory and Practice: A Comprehensive Guide*. Guilford Press.

- Mugenda, O. M & Mugenda, A.G. (2003). Research Method: Qualitative and Quantitative Approaches. Acts Press, (1999).
- Mugenda, O. M & Mugenda, A.G. (2003). Research Method: Qualitative and Quantitative Approaches. Nairobi Centre for technology studies.
- Mwaniki, A. (2015). Influence of Donor Funding on Implementation of HIV/AIDS Projects by Local NGOs in Mukuru Slums, Nairobi county Kenya.
- NACC. (2005, July). National HIV/AIDS Monitoring and Evaluation Framework. KENYA.
- NACC. (2018). National HIV/AIDS Monitoring and Evaluation Framework. KENYA.
- Nash, D., Elul, B., Rabkin, M., Tun, M., Saito, S., Becker, M., et al. (2009). Strategies for More Effective Monitoring and Evaluation Processing HIV Programmatic Scale-Up in Resource-Limited Settings: Implications for Health Process Strengthening. *Journal of Acquired Immune Deficiency Syndromes*: 58-62.
- Njama, A. (2015). Determinants of Effectiveness of a Monitoring and Evaluation System for Projects.
- NGO Report, (2009). Challenges and key success factors to integrating learning and change in
- Njoki, M. (2008). Determinants of Effective Monitoring and Evaluation System of Public Health
- Nokes, S. (2007). The definitive guide to project management. London: Financial Times/Prentice Hall.
- Nyaga, E. (2018). Factors influencing implementation of HIV/AIDS projects managed by NGOs on Kenya; a case of doctors without borders Embu county.
- Nyonje, R. O., Ndunge, K. D., & Mulwa, A. S. (2012). Monitoring and Evaluation of Projects and Programs - A Handbook for Students and Practitioners. Nairobi, Kenya: Aura Publishers.
- Nyonje, R. O., Kyalo, D. N., & Mulwa, A. S. (2015). Monitoring and Evaluation of projects and
- NYSPA, (2009). National Youth Situation Analysis Report. Ministry of Youth Affairs.
- Odongo, P. (2013) Determinants of Implementation of HIV/AIDS-Related Programmes Targeting Secondary School Students in Kisumu East District, Kenya
- Onyango, C. (2017). Assessing the Effectiveness of Monitoring and Evaluation System in the Implementation of County Government Projects.

- Ofori, D. (2013). Project Management Practices and Critical Success Factors—A Developing Country Perspective. *International Journal of Business and Management*, 8(21).
- Patton, M. (2008). *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*. New York, NY: The Guilford Press, 2008.
- Peersman, G., Rugg, D., Erkkola, T., and Eva Kiwango and Ju Yang, M. (2009). Are the Investments in National HIV Monitoring and Evaluation Process Paying Off? *J Acquir Immune Defic Syndr*.
- Pilcher, R (2012). *Principles of Construction Management (3rd Edition)*. McGraw-Hill Books Company, Berkshire, England.
- PMBOK (2001). *A guide to the Project Management Body of Knowledge*. Project Management Sage Publications.
- Republic of Kenya, (2008). *Kenya Vision 2030*, Nairobi: Government Printers.
- Roeder, T. (2013). *Managing Project Stakeholders: Building a Foundation to Achieve Project Goals*. John Wiley & Sons.
- Sethi, R., & Philippines, R. (2012). The influence of Project Managers on Project Success Criteria and Project Success by Type of Project. *European Management Journal*, 25(4), 298-309.
- Shapiro, R. (2011). Project management: cost, time and quality, two best guesses and a phenomenon, it's time to accept other success criteria. *International Journal of Project Management*, 17(6), 337 – 342.
- Shapiro, J. (2011). *Monitoring and Evaluation Approaches*. Johannesburg. S.A.: CIVICUS.
- Streiner, D., and Norman, G. (1996). *PDQ Epidemiology*. St.Louise: Mosbey.
- Tecla , B., Egesah, O., & Ngweyo, J. (2017). Importance of Monitoring and Evaluation in the Sustainability of Constituency Development Fund (CDF) Projects in Kenya. *International Journal of Management and Social Sciences*, 7(1), 45-51.
- Turner, S., Moloney S., Glover A., Fünfgeld H. (2014). *A Review of the Monitoring and Evaluation literature for Climate Change Adaptation*. Centre for Urban Research at RMIT University.
- UNAIDS (2000). *A Guide to Monitoring and Evaluation*. Geneva: Joint United Nations

UNAIDS (2006). Organizations Working in Kenya to Address HIV and AIDS in Women.

