UNIVERSITY OF NAIROBI

DEPARTMENT OF ECONOMICS, POPULATION AND DEVELOPMENT STUDIES

ASSESSMENT OF THE FUNCTIONALITY OF THE MONITORING AND EVALUATION SYSTEM OF THE KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

BY

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DECLARATION

I avow the study to be my original work and yet to be offered for a degree in any academic Institution.

Signature: _____ Date: _____

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This academic study was given for consideration after our consent as supervisors of the Institution.

Signature: _____Date: _____Supervisor: Mr. Ben Jarabi

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DEDICATION

The study is devoted to my parents for being a great pillar and support throughout my

educational journey.

ACKNOWLEDGEMENT

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LIST OF ACRONYMS AND ABBREVIATIONS

FHI 360	Family Health International
HIV	Human Immunodeficiency Virus
INGOs	International Non-Governmental Organizations
KICD	Kenya Institute of Curriculum Development
M&E	Monitoring and Evaluation
MTP	Medium Term Plan
NGO	Non-Governmental Organization
TOR	Terms of Reference
SDG	Sustainable Development Goal
SWAPs	Sector Wider Approaches
TWG	Technical Working Group
WHO	World Health Organization

ABSTARCT

Functionality of a monitoring and evaluation system being one of the most important facets of a programme to deliver on its objectives, the study thus sought to assess the functionality of KICD's monitoring and evaluation system against monitoring and evaluation established standards. The study employed a descriptive case study design and used purposive and random sampling approach. The target population of the study was: the management and staff members of KICD's curriculum development and research services directorate; administration and planning directorate; and the Ministry of Education's quality assurance and standards directorate, who interact with M&E work at KICD. The study sample size was 112 staff members. Results from the study established that KICD had a fairly good monitoring and evaluation system with an overall score of 77 percent. This was affirmed by most of the system components scoring 65 percent and above. Nonetheless, a number of components of the system need improvement and strengthening thus; human capacity, organizational structure, and monitoring and evaluation partnerships which scored 65 percent, 69 percent and 70 percent respectively. The study recommends improvement in components which scored below 75 percent. Thus, in the organizational structure with monitoring and evaluation, and human capacity for monitoring and evaluation, the study recommends the Institute to; enhance its human capacity, assess their skills regularly and incorporate gaps of monitoring and evaluation related skills required by staff in the organization's human capacity building plan. In the monitoring and evaluation partnerships component, the study recommends improved incorporation of more partners into the technical working group to represent the broader interest of stakeholders in education, and equally make decisions via consensus building.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Globalization has created increasing pressures on organizations and governments across the universe to be extra responsive to demands of stakeholders - i.e. government units, parliaments, private sector, citizens, civil society, non-governmental organizations, donors and international organizations. These stakeholders demand effectiveness, accountability, transparency, good governance, delivery of palpable results and greater development (Kusek & Rist, 2004). In the view of the World Bank (2004), monitoring and evaluation of development activities offers government officials, civil society and development managers with superior ways of learning from previous knowledge, planning and earmarking resources, improving service delivery and showing results as measure of accountability to stakeholders.

The Organization for Economic Corporation and Development (2002) describes monitoring as systematic and continuous collection of data to assess headway concerning realization of objectives, outcomes and impacts, while evaluation as a consistent and impartial assessment of continuing or concluded project, programme or policy's design, execution and outcomes, with the intention of determining relevance, attainment of objectives, efficiency, effectiveness, impact and sustainability.

The development of evaluation is believed to have arisen out of growth in educational programme evaluation in public schools and universities. There have been seven phases in the development of programme evaluation beginning in 1792 with the first recognized official use of evaluation that used the quantitative mark to assess students' performance (Stufflebeam et al., 2000). The codification of evaluation happened in phases in reaction

to growing demands for accountability, homogeneity and replicability in the modernizing industrial world, mostly because of the US government vis-à-vis US military expenditure exploring history and challenge of monitoring and evaluation in the international non-governmental organizations (Hogan, 2007).

According to IPDET (2007), a supplementary drive for programme assessment in education came by the way of 1965 Elementary and Secondary Education Act (ESEA), which required governments to evaluate student performance and teacher quality standards and gave resources (first US government budgetary set-aside for evaluation) to carry out activities thus institutionalizing evaluation. The congressional acts and associated funds delivered the greatly required shot in the arm for the arena of programme evaluation.

An effective monitoring and evaluation system may aid governments, development partners, donors and those who are passionate about education, its quality, coverage since such system collects and disseminates vigorous data as evidence and make available a reliable base for implementation of perfections to quality and education to reach everyone. This base should be obtainable to interested parties thus, it would be useful to include all interested parties in the process of monitoring and evaluation so that its ownership can be enhanced among the stakeholders (UNESCO, 2016).

In addition, there is slow adaptation of M&E culture in the public sector (Hardlife & Gideon, 2013). Studies generally attribute the slow adaptation to neglect of the management function including weak or lack of monitoring and evaluation systems in place (Kusek & Rist, 2004). Institutionalization of monitoring and evaluation systems is

crucial for realization of evidence-based policy making, accountability, budget decisions and management. Creation of sustainable and well-functioning monitoring and evaluation function within government assists in the use of evidence-based information to support in resource allocation and improve delivery of government services (Mackay, 2007).

Further, the Global Fund (2018) states that system assessments strengthening of a monitoring and evaluation system begins with an assessment of the existing system, which ideally should be done every two to three years. System assessment is crucial in; establishing the status of implementation of national monitoring and evaluation plan, identifying any weaknesses in the monitoring and evaluation system, building on and strengthening existing monitoring and evaluation efforts.

1.1.1 The M&E system at KICD

The Kenya Institute for Curriculum Development is a body corporate established as a state corporation under the Ministry of Education, Science and Technology through Kenya Institute of Curriculum Development Act No. 4 of 2013. Its mandate includes developing research-based curricula and materials for curriculum support for basic and tertiary education and training below university level (KICD, 2015). KICD's monitoring and evaluation system is headed by the monitoring and evaluation committee composed of senior staff with the appropriate linkages to ensure relevant follow-ups and control systems. The KICD's M&E unit falls under research, monitoring and evaluation department with the head of the department reporting to the Deputy Director in charge of curriculum development and research services. The Deputy Director, in turn, reports to the Senior Deputy Director in charge of curriculum development and research services who reports to the Institute's Chief Executive Officer and Director.

The Institute's stakeholders include; staff, Schools, Colleges, Universities, Ministry of Education, Teachers Service Commission and development partners (KICD, 2015). Monitoring, evaluation and reporting is a central feature of the KICD's management. It is important in ensuring that targets are achieved within the allocated time; thus, the Institute monitors and evaluates its inputs, activities, outputs and outcomes to certify that the objectives are attained. Monitoring of Institute's operations constitutes systematic tracking of activities to assess progress. This entails routine data collection and analysis of the progress. To aid this process, each functional unit has annual work plan with performance indicators, targets, outputs and budgets. Progress is analyzed and measured against targets and schedules in the work plan. Regular reporting is done at all levels for follow-up on recommendations and record keeping of the progress. This is done through the planning section which coordinates monitoring, evaluation and reporting activities while respective departments ensure that strategies are implemented, performance measured, progress reports presented for discussion, and corrective actions undertaken.

UNAIDS (2008) asserts that M&E systems provides programme with fundamental management tools since they give funders, decision makers, teams of programme management and other stakeholders with opportunity to collect and analyze information on interventions and make decisions which can ultimately yield better results.

The KICD M&E system has a comprehensive work plan with performance indicators and responsibilities to support their achievement. The system has key indicators which inform management decision making. Data collection templates and procedures have been put in place to measure performance. Reports generated describe actions

undertaken by respective departments in delivering specific strategies of the plan and include; costs, benefits, challenges, achievements, emerging issues, and recommendations (KICD, 2015). Since the development of the KICD monitoring and evaluation system, good headway has been made in its institutionalization and ability to support research-based curriculum function of the Institute. Data and feedback are collected from the Institute's departments, Ministry of Education, schools and colleges to support analysis and evaluation of its performance according to the KICD strategic plan 2015-2020. Some of the cited shortcomings of the system include; inadequate staff coupled with poor M&E culture, weak advocacy and communication, lack of data dissemination and use by relevant stakeholders (KICD, 2015). This study, therefore, undertook a comprehensive assessment of the KICD M&E system while identifying its strengths and flaws.

1.2 Problem Statement

According to the KICD's strategic plan (2015-2020), a weak monitoring and evaluation system was highlighted as one of the weaknesses of the organization. Other issues included: advocacy and communication, enhancing programme planning, and inadequate use of data. Additionally, poor mechanism and inadequate tools for continuous monitoring of curriculum delivery and failure to monitor and evaluate the Institute's policies due to a weak monitoring and evaluation system were highlighted (KICD, 2015).

Moreover, the situational analysis from the strategic plan identified the need for improved monitoring and evaluation in the implementation of KICD programmes; need to develop programme based budgeting, scaling–up partnerships, involvement of non-governmental organizations, civil society organizations and private sector (KICD, 2015).

