

**FACTORS INFLUENCING IMPLEMENTATION OF
MONITORING AND EVALUATION PROCESSES ON DONOR
FUNDED PROJECTS; A CASE OF GRUPPO PER LE
RELAZIONI TRANSCULTURALI -GRT PROJECT IN
NAIROBI, KENYA**

BY

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**A Research Project Report Submitted In Partial Fulfilment For The Requirements Of The
Award Of The Degree Of Master Of Arts In Project Planning And Management Of The
University Of Nairobi**

2014

DECLARATION

This research project is my original work and has not been presented before for the award of any degree in this or any other any other University or Institution whatsoever.

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DEDICATION

This research project report is dedicated to my immediate family members my wife Angela Moraa, My Mum Biriam S. Mocheche, My brother Job Mocheche and My sisters Jerusa Mwangi and Lilian Kwamboka. Your love, support and encouragement has seen me through this and I will forever remain grateful.

ACKNOWLEDGEMENT

I would like to express my sincere appreciation to all individuals who have contributed to this project. I am particularly very grateful to my supervisor Catherine Wainaina for providing guidance and direction to the development of this research project. I would also like to acknowledge the entire University of Nairobi fraternity including my classmates for creating a conducive environment for learning, the University of Nairobi support staff especially the librarians for their contribution during this undertaking. My acknowledgement also goes to relatives and friends who have kept encouraging me to further my education. Last but not least, I am equally thankful to all the people including family, classmates and colleagues who provided positive criticism and developmental feedback towards this research project.

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LIST OF ABBREVIATIONS AND ACRONYMS

AfrEA	African Evaluation Association
CPPMU	Central Project Planning and Monitoring Unit
DAD	Development Assistant Database
EFQM	European Foundation Quality Model
FBO	Faith Based Organization
GRT	Gruppo per le Relazioni Transculturali
IBTCI	International Business and Technical consultants Inc.
IEG	Independent Evaluation Group
IFC	International Finance Corporation
IFAD	International Fund for Agricultural Development
M&E	Monitoring & Evaluation
MED	Monitoring & Evaluation Director
NIMES	National Integrated Monitoring and Evaluation System
OECD	Organization for Economic Co-operation and Development
PFMB	Public Financial Management Bill
UNDP	United Nations Development Program

ABSTRACT

The purpose of this study was to establish factors affecting implementation of M&E practices in donor funded projects in Gruppo per le Relazioni Transculturali – GRT. The study was guided by the following objectives: To establish the influence of staff technical skills on the implementation of Monitoring and Evaluation in GRT in Nairobi County; to examine the extent to which stakeholder's involvement influences the implementation of M& E in GRT in Nairobi County; to find out how Budgetary allocation influences the implementation of M&E in GRT in Nairobi County and to establish the influence of M & E indicators in the implementation of M&E in GRT in Nairobi County. Descriptive research design was used for the study. The target population consisted of project staff and stakeholders of GRT. A total of 110 respondents were therefore targeted by the study (including 44 staff and 66 stakeholders) out of which a total of 98 responded (consisting 40 staff and 58 stakeholders) giving a response rate of 89%. Questionnaires were used as instruments for data collection. Questionnaires were used to collect data from all the staff and stakeholders. Data was analyzed through the use of a computer software SPSS. Primary data from the field was edited first. Coding was then done to translate question responses into specific categories. Quantitative data collected was analyzed by descriptive statistics while a content analysis technique was used to analyze qualitative data. Descriptive statistics such as means, standard deviation, frequencies and percentages were used to describe the data. The analyzed data was presented in form of tables. In determining the influence of staff technical skills on the implementation of monitoring and evaluation the study found out that the technical skills were inadequate and that technical skill is a determinant of M&E. Regarding the influence of stakeholders' involvement in the implementation of monitoring and evaluation the study found that stakeholder's level of involvement to be in small extent. On the influence of budget allocation on the implementation of Monitoring and evaluation the study found out that inadequate allocation of resources can lead to failure in the implementation of monitoring and evaluation to a very large extent. Furthermore, the study also revealed that that inappropriate choice of indicators leads to an unfairly negative evaluation to very large extent. From the findings of the study, it can be concluded that staff technical skills the affect the implementation of monitoring and evaluation in that necessary skills play a key role in providing functional advice in the development of appropriate results-based performance monitoring systems. It can also be concluded that even though there was funding, poor budget allocation thus affects the implementation of monitoring and evaluation. The study further concluded that stakeholders' participation influence the implementation of monitoring and evaluation. It can finally be concluded that inappropriate indicators of monitoring and evaluation influences the implementation of monitoring and evaluation. The study recommended that the project managers should provide the necessary resources and facilities for monitoring and evaluation. This will facilitate effective implementation of monitoring and evaluation. The study also recommends that the staff should be trained and/or given in-service courses on monitoring and evaluation. This will give them the skills and knowledge in monitoring and evaluation. The study further recommends that Monitoring and evaluation indicators should be well constructed to avoid poor monitoring and evaluation. The study finally recommends that stakeholder's participation should be improved in monitoring and evaluation. This will promote the implementation of monitoring and evaluation since there will be little resistance from stakeholders. The study finally recommended that another study be done factors influencing the effective implementation of projects in Kenya which was not a concern in this study.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Monitoring and evaluation (M&E) has become an increasingly important tool within global efforts toward achieving environmental, economic and social sustainability (Mrosek, Balsillie & Schleifenbaum, 2006). At national and international scales, sustainability criteria and indicators for M&E are important tools for defining, monitoring and reporting on ecological, economic and social trends, tracking progress towards goals, and influencing policy and practices (United Nations, 2008). At regional and sub-regional scales M&E is important for assessing the sustainability of local practices, and can be an important tool to assist with management planning (Montaño, Arce & Louman, 2006).