UNAIDS (2018). Fact Sheet on HIV/AIDS in Kenya.

UNDP. (2002). A Handbook on Monitoring and Evaluation for Results. New York, USA: Evaluation Office 2002.

World Bank, (2000). Key Performance Indicator Handbook. Washington, D.C.

World Bank, (2002) The Role and Effectiveness of Development Assistance. Washington D.C.

World Bank, (2004) Monitoring and Evaluation: Some Tools, Methods, and Approaches

World Bank, (2011). Monitoring & Evaluation Capacity Development. The world Bank, Group.

APPENDICES

Appendix 1: Letter of Transmittal

Nicholas Obudho Simon,

Box 55583-00200,

Nairobi, Kenya.

C/O University of Nairobi

Dear Respondent,

RE: REQUEST TO COLLECT INFORMATION FROM YOUR ORGANIZATION

I am a student at the University of Nairobi, School for Open Distance Learning (SODL), currently undertaking Master of Arts in Project Planning and Management. I am researching the influence of Monitoring and Evaluation process on the implementation of HIV & AIDS projects in Kenya: a case of DREAMS project in Kisumu County, as partial fulfillment for a degree in M.A (PPM).

This letter aims to humbly request your permission and cooperation regarding filling the questionnaire and answering interview questions for the research study. The information obtained will only be used for academic purposes and will be treated with the utmost confidentiality. Your identity will also remain anonymous.

Thank you in advance.

Yours Sincerely,

Nicholas Obudho Simon

Appendix 2: Questionnaire for Staff

This questionnaire aims to obtain information regarding the influence of Monitoring and Evaluation process on the implementation of HIV/AIDS projects in Kisumu County.

You are kindly requested to answer the questions as truthfully as possible; it should be noted there are no wrong answers.

Please tick in the box.

THANK YOU.

SECTION A: GENERAL INFORMATION

Gender: Male () Female ()

What is your age bracket?

20- 30 ()

30-40 ()

40-50 ()

50- Above ()

What is your highest level of education?

Primary () Secondary () Diploma () Undergraduate () Masters ()

Doctorate () Post-Doctoral ()

How long have you worked with one of the organizations implementing DREAMS project?

Less than 1 year ()

4-6 years ()

2- 4 years ()

6 years & above ()

SECTION B: Influence of Monitoring and Evaluation process on implementation of HIV/AIDS projects

Stakeholders Participation

Are all stakeholders involved in the Monitoring and Evaluation process?

Yes () No () Not sure ()

By marking on the space provided below, indicate to what extent you agree or disagree with the level of stakeholder’s participation in the Monitoring and Evaluation process.

KEY

S.A – Strongly Agree A- Agree N.S – Not Sure D- Disagree S.D – Strongly Disagree

Statements	S. A	A	N. S	D	S. D
Stakeholders are sufficiently involved in the planning & designing of M and E process					
Feedback from stakeholders is sought during M and E processes					
Stakeholders are involved in M and E decision making					
Stakeholders participate in preparation of M and E timetable					
M and E results are communicated to stakeholders					

Funding

Is there funding for Monitoring and Evaluation in the implementation of DREAMS project?

Yes () No () Not certain ()

What percentage of the project budget is allocated to Monitoring and Evaluation of the project?

Less than 5% () 5% () 10% () 15% ()

20% () 25% () Above 25% ()

Are the Monitoring and Evaluation funds allocated for the project enough?

Yes () No () Not Sure ()

Please indicate to what degree you agree or disagree with the following statements below.