Even though KICD has made good progress in institutionalizing M&E functions, its functionality has not been evaluated given that there are no reports or documentations indicating whether the system has been assessed. From the existing literature and documents reviewed, the KICD M&E system has never been assessed and, therefore, its functionality cannot be graded. This raises the interest to assess if the system is functional. This study thus, sought to fill the gap through conducting a comprehensive assessment of KICD's monitoring and evaluation system so as to establish the extent to which the system adheres to the expected standards.

1.3 Research Questions

The guiding questions for the study were:

i   Do the structures for people, planning and partnerships for the KICD M&E system meet the established standards?

ii   Do the KICD M&E system data management structures meet the established standards?

iii   To what extent is the M&E information used in decision making at KICD?

1.4 Objectives of the Study

The main objective of this study was to assess the functionality of the monitoring and evaluation system of the Kenya Institute of Curriculum Development (KICD).

The specific objectives were;

i.   To establish if structures for people, partnership and planning for the KICD M&E system meet the expected standards.

ii.   To determine if the data management structures for the KICD M&E system meet the expected standards.

iii.   To establish the extent of M&E data use in informing decision making at KICD.

1.5 Justification of the Study

Due to the importance of education in a country's development coupled with growth in anxiety among stakeholders in relation to the change and implementation of the Kenyan basic education curriculum from 8.4.4 to competency based system in the year 2019, there has been concerns about its smooth implementation. The assessment was therefore meant to help in identifying challenges experienced by the KICD monitoring and evaluation system and recommend solutions for its possible improvement, and equally reveal detailed information as to whether the system conforms to the monitoring and evaluation system standards and practices.

Results of the assessment of the KICD's monitoring and evaluation system, being the first one for the organization, will offer a baseline against which future improvements will be benchmarked. Further to that, according to the education and training is one of the eight key social sectors in the Kenya Vision 2030, with the aim of transforming Kenya into a newly industrializing, middle-income country offering a high quality of life to all its nationals in a clean and secure environment by the year 2030 (Republic of Kenya, 2007). Assessing the KICD's M&E system helped in providing recommendations on improving on weaknesses of the system thus contributing to the achievement of Kenya's Vision 2030 dream.

Additionally, results of the study will also help in promoting a rigorous M&E system for KICD which, in turn, will ensure the curriculum and related support materials remain relevant to the needs of the nation and also globally competitive. The study findings will

equally supplement the existing body of knowledge while recommendations will be useful in strengthening the KICD's monitoring and evaluation system and other similar monitoring and evaluation systems being used by different organizations.

1.6 Scope and Limitations of the Study

The study assessed the functionality of the KICD M&E system at the head office located in Nairobi, Kenya. The study covered the KICD headquarters in Nairobi with current staff of 360 members. Data was collected from KICD and Ministry of Education staff.

The study was limited to the assessment of the KICD monitoring and evaluation system and not performance of all systems of the Institute. Due to resource constraints, the study was not able to collect data from all KICD stakeholders except from the Ministry of Education.

Finally, the assessment adopted the 12 components M&E systems strengthening tool as the guiding framework, which does not give how to score on the status of the components assessed.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review and covers; Monitoring and Evaluation System, Importance of a Monitoring and Evaluation System, Evolution of conceptualization of Monitoring and Evaluation System, Empirical Evidence of Assessment of Monitoring and Evaluation Systems, Assessment tools for Monitoring and Evaluation, conceptualization of the study, and finally, operationalization of the study.

2.2 Monitoring and Evaluation System

According to FHI 360 (2013), monitoring and evaluation systems are simply defined as systems with the aim of guiding the process of collection, analysis, and use of data with the intention to measure and document successes and also continually inform programme planning and policy decisions. FHI 360 (2013) continues to define monitoring and evaluation system as a guiding process of collecting, analyzing, using data purposively for measuring and documenting achievements and steadily generating information for programme planning and policy decisions. FHI 360 equally acknowledges the significance and anticipated outcome of monitoring and evaluation systems in generating quality data, making sure required human, infrastructure, equipment, financial resources, supplies, and capacity of core system are set up to help the production, analysis, and use of data (FHI 360, 2013).

Many organizations officially or otherwise nurture and use their information system for monitoring and evaluation functions. Tasks are centered on planning and treated as distinct duties. Monitoring of activities keeps track of development of an intervention

within a programme while evaluation focuses more on assessment of an intervention as agreed in the evaluation criteria.

Monitoring and evaluation systems are generally intended to emphasize on processing monitoring data and evaluation reports. Such systems should track provable data and transform it to important information. Accessibility and transparency of data are important for a system to assist in dissemination, exchange of experiences and lessons learnt to help decision makers in translating them into corrective actions. A monitoring and evaluation system is a collection of people, technology, procedures and data which effectively interact and make available information which is timely for authorized decision-makers (MDF, 2011).

2.3 Importance of a Monitoring and Evaluation System

Evaluation ought to assist decision makers know what is expected to occur, occurring or has occurred due to intervention and find means to attain more anticipated benefits. M&E helps in identifying, correcting errors and building on achievements of the best practice, in this manner contributing to "continued enhancements in the design and management of programmes" (Atkinson & Wellman, 2003; Annecke, 2008).

In the view of UNICEF (2003), the two main goals of monitoring and evaluation are to draw teachings for stakeholders' learning, and hold organizations accountable. The two goals, in many occasions, draw opposing perceptions about the role of M&E in an organization. Thus, discussion and involvement are needed for consensus building, but autonomous external evaluation is the best alternative for accountability. UNICEF

concludes that it is important for an organization to set a monitoring and evaluation system since it assists in understanding of an organization's M&E efforts.

According to Morra & Rist (2009), a monitoring and evaluation system is a reliable source of information concerning organizational performance, thus generating evidence that decision makers can use to ascertain if results were realized or not. This, eventually, can boost reliability and increase public trust and faith in the institution, thereby, promoting the impression of transparency and accountability which, in turn, strengthen governance and establishes a performance culture in governments.

The goal of monitoring and evaluation is to offer government officials, civil society and mangers with better ways of improving service delivery, learning from previous experience, demonstrating results, planning and allocation of resources as part of accountability (World Bank, 2004).

2.4 Evolution of the Conceptualization of Monitoring and Evaluation System

Monitoring and evaluation systems have changed over the years as an essential tool of management. Genesis of monitoring and evaluation systems could be traced to 3000 BC when Egyptians used monitoring methods to trail government's outputs in grain and livestock production (Kusek & Rist, 2004). In the 1970s, M&E was project-based and focus was on inputs and outputs with less emphasize on results. In the 1980s, there was a shift of emphasis to Sector Wide Approaches (SWAPs), where focus was on monitoring and evaluation from the project level to the sectorial level. In the 1990s, there was a shift of focus to poverty reduction strategies (PRSs), result based management (RBM) increased in popularity with a shift of focus from monitoring inputs and outputs to measurement of "results" (World Bank, 2009).

In the 2000s, Millennium Development Goals (MDGs) further embraced the idea of monitoring and evaluation systems. The MDG indicators were transformed to a set of targets that could measure progress. Recently, much emphasis has been about results based approach (Zhou & Hardlife, 2013). Monitoring and evaluation systems, thus, can be seen to draw roots from results-based management methods. Kusek & Rist (2004) note that RBM uses both the traditional approaches to M&E, at the same time allowing measurements of results. The focus on results has grown in popularity among several organizations around the world (Kusek & Göergens, 2009).

2.5 Empirical Evidence of Assessment of Monitoring and Evaluation Systems

A national HIV monitoring and evaluation assessment is an investigative exercise that is aimed at identifying strengths and flaws of the system and recommend actions to uphold on strong points and improve on flaws (WHO, 2009). Previous studies undertaken on assessment of monitoring and evaluation systems used various frameworks and tools. From literature review on assessments of monitoring and evaluation systems, the study established that three of the assessments adopted UNAIDS (2009) framework with one adopting FHI 360 (2013) framework.

Ogungbemi et al. (2012) conducted an HIV monitoring and evaluation system assessment of Nigeria's National AIDS Control Authority (NACA) to assess the system's capacities of providing necessary data for monitoring HIV/AIDS. This assessment used the assessment tool provided by UNAIDS (2009). The assessment exercise found out that coordinating agencies at national level had organizational structures that helps in performing monitoring and evaluation mandates and roles, but then the structures were missing at sub-national, facility and civil society levels. It equally found that there was

need of employing skilled personnel in the organization structure to help in operating the system. The assessment, moreover, revealed the need for developing stronger supportive supervision, technical assistance, feedback loops in monitoring and evaluation at the sub-national and sector levels, and equally at private sector and network organizations. Further, findings revealed the need for concerted efforts in improving capacity building in an all-inclusive way that would focus on institutions and individual systems.

Lowrance et al. (2007) conducted an assessment of a national M&E system for rapid expansion of antiretroviral treatment in Malawi. The assessment followed guidelines of evaluating public health surveillance systems (CDC, 2001) and interim patient monitoring guidelines for HIV Care and ART (WHO, 2006). Some of the strengths observed from the assessment included; data collection tools and procedures were basic (i.e. requiring minimum clinical and programme information); data collection tools were easy to amend in order to incorporate new features; quality of data was high and improving gradually with the sites' experience; completeness in antiretroviral therapy registers and patient master cards which were up to date and accurate. However, some weaknesses were noted which included; registers which were not updated; improper clinical staging and identification of HIV related ailments; lack of data aggregation; absence of drug toxicity reporting; lack of pill count information and missing occupation status.