The topic of M&E would perhaps extend back to 1973 when the world bank established the independent Evaluation Group (IEG).The IEG has particularly concerned itself in strengthening M&E systems to governments in developing countries (Mackay, 2007).Global shift toward accountability and value for money by donors towards agencies and governments has made M&E capacity development a priority for many democracies. Canada would perhaps present some of the most outstanding practice of how M&E has been exercised among the developed countries. In studying The Canadian experience, the Canadian M&E system; Lessons learned from 30 years of Development Robert (2010) of the Independent Evaluation Group (IEG) observed that M&E was linked to an increase in performance reporting and a much more focus on programme/project outputs and outcomes as opposed to plain expenditure statistics. A keen emphasis was placed on result based evaluation in the Canadian public sector.

A key issue with the configuration of African Government Monitoring and Evaluation (M&E) systems was summarized by Robert Picciotto (2009) when asking and responding to his own rhetorical question: “What happens when you have low demand and high supply? This is when monitoring takes over evaluation and monitoring masquerades as evaluation”. In other words, when monitoring is the dominant part of a government M&E system it indicates that there is weak demand from decision makers for evidence. The supply of M&E on the African continent has, to a large extent, been influenced by donor demands that have developed the M&E practice, in the absence of national government demand. Even in South Africa, where development aid and donor influence is not very important in terms of GDP (development aid was about 0.4% of GDP in 2007 according to Ramkolowan & Stern (2009), because of the strength of demand from donors and the limited government system, many evaluators have been trained in a donor-orientated milieu. The donor-driven orientation of M&E practice in Africa has been recognized by the African Evaluation Association (AfrEA, 2007) and within the Paris Declaration on Aid Effectiveness (OECD, 2005). Regionally South Africa set some of the best practice so far in developing an M&E system, with the introduction of a guide on M&E for government ministries. The country’s establishment of a key ministry in charge of Monitoring and Evaluation was a clear indication of measures the government of South Africa has taken to promote reporting and track of achievements of results through M&E (IEG, 2010).

According to African Monitoring and Evaluation Systems (2012), the most problematic in the current monitoring and evaluation setup in Kenya is the status of the lead agency MED. MED is underfunded and inadequately staffed relative to its national responsibilities. Neither CPPMUs nor sub-national reporting units are bound to provide MED with M&E reports. Kenya’s M&E system therefore operates on goodwill, hence the need for a legal framework to ensure all

institutions and stakeholders provide M&E information. The PFMB of 2012 can help to address this depending on interpretations of parts of the act. Through this improved institutional arrangements, for example, Performance Contracting, can be developed. Luckily for Kenya, the new Constitution, with its call for responsive and impartial service delivery backed by accurate information to support evidence-based policy making provides an opportunity for building the superior M&E system that Kenya deserves. Moreover, the government has set up sufficient mechanisms to help address its challenges, especially now when the directorate is going to be tasked with the huge role of monitoring and evaluating the performance of the counties. More universities are also set to adopt the M&E curriculum and this will help to ensure staff and Kenyans are adequately trained on M&E. It is upon this background that this study aimed at investigating factors influencing implementation of Monitoring and Evaluation on donor funded projects.