KEY

S.A – Strongly Agree A- Agree N.S – Not Sure D- Disagree S.D – Strongly Disagree

Statements	S.A	A	N.S	D	S.D
Monitoring and Evaluation should have a separate budget					
Funds for Monitoring and Evaluation are disbursed timely and regularly					
Funds for Monitoring and Evaluation are strictly for M&E and are not channelled elsewhere					
More funds should be allocated to Monitoring and Evaluation					

Skilled Expertise

Are you an expert in Monitoring and Evaluation?

Yes () No () Not Sure ()

Have you undergone any Monitoring and Evaluation training or workshop?

Yes () No () Not Sure ()

By marking on the space provided below, indicate to what extent you agree or disagree with the statements below.

KEY

S.A – Strongly Agree A- Agree N.S – Not Sure D- Disagree S.D – Strongly Disagree

Statements	S. A	A	N. S	D	S. D
Monitoring and Evaluation expertise plays a huge role in project implementation					
Monitoring and Evaluation skills help in providing appropriate advice in the project implementation					
Having M&E expertise is critical for the project success					

Institutional Leadership

By marking on the space provided below, indicate to what extent you agree or disagree with the statements below.

KEY

S.A – Strongly Agree A- Agree N.S – Not Sure D- Disagree S.D – Strongly Disagree

Statements	S. A	A	N. S	D	S. D
The institution leaders always communicate M&E results					
The organizations leadership supports M&E					
Management takes an active role in the designing of the M&E systems					
Management ensures sufficient resource allocation for M&E processes					
The organizations policies support M&E practices					
Decision making in regards to M&E takes a top-bottom approach					

Appendix 3: Interview Guide for Project Managers

Project Managers

1. What stages are stakeholders involved in the project?
2. Is there funding for M&E activities?
3. What is its percentage from the overall budget and is it adequate?
4. Does your organization facilitate training for M&E for employees? How often?
5. Is feedback on work carried out by employees given to all employees regarding the project or just a select few?
6. How is the leadership of your institution organized regarding M&E?
7. What recommendations do you personally feel could help the performance of monitoring and evaluation processes / systems?

Appendix 4: University of Nairobi Research Permission Letter



UNIVERSITY OF NAIROBI
OPEN, DISTANCE AND e-LEARNING CAMPUS
SCHOOL OF OPEN AND DISTANCE LEARNING
DEPARTMENT OF OPEN LEARNING
NAIROBI LEARNING CENTRE

Your Ref:

Our Ref:

Telephone: 318262 Ext. 120

REF: UON/OD&E/NLC/31/2019

Main Campus
Gardhi Wing, Ground Floor
P.O. Box 30197
NAIROBI

22nd October, 2019


TO WHOM IT MAY CONCERN

RE: NICHOLAS OBUDHO SIMON - REG. NO. L50/0922/2018

The above named is a student at the University of Nairobi, Open Distance and e-Learning Campus, School of Open and Distance Learning, Department of Open Learning pursuing a Masters course in Project Planning and Management.

She is proceeding for research entitled *"Influence of Monitoring and Evaluation Process on Implementation of HIV & AIDS Projects in Kenya: A Case of Dreams Project in Nairobi County."*

Any assistance accorded to her will be appreciated.



CAREEN AWILLY
CENTRE ORGANIZER
NAIROBI LEARNING CENTRE

**CENTRE FOR THE
STUDY OF
ADOLESCENCE**
31 Oct 2019
P. O. Box 19329 - 00202
Nairobi, Kenya

Appendix 5: NACOSTI Permit

Ref No: **705805**

RESEARCH LICENSE




This is to Certify that Mr.. NICHOLAS OBUDHO of University of Nairobi, has been licensed to conduct research in Nairobi on the topic: INFLUENCE OF MONITORING AND EVALUATION PROCESS ON IMPLEMENTATION OF HIV AND AIDS PROJECTS: A CASE OF DREAMS PROJECT IN NAIROBI COUNTY for the period ending : 05/November/2020.

License No: **NACOSTI/P/19/2461**

705805
Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.