Chisinau (2011) assessed the HIV M&E system in Moldova following participatory self-assessment workshop that took place in Moldova, which brought together national participants from different levels of the Moldovan monitoring and evaluation system to apply the 12 components of the monitoring and evaluation system strengthening tool to

assess the overall performance of national HIV monitoring and evaluation system. Results from the assessment indicated that the national monitoring and evaluation system had challenges that made the system not to function to the expected standards. Some of the challenges noted in the system include; insufficient human resources, lack of motivation for M&E focal points, missing database of trainers in M&E, lack of capacity building plan, funding of the M&E plan depended on external funding, some indicators missed on operational definitions, under developed systems for reporting information and inadequate participation in development of the monitoring and evaluation plan.

Mbondo et al. (2013) conducted a rapid needs assessment for organizational HIV monitoring and evaluation capacity in Kenya. The assessment used the assessment tool provided by UNAIDS (2009) but modified the tool to assess only the components which were relevant to the project. Rapid needs assessment findings revealed that there were great developments at various sub-systems and at the national level that contribute to the overall HIV strategic information. The assessment, however, noted some gaps and challenges which included; parallel reporting systems, lack of monitoring and evaluation guidelines and feedback to sub-national levels, use of data and overall data management at sub-national levels were deemed to be poor. Recommendations were made to develop national monitoring and evaluation guidelines and a comprehensive training curriculum. Also, to guarantee success, further capacity building of sub-national levels was found necessary. Finally, feedback channels for sub-national staff were suggested to be established and assessment maintained.

Njoka (2015) conducted an assessment of the monitoring and evaluation system of Family Health Options Kenya. The overall performance of the FHOK M&E system was

62 percent which was an aggregated score from all the 8 components as recommended by FHI 360 (2013). The key gaps that were identified included poor documentation of M&E products, and inadequate evaluation and research capacity.

2.6 Assessment Tools for Monitoring and Evaluation

According to WHO (2009), the assessment of a monitoring and evaluation system is an important exercise that aims to identify strong points and weaknesses of the system, recommend actions to uphold on strong points and improve on weaknesses. Some of the frameworks that have been previously used include; monitoring and evaluation systems strengthening tool (Global Fund, 2006), participatory monitoring and evaluation system assessment tool (FHI 360, 2013) and the 12 components monitoring and evaluation system strengthening tool (UNAIDS, 2009).

The Global Fund (2006) developed an M&E system strengthening tool to help donors and national governments in their work of fighting many diseases, including HIV/AIDS, malaria, tuberculosis and make advances in numeral health areas. As national programmes and related projects to help them grew, accountability for results and funding reported were getting more and more vital. These programmes and related projects were setting ambitious goals and objectives, their realization of which were measured by the use of monitoring and evaluation indicators. The strengthening tool sought to answer how confident the national programmes and related projects were in quality of data obtainable to measure indicators. Hence the tool addresses mainly the monitoring and evaluation plan and system that needs to be put in place for collecting and channeling data up a system for aggregation into relevant indicators for reporting and programme management.

FHI 360 (2013) acknowledges the significance and anticipated outcomes of M&E systems, not only in generating high quality data, but also in making sure that the needed human and financial resources, equipment, supplies and infrastructure are put in place to help in the production, analysis, and data use. Therefore, the monitoring and evaluation system assessment tool was established to help projects and programmes in improving quality and effectiveness of their monitoring and evaluation systems. This tool is based upon the UNAIDS 12 components of a functional national monitoring and evaluation system. However, FHI 360 compressed the 12 categories into 8 domains with the aim of focusing on monitoring and evaluation systems at the programme b-level as opposed to national level.

The 12 Components M&E System Strengthening Tool by UNAIDS (2009) was developed to help in assessing an overall national HIV monitoring and evaluation system. The tool was a product of a comprehensive analysis and amalgamation of existing assessment tools and has been equally sanctioned by the global Monitoring and Evaluation Reference Group for HIV and AIDS (MERG). The goal of the tool is two-fold; to offer a comprehensive assessment for the 12 components of a national HIV monitoring and evaluation system, and substitute the various assessment tools with the similar intention, and in so doing, reducing redundancy and standardizing the assessment to be independent from the organization conducting it. A national HIV monitoring and evaluation assessment is a diagnostic exercise that assists stakeholders in HIV monitoring and evaluation to identify strengths and flaws in a system and endorse actions to maintain its strengths and improve on flaws. Given the information, parties in charge of coordinating national HIV monitoring and evaluation systems ought to lead an all-

inclusive process to develop and review the national multi-year HIV monitoring and evaluation plan and the annual HIV monitoring and evaluation work plan.

Literature reviewed reveals existence of three assessment frameworks and tools that can be used in assessing M&E systems. The choice on the tool to adapt and use in the assessment depends on the intended use, focus, and target audience. The UNAIDS framework and the Global Fund guidelines have commonly been used in the past in conducting most of assessments as seen from literature.

This study adopted the UNAIDS (2009) tool since it is a product of a comprehensive analysis and amalgamation of present assessment tools, and standardizing assessments so as to be independent from the specific organization conducting it and hence a more objective outcome of an assessment. This is unlike the participatory tool developed by the FHI 360 and other tools which only look at some components of the monitoring and evaluation system, which may not give clear picture of the functionality of the monitoring and evaluation system.

2.7 Conceptualization of the Study

Senge (1990) defined a system as a collection of interconnected and interrelating or mutually dependent elements making a multifaceted whole. Therefore, systems rationale is about getting insights into the whole by appreciating the associations and interactions among the components which encompass the whole system. Relating the systems methodology to monitoring and evaluation, systems building involves identification of elements of the system, thus appreciating that they are interconnected as a way of

describing the system and making sure that each element is functioning to attest that the system is functional.

The World Bank, while applying this thinking, singled out eleven elements of a working M&E system. After international peer appraisal, the 12th element was endorsed. This 12 components technique was adopted for universal use by UNAIDS and associates in supporting the measurement and management of the HIV/AIDS epidemic.

This study assessed the functionality of KICD's monitoring and evaluation system and graded its performance based on its delivery on its mandate. The assessment used the 12 components monitoring and evaluation system strengthening tool (UNAIDS, 2009). The 12 Components framework is shown in Figure 2.1 as interconnecting and mutually dependent segments of a bigger whole (UNAIDS, 2009).
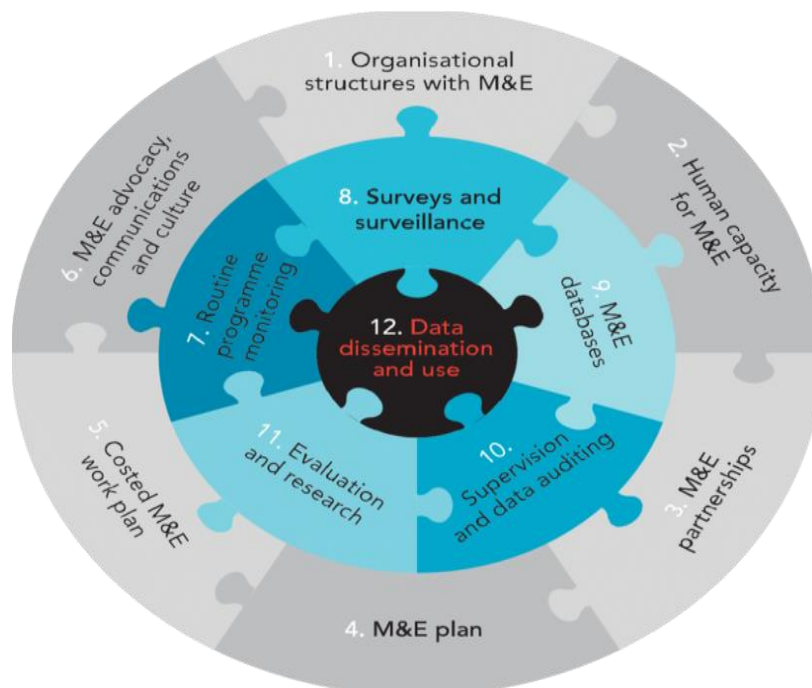
Figure 2.1: 12 Components of a Functional M&E System

Source: (UNAIDS, 2009)

The 12 components were developed by Albino & Nzima (2006) and World Bank (2009), and adopted by UNAIDS (2008; 2009) and widely accepted to constitute a functional M&E system; these have been used as a guiding principle by national governments and organizations in establishing functional monitoring and evaluation systems (The Global Fund, 2011; UNAIDS, 2008; 2009; World Bank, 2009). The 12 components are categorized under three broad areas: components related to people, planning and partnerships; components related to data and information; and a component related to use of information.