1.1.1 Gruppo per le Relazioni Transculturali- GRT

GRT is a non-governmental organization, established in Italy in 1968. The GRT promotes international cooperation in South America, Africa, and Asia with the ultimate goal of enforcing trans-cultural intervention among continents, thinking that differences among cultures are determinant to promote peace, stability and human wellbeing. The main areas of expertise are: Mental Health, Supporting Ethnic Minorities, Traditional Medicine, and Social Inclusion.

GRT structure is flexible but as clear as its vision: acting and intervening in contexts where the exchange of competences and activities represent an occasion of mutual growth. The organization is mainly constituted by members who are involved in promoting social justices in the world, including social workers, psychologists, educationists, teachers, and doctors among others. This vision is mirrored in the implementation approach promoted by GRT: taking into

account local available resources, empowering local staff and experts, promoting education and training to enhance local sustainability and projects ownership.

Added value of our action is working with and through local communities identifying resources, knowledge and practices which are culturally available and socially accepted; in particular GRT's approach is based on the following keys assumptions: The importance of local counterpart(s); empowerment and use of local resources and a Community Based Approach sensitive to culture(s).

The GRT mission is alleviating and healing people from psychosocial disorders by setting up protection mechanisms in order to promote social inclusion among local population. The GRT vision is to be a leading psychosocial support provider organization in the Horn of Africa which tackles psychosocial disorders with innovative, pragmatic and community-centered approach.

In Kenya, with the current project in the slums of Waithaka, is to pull out the great artistic and musical potential of street children, unconscious bearers of African musical culture: percussions, dance and drama have to be enhanced as means to strengthen Kenyan identity and social inclusion of the most vulnerable.

1.2 Statement of the Problem

Donors have made it a requirement that every budget proposal submitted to them should have an element of Monitoring and Evaluation budgeted for and they have gone further to recommend that 10% of the overall budget should be reserved for the sole purpose of M&E. Though the donors might have clear ideas of why this component is important, recipient of funds tend to ignore or pay little emphasis on monitoring and evaluation. M&E activities are supposed to among other things provide critical information necessary to influence evidence-based decision making as well as provide further guidance to future project designs and implementation. On the

contrary most projects are taking longer time to be completed, end up not achieving their intended objectives and most of them are not able to sustain themselves after the donor has pulled out all because M&E practices are not observed during the implementation and execution of these projects (Robert, 2010).

Over the years organizations running projects in Kenya have recorded increased funding but there has been little or no assessment on the grass root capacities for these organizations' to implement projects successfully. This has led to varied outcomes across different sectors. Effective M&E is supposed to enable project managers make corrective action and inform future project initiation and implementation (African Monitoring and Evaluation Systems, 2012). This study looked at factors affecting implementation of an M&E system with a focus on the donor funded projects where despite the continuous planning and allocation of resources to monitor and evaluate projects, there seems to be a disconnect between expected and actual results.

1.3 Purpose of the Study

The purpose of this study was to investigate factors influencing the implementation of Monitoring and Evaluation processes in donor funded projects a case study of Gruppo per le Relazioni Transculturali – GRT in Nairobi County.

1.4 Objectives of the Study

The study was guided by the following specific objectives:

1. To establish the influence of staff technical skills on the implementation of Monitoring and Evaluation in Gruppo per le Relazioni Transculturali – GRT in Nairobi County.
2. To examine the extent to which stakeholder's involvement influences the implementation of M& E in Gruppo per le Relazioni Transculturali – GRT in Nairobi County.

3. To find out how budgetary allocation influences the implementation of M&E in Gruppo per le Relazioni Transculturali – GRT in Nairobi County.
4. To establish the influence of M&E indicator(s) in the implementation of M&E in Gruppo per le Relazioni Transculturali – GRT in Nairobi County.

1.5 Research Questions

1. How do staff technical skills influence the implementation of Monitoring and Evaluation in Gruppo per le Relazioni Transculturali – GRT in Nairobi County?
2. To what extent does stakeholder's involvement influences the implementation of M& E in Gruppo per le Relazioni Transculturali – GRT in Nairobi County?
3. How does budgetary allocation influence the implementation of M&E Gruppo per le Relazioni Transculturali – GRT in Nairobi County?
4. How do M&E indicator(s) influence the implementation of M&E Gruppo per le Relazioni Transculturali – GRT in Nairobi County?

1.6 Significance of the Study

The beneficiaries of this research will be the projects managers and project coordinators, community and donors. Findings of the study will be availed to projects to assist them to understand the factors affecting monitoring and evaluation of donor funded projects. The findings will also aid in the designing of interventions to help in the improvement of monitoring and evaluation where it is in practice.

The information obtained from this study will advance the body of knowledge and stimulate further discussions on monitoring and evaluation of donor funded projects. This will be of benefit to the researchers and to change agents for gaining deeper insight, appreciate and

understand the problems facing implementation of monitoring and evaluation of projects in general.

1.7 Limitations of the Study

Limited resources for doing the research were a barrier in this study; this is because the researcher needed to employ research assistants to help in the collection of data. Literacy was also a barrier since not all the beneficiaries were able to read the questionnaires. Furthermore, there was limited literature review on factors influencing the implementation of monitoring and evaluation.

1.8 Delimitation of the Study

This study was carried out among the employees of *Gruppo per le Relazioni Transculturali* – GRT in Nairobi County. The study targeted the employees, project manager and stakeholders of GRT in Nairobi County. This helped the researcher to conserve on the time of data collection.

1.9 Assumptions of the Study

This study was based on the assumption that respondents would give accurate responses to the questionnaires without bias and that all the respondents would sufficiently be informed about the concept of monitoring and evaluation, and would be in a position to respond adequately to the items in the questionnaires.

1.10 Definition of Significant Terms

Budgetary allocation: The process where organizations project the level of expenditure it might incur and set aside funds to ensure that the expenditures are met when due.

Evaluation: This is a systematic assessment of a project at all its stages i.e. planning, implementation and measurement of outcomes.

Indicator(s): Key event(s) that enable decision makers to access progress towards the achievement of intended outputs, outcomes and objectives.

Monitoring: Supervising activities in progress to ensure they are on course and on schedule in meeting the objectives and performance targets.

Stakeholder's involvement: The process where organizations involve people who may be affected by decisions it makes or can influence the implementation of its projects.

Technical skill: Knowledge and proficiency in certain specialized field needed to accomplish specific task

1.11 Organization of the Study

The study was organized in five chapters. Chapter One consisted of background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, limitations of the significant terms and organization of the study. Chapter Two focused on literature review, theoretical framework and conceptual framework. Chapter Three was the research methodology, research design, sampling, instruments validity and analysis. Chapter Four contained research analysis and findings while Chapter Five had the summary of research findings, conclusion of the study as well as recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents relevant literature on the concept of monitoring and evaluation, Approaches and purposes of Monitoring & Evaluation, Technical Skills in Monitoring and Evaluation, Stakeholder Participation in Monitoring Evaluation, Budgetary Allocation in Monitoring and Evaluation Indicators in monitoring and evaluation, and Importance of Monitoring and Evaluation.

2.2 The Concept of Monitoring and Evaluation

Monitoring is a management tool used to identify inconsistency between the plan and reality in order to take corrective measures. It ensures that activities are implemented as planned. Bartle (2007) defines monitoring as an observation and recording of activities taking place in a project or program. It is a process of routinely gathering information on all aspects of the project. Monitoring also involves feedback about the progress of the project to the donors, implementers and beneficiaries of the project. “The resulting information is used for decision making for improving project performance” (Bartle 2007).

Evaluation is the systematic collection and analysis of data needed to make decisions. It is a way of improving project performance and pin points accountability of resources and work. It develops human resources, improves management capabilities in planning. It measures the effectiveness and reliability of programs and influences on future programs, and helps in decision making (Ramothamo , 2013).