2.7.1 Components Related to People, Partnerships and Planning

This set of monitoring and evaluation supports the production of data and its usage, which largely enhances the functioning of a monitoring and evaluation system. In light of Figure 2.1 above, UNAIDS (2009) points out that the outer ring emblems planning, human resources, and partnership to enhance the process of data collection and usage and this encompasses organizational culture, organization's functions and individuals who are essential in ensuring that monitoring and evaluation systems are sustainable and efficient in their performance. The six components include:

2.7.1.1 Organizational Structures with M&E

Monitoring and evaluation execution at any phase needs a unit mandated to bring together all monitoring and evaluation roles at all levels. Although some organizations have a preference to an in-house unit to run its monitoring and evaluation functions, others decide to subcontract the services. This component lays emphasis on the need for a monitoring and evaluation division within the organization. It also elaborates and defines the roles of the unit and how adequately they are supported by the organization's

hierarchy and whether other departments in the organization are aligned to promote the monitoring and evaluation functions.

2.7.1.2 Human Capacity for M&E

An effective monitoring and evaluation system require availability of adequate staff employed in the monitoring and evaluation unit with the necessary skills and knowledge to deliver on the unit's mandate. To that end, this component lays emphasis on the need to have the required human resource with sufficient knowledge and experience to oversee the functioning of the monitoring and evaluation system. It should equally ensure that the monitoring and evaluation capacity of the said personnel are constantly developed by means of training and additional capacity building techniques to make sure that they keep up with contemporary and emergent tendencies in the field.

2.7.1.3 M&E Partnerships

A precondition for effective monitoring and evaluation systems, both at institutional and national levels, is the presence of monitoring and evaluation partnerships. Partnerships for monitoring and evolution systems are meant to supplement the institution's initiative in the monitoring and evaluation practice and act as a basis of confirmation whether monitoring and evaluation roles are aligned to the anticipated objectives. They also aid auditing purposes on instances where line ministries, communities, technical working groups and other participants are in a position to equate monitoring and evaluation outputs with stated outputs.

2.7.1.4 M&E Plan

A monitoring and evaluation framework outlines goals, outcomes, outputs and inputs of a planned project and the indicators to be used to measure all these. It equally lists the assumptions the monitoring and evaluation system will adopt. The monitoring and evaluation framework is important as it connects the objectives with the process and helps the monitoring and evaluation professional not only to identify what to measure but also how to measure it.

2.7.1.5 Costed M&E Work Plan

Related closely to the monitoring and evaluation framework, is the monitoring and evaluation costed work plan. Whereas the framework lists goals, inputs, outputs and outcomes of the planned projects, a costed work plan lists the way in which resources allocated for the monitoring and evaluation purposes will be used to realize the objectives of monitoring and evaluation. Such a work plan illustrates how time, materials, money and personnel are intended to be used to realize the agreed M&E functions.

2.7.1.6 M&E Advocacy, Communications and Culture

This refers to the existence of strategies and policies in the organization to support monitoring and evaluation functions. Without constant communication and advocacy initiatives within the organization to support M&E, it is challenging to embed the M&E culture. The communication plans should be supported by the organization's hierarchy. The presence of organizational monitoring and evaluation policy, coupled with constant use of monitoring and evaluation system outputs on communication passages, are among some ways to improve advocacy, communication and culture for monitoring and evaluation.

2.7.2 Components Related to Data and Information

According to UNAIDS (2009) and World Bank (2009), this category of a monitoring and evaluation system involves five interwoven components in relation to processes of data management. It is imperative to point out that this component of monitoring and evaluation is responsible for provision of data, which is essential to the functioning of a monitoring and evaluation system (World Bank, 2009). Without generation of data, a monitoring and evaluation system cannot be effectively operational, and as such, this component details the process of data collection, verification, and its translation into important information (UNAIDS, 2008; 2009). The components include:

2.7.2.1 Routine Programme Monitoring

Monitoring and evaluation comprises two core features: monitoring and evaluation. This component lays emphasis on the significance of monitoring. Monitoring is the routine and continuous data collection in the course of project execution. Data ought to be collected and reported continually to confirm whether project activities are moving towards reaching the agreed objectives. They also need to be incorporated in programme activities for routine collection and analysis.

2.7.2.2 Surveys and Surveillance

This relates to national-level monitoring and evaluation plans and encompasses how often pertinent national surveys are carried out in the country. National surveys and surveillance should be frequently carried out and used to appraise headway of associated projects.

2.7.2.3 M&E Databases

The world of data is increasingly becoming open to all. Thus, more people and establishments are looking for data which is pertinent for their needs. The importance for monitoring and evaluation systems to avail data cannot, therefore, be over-stressed. This supposes that monitoring and evaluation systems should develop techniques for submitting appropriate, reliable and valid data to national and sub-national databases.

2.7.2.4 Supervision and Data Auditing

All monitoring and evaluation systems require a strategy for supervision and data auditing. Supportive supervision means that individuals or organizations are able to regularly oversee the monitoring and evaluation processes in a way which enables the supervisor to offer proposals on how to make improvements. Data auditing, on the other hand, means that data is authenticated to ascertain its reliability and validity. Supportive supervision is essential given that it confirms that the monitoring and evaluation process is efficiently run, whereas data auditing is critical given that all project decisions are grounded on data collected.

2.7.2.5 Evaluation and Research

One of the aspects of monitoring and evaluation is research, while the other is evaluation. Project evaluation is usually conducted at specific periods, but more frequently, at mid-term and at the end of the project. Evaluation is a vital element of monitoring and evaluation since it confirms if the project has met the anticipated objectives. It usually offers organizational learning and sharing of achievements with other stakeholders.

2.7.3 Component Related to Use of Information

This is the last category in a monitoring and evaluation system and is the inner ring which details analysis of data as an approach to generating information with a view to disseminating the same information, and for making evidence-based decisions at all levels.

2.7.3.1 Data Dissemination and use

This component of the monitoring and evaluation system is responsible for maintaining functionality of the system. Lack of use of information generated from a monitoring and evaluation system creates a situation where it is not possible to confirm if the purposes of the systems are in line with the overall objectives of an institution. UNAIDS (2008) points out that the principal function of a monitoring and evaluation system is to produce information, which should be used for improving programmes, policies and projects.

Kusek and Goergens (2009) affirm that for a monitoring and evaluation system to be sustainable to generate dependable, timely, and pertinent information regarding the performance of government, civil society, or private sector projects, programmes and policies, it necessitates that one overcomes a lot of monitoring and evaluation system challenges and approach implementation of such systems with experience, skills, and actual institutional capacity. The 12 components of a functional monitoring and evaluation system provides a framework for what a robust monitoring and evaluation system should be.

2.8 Operationalization of the Study

The study operationalized 11 (out of the 12) components of the UNAIDS monitoring and evaluation systems strengthening tool as the framework for the assessment. The component on surveys and surveillance was not be operationalized by the study since KICD does not carry out this function in its operations. The 11 components that were operationalized are presented in Table 2.1 below. The table also summarizes the operational variables and measurement scales that were used. The study adopted two-, three-, and five-point scales based on the responses received from the questionnaire which was administered.

Table 2.1: Operationalization of the 12 Components of Monitoring and Evaluation System Strengthening Tool

Component		Operational Indicators	Measurement scale
1	Organizational structures with Monitoring and Evaluation	• Existence of M&E unit	Two-point scale (Yes, No)
		• Adequate M&E staff in organization	Two-point scale (Yes, No)
		• Adequate qualified M&E staff including well-defined M&E responsibilities which are clearly defined in the Job Descriptions	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• M&E staff are adequately motivated	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Departmental functions are aligned to support M&E activities	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
2	Human Capacity for Monitoring and Evaluation	• Monitoring and Evaluation related skills for staff have been assessed in last 3 years	Two-point scale (Yes, No)
		• M&E staff have skills and experience needed to fulfill organizational M&E mandate	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Gaps of M&E related skills required by staff have been incorporated in organization human capacity building plan	Two-point scale (Yes, No)
		• M&E related training is conducted for the organization's staff	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Coaching/mentorship, and on the job training is conducted for the M&E staff	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Coordination of building capacity efforts to avoid duplication of efforts	Two-point scale (Yes, No)
3	M&E Partnerships	• There is an M&E TWG at KICD	Two-point scale (Yes, No)

		• Technical working group meets quarterly as per KICD's strategic plan 2015-2020	Two-point scale (Yes, No)
		• Other agencies and partners participate in the technical working group	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• The TOR for the technical working group clarifies the role of the groups in coordinating M&E system	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• M&E technical working group makes decisions via consensus building	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Inventory of M&E stakeholders is updated annually	Two-point scale (Yes, No)
4	Monitoring and Evaluation Plan	• Existence of an M&E plan	Two-point scale (Yes, No)
		• Departments actively took part in designing the monitoring and evaluation plan	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Monitoring and evaluation plan indicators were assessed during development of the plan	Two-point scale (Yes, No)
		• Departmental inputs are included in the overall M&E plan	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
5	Costed Monitoring and Evaluation Work Plan	• There is a costed M&E work plan for the current year	Two-point scale (Yes, No)
		• Costing of M&E activities is always done	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Specific time frames are allocated for implementation of M&E activities	Two-point scale (Yes, No)
		• Organizational work plan for M&E has the required resources	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• The current year M&E work plan was developed against previous year's activities	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Departments are involved in creating costed monitoring and evaluation work plan	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
6	Advocacy, Communications and Culture for Monitoring and Evaluation	• The organization has people who champion and support M&E activities	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Performance of monitoring and evaluation is frequently communicated	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable
		• M&E system information is useful to stakeholders	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Managers are supportive and involved in M&E activities	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• M&E staff are part of organization's planning and management team	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)