Bartle (2007) describes a project as a series of activities that aim at solving a particular problem within a given period of time. A project must have the resources time, human and money before achieving any objectives.

“A project should go through several stages. Monitoring should take place at the beginning and should integrate into all stages of the project” (Bartle 2007). The basic stages should include project planning which covers the situation analysis defining objectives, formulating strategies, problem identification, designing a work plan and budgeting.

There are several distinct purposes for monitoring and evaluation (Failing & Gregory, 2003; Stem et al., 2005). Managers are not always clear on which purpose and its corresponding approach is most suitable to meet specific program needs (Stem et al., 2005).

Monitoring and evaluation can be used for accountability purposes (Moynihan, 2005). It can be used to indicate project compliance with required parameters and demonstrate to funding agencies, donors, or the public that resources have been used appropriately.

In accountability orientated M&E high levels of scrutiny are expected, and judgment generally made against clear standards and norms that have been established for a range of performance areas. This would include the proper management of budgets, personnel, legal and regulatory compliance with process and procedures and as in the case of South Africa, transformational and ethical considerations (Cook, 2006). Deviation from any of the standards invites censure, and the ranking of departments across these indicators and making such findings public may take place.

In this context M&E is seen as supporting a governance function, which Cook (2006) points out “encompasses the entire management, operating systems and culture of an institution”. It also links to government if supported by a strong government auditing system. Improving governmental management is yet another reason evaluation is employed in government (Davies

et al, 2006). It is thus not surprising, why evaluation has been explicitly employed to advance the goals of the developmental State. Furthermore, the importance given to it by governments in Africa, as part of their process of improving their efficiencies, indicates recognition that change cannot be driven without appropriate tools that generate strategic management information.

Apart from M&E serving the very necessary purpose of accountability, for reasons mentioned above, it also is meant to promote the “learning organization”. This would be at the level of M&E use, and comes about when results are presented. The assumption is that organizations would become more open and self-reflective when faced with evaluative information, but it is not necessarily the case as operationalizing learning is not easy, given the complex array of protocols and management culture which must be negotiated (Preskill & Russ-Eft, 2005). It has been shown that whilst it is implicit that M&E should lead to learning and reflection, this may not be the case and the way in which organizations integrate information may be complex, and not as causal as suggested in classic M&E project or program management terms.

Utilizing evaluation in organizations is, however, not easy, and influenced by several factors: contextual (political), technical (methodological) and bureaucratic (psychological). These factors overlap, but what is clear is that unless “all the elements are lined up, organizational learning is difficult” (Mayne, 2000).

Tuckerman (2007) assesses this grouping in terms of how M&E contributes to learning and reflection, and notes that in this mode M&E is seen as but one tool that supports management by improving the quality of information provided for decision-making.

Whilst most of the research has focused on NGOs, there is growing interest in seeing how M&E helps to build learning organizations (Roper & Pettit, 2002). There is much potential for evaluation to lead to organizational learning, and not just accountability, which has been

illustrated by Gray (2009). The point made is that M&E intent is very important, as it could lead to different outcomes. It should be remembered that M&E has assumed different identities, due to context, and depending on this it may be used for accountability, promoting a behaviour or practice, or learning, as demonstrated in a series on the subject (Bemelemans-Videc *et. al.*, 2007). Within the context of asking the question, what is the purpose of M&E, there are dilemmas as it often shares an identity with auditing, especially when it assumes an accountability function (Bemelmans-Videc *et al*, 2007).

In some cases M&E focuses on assessing the condition of biological or socioeconomic criteria to improve existing information about factors of concern, such as health or population levels (Salzer & Salafsky, 2006). Stem et al. (2005) refer to these as status assessment approaches to M&E. In the field of natural resource conservation, status assessment approaches help managers decide where to focus management efforts by providing information about threats to species or other ecosystem related factors. The findings from status assessment M&E can influence policy and management decisions at broader levels (Stem et al., 2005). Typically, however, status assessment is not linked to specific management activities. That is, status assessment M&E does not provide direct feedback on the effectiveness of specific programs or policies (Salzer & Salafsky, 2006). The Millennium Development Goals project (United Nations, 2000), is an example of a global scale status assessment approach to M&E that is intended to measure progress toward sustainability and influence policy decisions at the international level.