		• The organization has opportunities for career growth and development for M&E staff	Three-point scale (Yes, No, Not Applicable)
		• M&E plans are integrated in the organization overall policy	Three-point scale (Yes, No, Not Applicable)
7	Routine programme monitoring	• Guidelines exist that document the procedures for reporting programme monitoring data	Three-point scale (Yes, No, Not Applicable)
		• There are guidelines that specify how quality of data should be maintained	Three-point scale (Yes, No, Not Applicable)
		• Departments use standardized reporting forms	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• All source documents have been available during previous data auditing visits	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Programme monitoring reports are verified by responsible officers before aggregating the data	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• There are mechanisms to resolve variances in reports	Two-point scale (Yes, No)
		• Results of routine program monitoring are used to formulate indicators in M&E plan	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
9	Monitoring and Evaluation Databases	• Data is captured and stored electronically in an integrated database	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• There are structures for transmitting information among various databases	Three-point scale (Yes, No, Not Applicable)
		• There are mechanisms to ensure that M&E data is accurately captured and stored in the database	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
10	Supervision and data auditing	• There are procedures and mechanisms for supervision of M&E activities	Three-point scale (Yes, No, Not Applicable))
		• Results of supervision are always documented and shared with the management	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Supervision and data auditing results can be accessed by the M&E department	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Existence of M&E data verification mechanisms	Three-point scale (Yes, No, Not Applicable)
11	Evaluation and Research	• There is an inventory of evaluation and research activities	Three-point scale (Yes, No, Not Applicable)
		• There is a departmental committee responsible for coordinating evaluation and research activities	Three-point scale (Yes, No, Not Applicable)
		• Evaluation and research results are being used in formulation of policies	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Findings of evaluation and research are regularly discussed and disseminated	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)

		• Management allocates resources for carrying out evaluation and research activities	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
12	Data dissemination and use	• Information needs of stakeholders have been assessed	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Previous years' M&E lessons learnt are incorporated in the subsequent years' M&E activities	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• M&E information products from the organization satisfy stakeholders information needs	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Analysis, presentation and use of data is supported by laid down guidelines	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)
		• Existence of information production plan	Two-point scale (Yes, No)
		• Existence of information dissemination plan	Two-point scale (Yes, No)
		• Data/information products in the public domain can be accessed by stakeholders	Five-point scale (Completely, Mostly, Partly, Not at all, Not Applicable)

The monitoring and evaluation systems strengthening tool has a series of statements with response scales as indicated below.

a) 2-point scale (Yes, No)

b) 3-point scale (Yes, No, Not Applicable)

c) 5-point scale (Completely, Mostly, Partly, No at all, Not Applicable)

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter describes the way this study was designed, data collected and analyzed. The methodology adopted enabled the study to establish the status and performance of KICD's M&E system. It focused on study design, sources of data, target population and sampling, data collection tools, and data analysis.

3.2 Study Design

The study made use of a descriptive case study design in conducting the assessment. According to Gerring (2004), a case study design is an all-inclusive study on a particular entity with the goal of understanding bigger class of similar entities. A descriptive case study design is used to give a real-life context of an intervention or phenomenon (Yin, 2003).

The study chose this design since it allowed for description of the status of the KICD monitoring and evaluation system by comparing the system with existing international standards for an M&E system. Case study, as a methodology of research, is appropriate when one is looking at a holistic picture on functionality of something (Sjoberg et al., 1991) and also when one wants to cover underlying conditions which are viewed as relevant to the condition under study (Baxter & Jack, 2008). Thus, a case study design was used since it allowed for assessment of the KICD monitoring and evaluation system in terms of its functionality, which was fundamental to the realization of the study objectives.

3.3 Sources of Data

The study used data from primary and secondary sources. Primary data was collected from KICD's directorate of curriculum development and research services, where the M&E department falls, KICD's administration and planning directorate, and the Ministry of Education's quality assurance and standards directorate. Secondary data was collected from M&E reports, KICD's Strategic Plan, M&E plan including the data use plan, and minutes of M&E meetings and workshops.

3.4 Target Population and Sampling

The target population for the study was staff members of KICD's curriculum development and research services directorate, staff members of KICD's administration and planning directorate, assistant deputy director research and M&E department, assistant deputy director curriculum development, assistant deputy director administration, assistant deputy director planning and the deputy director curriculum development and research services. While at the Ministry of Education, the target population was the quality assurance and standards officers, deputy directors for quality assurance and standards, and the director of quality assurance and standards.

The study sought responses from a total of 112 respondents who interact with the KICD's M&E work; thus, 10 staff members of KICD's administration and planning directorate, 10 staff members of KICD's research and M&E department, 52 staff members of KICD curriculum development department, assistant deputy director research and M&E department, assistant deputy director curriculum development, assistant deputy director administration, assistant deputy director planning and the deputy director curriculum development and research services. At the Ministry of Education, respondents were; 24

quality assurance and standards officers, 10 deputy directors for quality assurance and standards, and the director of quality assurance and standards.

The study randomly sampled 96 staff members given their knowledge, and or interaction with KICD's M&E system, and purposively sampled 16 management staff members of KICD's curriculum development and research services directorate, KICD's administration and planning directorate, and the Ministry of Education's quality assurance and standards directorate, who interact with M&E work at KICD. Random sampling method is usually adopted when it might not be attainable to study the whole population due to time and resource constraints while purposive sampling method is usually adopted when the main objective is to identify respondents that are informative to the research topic. The target population was randomly and purposively sampled with a bias on the staff that interact with the M&E work as well as programme staff. The two methods helped the study to seek responses from staff members who were in a position to provide the necessary information.

3.5 Data Collection Tools

Primary data was generated by administration of a questionnaire to the target population. A questionnaire was designed based on indicators/standards of a functional monitoring and evaluation system adopted from UNAIDS tool. The questionnaire focused on assessment of 11 components of a monitoring and evaluation system.

3.6 Data Analysis

Analysis was descriptive in nature since the goal of the study was to compare the functionality of the KICD monitoring and evaluation system with the established

standards. For each question, respondents selected a response that they considered as the most suitable from the given options. The responses from 79 out the 112 respondents who completed and returned all the questionnaire were coded by assigning them respective weights as illustrated in Table 3.1 below. The Not Applicable response was not assigned a weight and thus excluded from the analysis.

Table 3.1: Weights Applied

Scale	Weights Applied
2-point scale: Yes, No	Yes – 1; No - 0
3-point scale: Yes, No, Not applicable	Yes – 1; No – 0; Not applicable – _
5-point scale: Completely, Mostly, Partly, Not at all, Not applicable	Completely – 3; Mostly - 2; Partly - 1; Not at all – 0; Not applicable - _

For each variable, the frequency of each response was multiplied by the response' assigned weight and summation of their products obtained.

The rank of each variable was thereafter calculated by dividing its total weighted frequency by its highest expected outcome, which was obtained by multiplying the expected frequency of the variable by its highest assigned weight. The result was then multiplied by one hundred to generate the percentage rank of the variable.

The performance for each component was thereafter obtained by computing the average performance from its respective variables. Finally, the overall performance of the system was obtained by getting the average for all the components.

CHAPTER FOUR: STATUS AND PERFORMANCE OF THE KICD MONITORING AND EVALUTION SYSTEM

4.1 Introduction

The assessment aimed to establish if the KICD M&E system meets the established M&E standards as well as to identify its strengths and flaws. This chapter, therefore, presents the findings as well as interpretation of data obtained from the informants of the study.

4.2 Background characteristics of Respondents

Table 4.1 below provides a summary of the study respondents according to their job titles, departments, and years of experience. The total number of respondents who filled and returned the questionnaires were 79 out of 112. This was a response rate of 70.5 percent.

Ten percent of the respondents were from the research and M&E department, 46.9 percent from curriculum development department, 34.2 from quality assurance and standards directorate and 8.9 percent from administration and planning directorate.

On the other hand, 34 percent of the respondents had an experience of 5 years and below of interaction with the M&E system, nine percent had an experience of between 6-10 years, 29 percent had an experience of between 11-15 years, 20 percent had an experience of between 16 -20 years, 5 percent had an experience of between 21-25 years, whereas three percent of the respondents had an experience of between 26-30 years.

Table 4.1 Background characteristics of the Respondents

		Number	Percent
Job Tittle	Research and M&E Assistant	5	6.3
	Research and M&E officer	2	2.5
	Planning officer	2	2.5
	Senior Administrative Officer	1	1.3
	Records Management Assistant	2	2.5
	Records Management Officer	2	2.5
	Curriculum Development Officer	36	45.6
	Quality Assurance & Standards officer	20	25.3
	Assistant Deputy Dir. Curriculum Development	1	1.3
	Deputy Dir. Curriculum Dev.& Research services	1	1.3
	Deputy Director Quality Assurance	7	8.9
Staff Department	Administration and Planning	7	8.9
	Research, Monitoring & Evaluation	8	10.1
	Curriculum Development	37	46.8
	Quality Assurance and Standards	27	34.2
Years of Experience	5 or less	27	34
	6-10	7	9
	11-15	23	29
	16-20	16	20
	21-25	4	5
	26-30	2	3

4.3 Status of KICD M&E system

The scores of the 11 components of the monitoring and evaluation system reveal that the best performing component was routine programme monitoring at 87 percent and the least performing component was human capacity for monitoring and evaluation at 65 percent.