M&E is referred to by Failing and Gregory (2003) as tracking performance and by Stem et al. (2005) as effectiveness measurement. This approach to M&E is intended to measure the impacts of management actions in order to provide feedback on progress toward goals and the effectiveness of program interventions. In effectiveness measurement, performance frameworks

such as results-based and adaptive management incorporate the results of M&E into project cycles designed to facilitate continual improvement (Moynihan, 2005). A common challenge for resource managers is deciding how many resources to allocate toward effectiveness measurement M&E versus the status assessment approach mentioned above (Salzer & Salafsky, 2006).

M&E can be used in a research context to assist with the “gathering or generation of knowledge about a subject to gain a better understanding of the topic” (Stem et. al., p. 297), and to “discriminate among competing hypothesis” (Failing & Gregory, 2003, p. 122). In this context adaptive management uses M&E to facilitate the testing of assumptions about cause and effect, or how specific resource management policies will produce desired outcomes when immediate action is required but insufficient information is available to make informed decisions (BSP, 2001).

Failing et. al. (2003) define another purpose for monitoring and evaluation. They explain that M&E can be used in a decision analysis context to provide insight for choosing amongst a range of policy options. In this case indicators are designed to be used as decision criteria. Failing et. al. (2003), caution that significant misunderstanding can exist around the difference between M&E for decision making and M&E for tracking performance.

Monitoring and evaluation is the fundamental tool of good programme management at all levels because it provides data on project progress and the effectiveness of activities. Monitoring and evaluation improves on project management and decision making and allows accountability to stakeholders. It is an aid to plan future resource needs and activities. Monitoring and evaluation provides data which is useful for policy-making and advocacy. Monitoring and evaluation gives

indicators on whether the project is progressing or not and if there are any obstacles that needs corrective measures (Ramothamo, 2013).

Bartle, (2007) emphasized that monitoring and evaluation should be done at all levels of the project. International Finance Corporation, (2006) also sees monitoring and evaluation to be part of design of programs because it ensures systematic reporting; the process communicates results and shows accountability. “It measures efficiency and effectiveness, ensures effective allocation of resources, promotes continuous learning and improvement and provides information for improved decision making” (IFC, 2006).

Evaluation is done with the objective of keeping track of programme activities and documenting the nature of delivery. It measures the routine of operations which also help in making corrective measure during the cause of the programme. Evaluation also helps in the future planning of activities as far resources are concerned. It ensures that activities are still on track in that everything goes according to plan. Evaluation also helps in the project efficiency because there will be coordination among programme components. Finally evaluation will help in the accountability and decision making for future and current projects (Ramothamo , 2013).

2.3 Staff Technical Skills in Monitoring and Evaluation

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

Building an adequate supply of human resource capacity is critical for the sustainability of the M&E system and generally is an ongoing issue. It needs to be recognized that “growing”

evaluators requires far more technically oriented M&E training and development than can usually be obtained with one or two workshops. Both formal training and on-the-job experience are important in developing evaluators. Two key competencies for evaluators are cognitive capacity and communication skills (Gladys, Katia, Lycia & Helena, 2010).

Program and senior managers are important audiences for less technical training on M&E and RBM. They need to have enough understanding to trust and use M&E information. This type of broad training/orientation is critically important in building a results culture within organizations. There are no quick fixes in building an M&E system—investment in training and systems development is long term. Various options for training and development opportunities include the public sector, the private sector, universities, professional associations, job assignment, and mentoring programs (Gladys et.al. 2010).

In introducing an M&E system, champions and advocates are needed to sustain the commitment needed over the long term. Identifying good practices and learning from others can help avoid the fatigue that typically accompanies any change process, as enthusiasm starts to wane over time. Evaluation professionals possess the necessary skill set to play a key role in providing functional advice and guidance to departmental/agency managers about the design and development of appropriate results-based performance monitoring systems. While managers should be responsible for performance measurement and monitoring per se, a recognized role for evaluators should be to provide such assistance and oversight on results measurement and monitoring (Gladys et.al. 2010).

Mukhererjee (1993) says that meeting capacity needs will be ensured by acquiring the right people, by hiring already trained people, training your staff, hiring external consultants for focused inputs and also ensure the capacity of good quality through removing disincentives and

introducing incentives for learning, keeping track of staff performance through regular evaluation, striving for continuity of staff and finding highly qualified person to coordinate.