4.3.1 Organizational Structures with M&E

This component scored 69 percent and was the second least performing component of the system. The study findings, as presented in table 4.2, confirmed that the organization has established M&E unit. The unit had seven full time employees and five interns, which is inadequate given the scope and mandate of the department in conducting research and M&E functions of the Institute. Since the M&E staff also double up as research personnel, this further overstretches their capacity to deliver on the M&E functions. The

staff M&E responsibilities are equally not well defined in their job descriptions, especially for the interns who support the M&E functions of the department. The study also established that a number of departmental functions are not aligned to support M&E activities, by members of these departments not being in sync with the functions of the M&E unit.

Table 4.2: Status of the Organization's Structure with M&E

Indicator	Percent
Existence of M&E unit	94
Adequate M&E staff in organization	52
Adequate qualified M&E staff including well-defined M&E responsibilities which are clearly defined in the job descriptions	61
M&E staff are adequately motivated	70
Departmental functions are aligned to support M&E activities	69
Component score	**69**

4.3.2 Human Capacity for M&E

This component scored 65 percent and was found to be the least functional among the components. Even though a number of staff members had monitoring and evaluation skills and experience needed to fulfill organizational M&E functions, the staff were inadequate in number to perform the monitoring and evaluation functions of the department. As shown in Table 4.3, monitoring and evaluation related skills for staff was rarely assessed within the 3 years as per the established standards, and gaps of M&E related skills required by staff also not adequately incorporated in the organization's human capacity building plan.

Table 4.3: Status of Human Capacity for M&E

Indicator	Percent
Monitoring and evaluation related skills for staff have been assessed in last 3 years	41
M&E staff have skills and experience needed to fulfill organizational M&E mandate	75
Gaps of M&E related skills required by staff have been incorporated in organization's human capacity building plan	60
M&E related training is conducted for the organization's staff	71
Coaching/mentorship and on the job training is conducted for the M&E staff	71
Coordination of building capacity efforts to avoid duplication of efforts	73
Component score	**65**

4.3.3 M&E Partnerships

This component scored 70 percent. As indicated in Table 4.4, the study established that there was a technical working group which meets regularly, and also on demand, with the inventory of stakeholders updated annually. The technical working group consists of selected Institute's staff members and stakeholders from other organizations which include; the Ministry of Education, Teachers Service Commission, The Kenya National Examination Council, among others.

Table 4.4: Status of M&E Partnerships

Indicator	Percent
There is an M&E TWG at KICD	81
Technical working group meets quarterly as per KICD's strategic plan 2015-2020	79
Other agencies and partners participate in the technical working group	64
The TOR for the technical working group clarifies the role of the groups in coordinating the M&E system	56
M&E technical working group makes decisions via consensus building	66
Inventory of M&E stakeholders is updated annually	75
Component score	**70**

4.3.4 M&E Plan

This component scored 84 percent and was the second best performing component of the system. This is supported by the fact that the Institute had an annual work plan with performance indicators and targets. The progress of the Institute's performance is analyzed and measured against targets and schedules in the work plan. As indicated in Table 4.5, all the indicators of the component scored 78 percent and above, an indication that the Institute has a good M&E plan. The study, equally established, that the monitoring and evaluation plan indicators were assessed during the development of the plan with departmental inputs being included in the overall monitoring and evaluation plan.

Table 4.5: Status of M&E Plan

Indicator	Percent
Existence of an M&E plan	95
Departments actively took part in designing the monitoring & evaluation plan	79
The monitoring & evaluation plan indicators were assessed during the development of the plan	82
Departmental inputs are included in the overall M&E plan	78
Component score	**84**

4.3.5 Costed M&E Work Plan

This component scored 83 percent. As shown in Table 4.6, the Institute had a costed work plan that involved other departments with costing of activities and specific time frames allocated for implementing M&E activities.

Table 4.6: Status of Costed M&E Plan

Indicator	Percent
There is a costed M&E work plan for the current year	87
Costing of M&E activities is always done	98
Specific time frames are allocated for implementation of M&E activities	98
Organizational work plan for M&E have the required resources	70
The current year M&E work plan was developed against previous year's activities	67
Departments are involved in creating costed monitoring& evaluation work plan	76
Component score	**83**

4.3.6 M&E Advocacy, Communications and Culture

This component scored 81 percent. As presented in Table 4.7, the study established that managers were supportive and involved in monitoring and evaluation activities by virtue of their roles in overseeing the Institute's functions. The organization had part of its management team who champion monitoring and evaluation activities. The study equally found that M&E staff had opportunities to develop and grow their careers within the M&E unit through acquiring necessary skills and promotions. Finally, the study established that the Institute frequently communicated the performance of M&E and integrated M&E plans in the organizational overall policy.

Table 4.7: Status of M&E Advocacy, Communications and Culture

Indicator	Percent
The organization has people who champion and support M&E activities	76
Performance of the M&E is frequently communicated	75
M&E system information is useful to stakeholders	87
Managers are supportive and involved in monitoring & evaluation activities	83
Monitoring & evaluation staff are part of the organization's planning and management team	87
The organization has opportunities for career growth and development for M&E staff	81
M&E plans are integrated in the organization's overall policy	75
Component score	**81**

4.3.7 Routine Programme Monitoring

This was found to be the best performing component with a score of 87 percent as shown in Table 4.8. The study established that the Institute has guidelines that document procedures for reporting programme monitoring data and also specify how quality of data should be maintained. Departments use standardized reporting forms with mechanisms to resolve variances in reports, and monitoring reports being verified by responsible people. The system equally has key indicators which inform management decision making with data collection templates and procedures put in place to measure performance.

Table 4.8: Status of Routine Programme Monitoring

Indicator	Percent
Guidelines exist that document the procedures for reporting programme monitoring data	90
There are guidelines that specify how quality of data should be maintained	98
Departments use standardized reporting forms	92
All source documents have been available during previous data auditing visits	75
Programme monitoring reports are verified by responsible officers before aggregating the data	83
There are mechanisms to resolve variances in reports	98
Results of routine program monitoring are used to formulate indicators in the monitoring and evaluation plan	74
Component score	**87**

4.3.8 M&E Databases

This component scored 75 percent and as indicated in Table 4.9, the study established that data was captured and stored electronically in an integrated database with mechanisms to ensure that M&E data was accurately captured and stored in the database.

Table 4.9: Status of M&E Database

Indicator	Percent
Data is captured and stored electronically in an integrated database	83
There are structures for transmitting information among various databases	68
There are mechanisms to ensure that M&E data is accurately captured and stored in the database	75
Component score	**75**

4.3.9 Supervision and Data Auditing

This component scored 81 percent and as indicated in Table 4.10, the study established existence of procedures and mechanisms for supervision of M&E activities which were availed to the relevant staff members to help them understand their role of supervision and data auditing. The study established that staff members entrusted with supervision regularly supervised the monitoring and evaluation activities of the Institute and providing necessary feedback. The study also established that the results of supervision were always documented and shared with the management, and being accessible to the monitoring and evaluation department.

Table 4.10: Status of Supervision and Data Auditing

Indicator	Percent
There are procedures and mechanisms for supervision of M&E activities	98
Results of supervision are always documented and shared with the management	82
Supervision and data auditing results can be accessed by the M&E department	81
Existence of M&E data verification mechanisms	65
Component score	**81**

4.3.10 Evaluation and Research

This component scored 80 percent as shown in Table 4.11. The study established existence of a departmental committee responsible for coordinating evaluation and research activities including inventory of evaluation and research activities. The evaluation and research results were majorly used to inform and formulate the Institute's policies.

Table 4.11: Status of Evaluation and Research

Indicator	Percent
There is an inventory of evaluation and research activities	85
There is a departmental committee responsible for coordinating evaluation and research activities	95
Evaluation and research results are being used in formulation of policies	79
Findings of evaluation and research are regularly discussed and disseminated	65
Management allocates resources for carrying out evaluation and research activities	78
Component score	**80**

4.3.11 Data Dissemination and Use

This component scored 72 percent. The study findings, as shown in Table 4.12, established existence of a data production and dissemination plan. The Institute has laid down guidelines in analysis, presentation and use of data including information products in the public domain being accessible to stakeholders through the Institute's laid down channels. Data and information are availed to stakeholders through the various platforms of the Institute including KICD's portal and website, among others.

Table 4.12: Status of Data use and dissemination

Indicator	Percent
Information needs of stakeholders have been assessed	67
Previous years' M&E lessons learnt are incorporated in the subsequent years' M&E activities	69
M&E information products from the organization satisfy stakeholders information needs	66
Analysis, presentation and use of data is supported by laid down guidelines	74
Existence of information production plan	75
Existence of information dissemination plan	77
Data/information products in the public domain can be accessed by stakeholders	71
Component score	**72**

4.4 Overall Status of the KICD M&E system

For an M&E system to be considered fully functional, the overall score is supposed to be 100%. To further categorize the level of functionality in this study, three broad categories were used whereby performance between 75-100 percent was ranked as strong, 50-74 percent was ranked as moderate, and below 50 percent was ranked as weak. The overall performance by each component is summarized in the Figure 4.1 below.
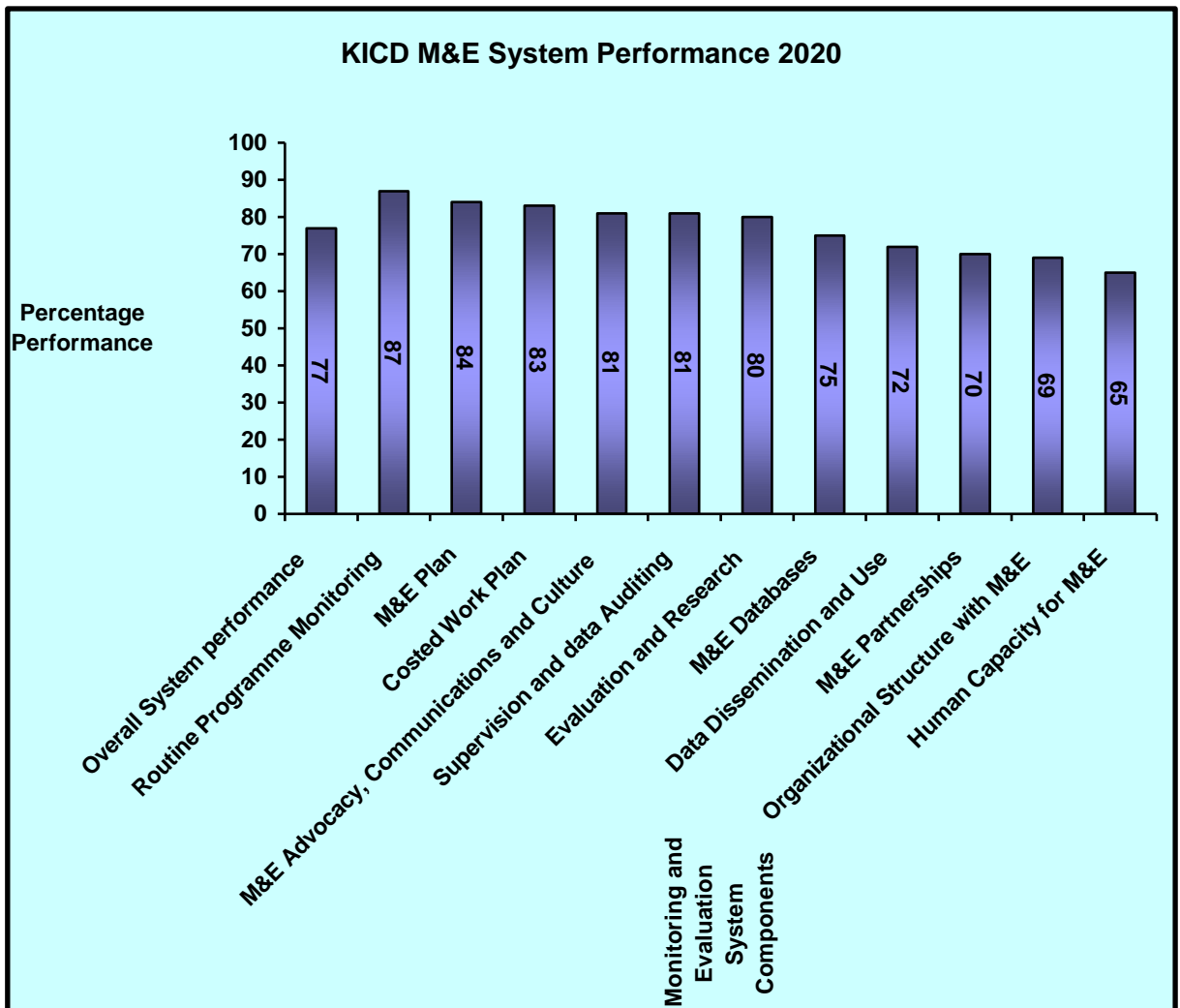

Figure 4.1: Overall Status of KICD M&E System.

As shown in Figure 4.1, the following components were ranked as strong: routine programme monitoring; M&E plan; costed work plan; M&E advocacy; communication and culture; supervision and data auditing; evaluation and research; and finally M&E data bases. Moderately performing scores were: data dissemination and use; M&E partnerships; organizational structures with M&E; and finally human capacity for M&E. No component was found to fall under the weak category. In conclusion, the assessment found the mean score of the KICD monitoring and evaluation system to be 77 percent which was fairly good based on the percentage rating.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings, conclusion and recommendations based on the study findings. The chapter not only ascertains if the objectives of study were attained, but also provides recommendations to the organization to consider in their policy and programming.

5.2 Summary of the Findings

The study meant to assess the monitoring and evaluation system of KICD to establish if it met the established standards as well as identify its strengths and flaws. The study adopted 11 (out of the 12) components of the UNAIDS monitoring and evaluation systems strengthening tool to operationalize the assessment and the indicators for each of the operationalized 11 components identified. Data was collected through a questionnaire and documents review.

Analysis of the 11 operationalized components was done and the assessment established that the average score for the KICD system was 77 percent. Even though there is still no standard measure against which to rank the overall performance of monitoring and evaluation systems, the average score of this system demonstrates that performance of the KICD monitoring and evaluation system is fairly good given that the least scored component was 65 percent with the highest being 87 percent.

Findings of the study show that the Institute has an established M&E unit but lacks adequate qualified M&E staff. Thus, the need for adequate and qualified M&E staff with their responsibilities well defined in their JDs, and also departmental functions being

aligned to support M&E activities. The study equally found the need for improved M&E related training for the organization's staff, coordination of building capacity efforts, and also the need to incorporate gaps of M&E related skills required by staff in the organizational human capacity building plan. Finally, the study found the need for monitoring and evaluation staff skills to be assessed within the three years as per the established standards, to ascertain the relevance of their skills, and appropriate actions taken to resolve any existing gaps.

The Institute's monitoring and evaluation system has a technical working group which meets regularly with the inventory of stakeholders updated annually. The study, however, established the need to incorporate more groups into the technical working group to represent the broader interest of stakeholders in education, with terms of reference clarifying their roles in coordinating the M&E system and equally make decisions via consensus building.

The study findings show that the Institute has a good M&E plan as departments actively take part in the designing and costing with specific time frames allocated for implementing of M&E activities. However, there is need for improved resource allocation for monitoring and evaluation work plan to help achieve the monitoring and evaluation functions of the Institute as planned, and follow up on previous years' activities while developing current year work plan.

The study found that the Institute has people who champion M&E activities with M&E information being useful to stakeholders. It equally found the Institute to be communicating performance of M&E and also integrating M&E plans in the

organizational overall policy, but there exists need for enhanced M&E communication to reach and accommodate all relevant departments and stakeholders

The study found that the Institute has guidelines that document procedures for reporting programme monitoring data and also specify how quality of data should be maintained. Departments use standardized reporting forms with mechanisms to resolve variances in reports, and monitoring reports being verified by responsible people. The system equally has key indicators which inform management decision making with data collection templates and procedures put in place to measure performance. On the other hand, the study found the need to avail all source documents during data audits and results of routine programme monitoring to be used to formulate indicators in the monitoring and evaluation plan.

The study established that data is captured and thereafter electronically stored in an integrated database with mechanisms to ensure that M&E data is accurately captured and stored in the database. However, the study established the need for regular and timely updating of the database to ensure that it remains current, and has improved structures for transmitting information among various databases to support better data management.

The study established that the Institute has procedures and mechanisms for supervision of M&E activities. It equally established that staff members entrusted with supervision regularly supervise the monitoring and evaluation activities of the Institute and provide necessary feedback. Results of supervision are also always being documented and shared with the management with the accessibility to the monitoring and evaluation department.

However, the study found the need for improved M&E data verification mechanisms to support data reliability and validity.

The study established that the Institute has a departmental committee responsible for coordinating evaluation and research activities with the evaluation and research results majorly being used to inform and formulate the Institute's policies. However, the study found the need to allocate more resources for carrying out evaluation and research activities to help in achieving the Institute's M&E functions, and equally discuss and disseminate evaluation and research findings to relevant stakeholders.

The study found that the Institute has data production and dissemination plan including information products in the public domain being accessible to stakeholders through the Institute's laid down channels. Data is availed to stakeholders through the various platforms of the Institute including KICD's portal and website, among others. On the other hand, the study found the need to improve on incorporating previous years' M&E lessons learnt in the subsequent years' M&E activities to promote better performance, and also assessment of stakeholders' information needs with the aim of satisfying them.

5.3 Conclusion

The study established that the Institute has a monitoring and evaluation system that meets most of the established standards for an effective monitoring and evaluation system. This is revealed by most of the components scoring 65 percent and above.

Nonetheless, a number of components need improvement and strengthening; Organizational Structure with monitoring and evaluation, Human Capacity for monitoring and evaluations, and monitoring and evaluation partnerships components. More attention should equally be dedicated to improve on indicators which scored poorly irrespective of the performance of their respective components.

In conclusion, the performance of the KICD's monitoring and evaluation system was found to be moderate and can be used as a model by other organizations to develop and implement a functional monitoring and evaluation system.

5.4 Recommendations

The study endorses improvement on components which scored below 75 percent to support in strengthening of the KICD monitoring and evaluation system. In the organizational structure with monitoring and evaluation, and human capacity for monitoring and evaluation, the study recommends the Institute to; enhance its human capacity to support its monitoring and evaluation functions, assess their skills regularly and incorporate gaps of monitoring and evaluation related skills required by staff in the organization's human capacity building plan. In the monitoring and evaluation partnerships component, the study recommends improved incorporation of more agencies and partners into the technical working group to represent the broader interest of stakeholders in education, with terms of reference clarifying their roles in coordinating the monitoring and evaluation system and equally make decisions via consensus building.

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APPENDICES

Appendix 1: Questionnaire

Introduction

Dear Respondent,

I, Daniel Wenwa, a student at the University of Nairobi pursuing a Master of Arts in Monitoring and Evaluation. As part of the course, I am expected to write a research paper and submit it to the Department of Economics, Population and Development Studies. The topic of my research is "**Assessing Functionality of Monitoring and Evaluation System of the Kenya Institute of Curriculum Development (KICD)**." I humbly request you to take part of your time and kindly respond to all the questions asked below. Your filling of the questionnaire will highly be appreciated.

Instructions
This study is done purely for academic reasons thus; all the information you give will be handled with confidentiality. Kindly respond to questions with honesty so as the issue being discussed can be addressed adequately. The assessment findings will be shared with KICD for learning and improving its monitoring and evaluation system.

Please answer all Questions.

SECTION A: BACKGROUND INFORMATION

Respondent (√) tick as appropriate.

1.   What is your job title? _____

2.   What is your work experience at the KICD or MOE?

   5 years or less……………………….......[ ]   Six (6)-Ten (10) yrs.……………….[ ]

   Eleven (11)-Fifteen (15) yrs.………………... [ ]   Sixteen (16)-Twenty (20) yrs………[ ]

   Twenty one (21)-Twenty five (25) yrs……... [ ]

   Twenty-six (26)-Thirty (30) yrs ……. ………[ ]

   Over 30 years ……..………………………... [ ]

3.   Which department/directorate do you work in? Please tick.

   a). Finance & Accounts [ ]   b). Procurement [ ]   c). Planning   [ ]   d). Internal Audit [ ]

   e). Internal Audit [ ]   f). Human Resource [ ]   g). Administration [ ]

   h). Corporate Communication [ ]   i). Quality Assurance [ ]

   j). Research &Monitoring & Evaluation [ ]   k). Other Specify…………………………

SECTION B: Assessment *of Components of M&E relating to people, partnerships* **and** *planning.*

To what extent has your organization adopted each of the following elements of M&E System?

Tick **(√) YES/NO,** or according to the 5-point scale where applicable:

(1 –Not Applicable, 2 –Not at all, 3 –Partly, 4 –Mostly, 5 –Completely)

	ELEMENT					
1. Organizational Structures with M&E	• Existence of Monitoring and Evaluation unit	Yes ☐	No ☐			
	• Adequate M&E staff in organization	Yes ☐	No ☐			
	• Adequate qualified M&E staff including well-defined M&E responsibilities which are clearly defined in the Job Descriptions	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
	• M&E staff are adequately motivated	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
	• Departmental functions are aligned to support monitoring and evaluation functions of the organization	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
2. Human Capacity for Monitoring and Evaluation	• Monitoring and Evaluation related skills for staff have been assessed in last 3 years	Yes ☐	No ☐			
	• M&E staff have skills and experience needed to fulfill organizational M&E mandate	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
	• Gaps of M&E related skills required by staff have been incorporated in organization human capacity building plan	Yes ☐	No ☐			

			Completely	Mostly	Partly	Not at All	N/A
		• M&E related training is conducted for the organizations' staff	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
		• Coaching/mentorship, and on the job training is conducted for the M&E staff	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
		• Coordination of building capacity efforts to avoid duplication of efforts	Yes ☐	No ☐			
3.M&E Partnerships		• There is an M&E TWG at KICD	Yes ☐	No ☐			
		• Technical working group meets quarterly as per KICD's strategic plan 2015-2020	Yes ☐	No ☐			
		• Other agencies and partners participate in the technical working group	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
		• The TOR for the technical working group clarifies the role of the groups in coordinating M&E system	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
		• M&E technical working group makes decisions via consensus building	Completely ☐	Mostly ☐	Partly ☐	Not At All ☐	N/A ☐
		• Inventory of M&E stakeholders is annually updated	Yes ☐	No ☐			
4. M&E Plan.		• Existence of an monitoring and evaluation plan	Yes ☐	No ☐			
		• Departments actively took part in designing the M&E plan	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐

	• M&E plan indicators were assessed during development of the plan	Yes ☐	No ☐			
	• Departmental inputs are included in the overall monitoring and evaluation plan	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
5. Costed Work Plan.	• There is costed M&E work plan for the current year	Yes ☐	No ☐			
	• Costing of M&E activities is always done	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
	• Specific time frames are allocated for implementation of M&E activities	Yes ☐	No ☐			
	• Organizational work plan for M&E have the required resources	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
	• The current year M&E work plan was developed against previous years' activities	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
	• Departments are involved in creating costed monitoring and evaluation work plan	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
6. M&E Advocacy, Communications and Culture.	• The organization has people who champion and support M&E activities	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
	• Performance of monitoring and evaluation is frequently communicated	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
	• M&E system information is useful to stakeholders	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
	• Managers are supportive and	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐

	involved in M&E activities					
	• M&E staff are part of organization's planning& management team	Completely	Mostly	Partly	Not at All	N/A
	• Organization has opportunities for career growth and development for M&E staff	Yes	No	N/A		
	• M&E plans are integrated in the organization overall policy	Yes	No	N/A		

SECTION C*: Assessment of M&E Components relating to collecting, capturing and verifying data.*

To what extent has your organization adopted each of the following elements of M&E System?
Tick **(√) YES/NO,** or according to the 5-point scale where applicable:
(1 –Not Applicable, 2 –Not at all, 3 –Partly, 4 –Mostly, 5 –Completely)

M&E COMPONENT	ELEMENT					
7.Routine Programme Monitoring	• Guidelines exist that document the procedures for reporting programme monitoring data	Yes	No	N/A		
	• There are guidelines that specify how quality of data should be maintained	Yes	No	N/A		
	• Departments use standardized reporting forms	completely	Mostly	Partly	Not at All	N/A
	• All source documents have been available during previous data auditing visits	Completely	Mostly	Partly	Not at All	N/A

	• Programme monitoring reports are verified by responsible officers before aggregating the data	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
	• There are mechanisms to resolve variances in reports	Yes ☐	No ☐			
	• Results of routine program monitoring are used to formulate indicators in the monitoring and evaluation plan	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
9. M&E Databases.	• Data is captured and stored electronically in an integrated database	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
	• There are structures for transmitting information among various databases	Yes ☐	No ☐	N/A ☐		
	• There are mechanisms to ensure that M&E data is accurately captured and stored in the database	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
10. Supervision and Data Auditing	• There are procedures and mechanisms for supervision of M&E activities	Yes ☐	No ☐	N/A ☐		
	• Results of supervision are always documented and shared with the management	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
	• Supervision and data auditing results can be accessed by the M&E department	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐

M&E COMPONENT	ELEMENT					
	• Existence of M&E data verification mechanisms	Yes ☐	No ☐	N/A ☐		
11. Evaluation and Research.	• There is an inventory of evaluation and research activities	Yes ☐	No ☐	N/A ☐		
	• There is a departmental committee responsible for coordinating research and evaluations activities	Yes ☐	No ☐	N/A ☐		
	• Evaluation and Research results are being used in formulation of policies	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
	• Findings of research and evaluation are regularly discussed and disseminated	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
	• Management allocates resources for carrying out research and evaluations activities	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐

SECTION D: *Assessment of Component relating to data use in decision making (Using information to improve results).*

To what extent has your organization adopted each of the following elements of M&E System? Tick **(√) YES/NO,** or according to the 5-point scale where applicable:
(1 –Not Applicable, 2 –Not at all, 3 –Partly, 4 –Mostly, 5– Completely)

M&E COMPONENT	ELEMENT					
12. Data Dissemination and Use.	• Information needs of stakeholders have been assessed	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐

• Previous years' M&E lessons learnt are incorporated in the subsequent years' M&E activities.	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
• M&E information products from the organization satisfy stakeholders information needs	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
• Analysis, presentation and use of data is supported by laid down guidelines	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐
• Existence of information production plan	Yes ☐	No ☐			
• Existence of information dissemination plan	Yes ☐	No ☐			
• Data/information products in the public domain can be accessed by stakeholders	Completely ☐	Mostly ☐	Partly ☐	Not at All ☐	N/A ☐

SECTION E. Any challenges or what needs improvement on KICD M&E system operation.

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