Human resources on the project should be given clear job allocation and designation befitting their expertise, if they are inadequate then training for the requisite skills should be arranged. For projects with staff that are sent out in the field to carry out project activities on their own there is need for constant and intensive on-site support to the outfield staff (Ramesh, 2002). One of the larger aspects of developing employee's skills and abilities is the actual organizational focus on the employee to become better, either as a person or as a contributor to the organization. The attention by the organization coupled with increased expectations following the opportunity can lead to a self-fulfilling prophecy of enhanced output by the employee (Pearce & Robinson, 2004).

Taking a micro and Macro look at capacity building suggests that capacity development goes beyond a simple technical intervention. To a great extent focused on inducing behavior change, a process that involves learning, moderating attitudes, and possibly adopting new values at individual, organization, and system levels. Therefore, the focus of capacity building interventions and M&E must capture related conditions and concepts such as motivation, culture, and commitment, as well as changes in resource availability, skill levels and management structure (Morgan, 1997).

Evaluation must also be independent and relevant. Independence is achieved when it is carried out by entities and persons free of the control of those responsible for the design and implementation of the development interventions (OECD, 2002, Gaarder & Briceno, 2010). Research has shown that it is vital to determine what methods are appropriate to the user's needs, the given context, and issues of data, baseline and indicators (Hulme, 2000).Capacity building

will typically include: upgrading conceptual and analytical skills in monitoring and evaluation, selection of indicators, data collection methods, data management and design of reporting systems. Also and perhaps most important, capacity building will include developing a result oriented management culture that seeks out and effectively uses information in decision making. Despite the fact that donors continue to increase their funds in Kenya, less than 1% of this funds are allocated for capacity building for implementing partners and agencies. Research has shown that partners pay a lot of emphasis on qualifications of individuals during the recruitment process but nothing is done to improve the staff once they are on board. With changing dynamics in Monitoring and evaluation, organizations need to implement a continuous improvement strategy when staffs are taken through skill that can make them be efficient.

2.4 Stakeholder Participation in Monitoring and Evaluation

Stakeholders are groups of people, organization and institutions that will affect or maybe affected by the project. These stakeholders include the community-men, women and youth; project field staff, program managers, donors, government and other decision makers' supporters, critics, government and NGO'S (Davies, 1998).

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

Forss & Carlsson (1997) says that the growing need for efficiency, cost effective and results means that it is essential for stakeholders to have skills which enable them to perform to their best. Engaging stakeholders in discussions about the what, how and why of program activities is often empowering for them and additionally, promotes inclusion and facilitates meaningful

participation by diverse stakeholders groups (Donaldson,2003). Stakeholder participation means empowering development beneficiaries in terms of resources and needs identification, planning on the use of resources and the actual implementation of development initiatives (Chitere, 1994). Proudlock (2009) found out that the whole process of impact evaluation, and particularly the analysis and interpretation of results, can be greatly improved by the participation of intended beneficiaries, who are after all the primary stakeholders in their own development and the best judges of their own situation. However, stakeholder involvement need to be managed by care, too much stakeholder involvement could lead to undue influence on the evaluation, and too little could lead to evaluators dominating the process (Patton, 2008).

In May 2000, an IFAD (2002) workshop on impact achievement stated that, participation means more than just beneficiary contribution to the project execution, rather, it should encompass all stakeholders and be formalized at all stages of the project cycle. This clearly includes monitoring and Evaluation systems. So, developing participatory monitoring and evaluation meant that, once the basics of M&E are understood, participatory M&E is defined and ways are worked out to introduce it. This is done by providing key stakeholders with the information needed to guide the project strategy towards achieving the goal and objectives; provide early warning of problematic activities and processes that need corrective action; help empower primary stakeholders by creating opportunities for them to reflect critically on the projects direction and help decide on the improvements; build understanding and capacity amongst those involved in the project; motivate and stimulate learning amongst those committed to making the project a success and assess progress and so enable accountability requirements to be met.

IFAD (2002) continues to recognize the role of stakeholders by indicating the grassroots organizations, at community and higher levels, are important partners. They provide invaluable

insights on priorities and appropriate processes during the design phase, and undertake some of the implementation of the project and /or M&E. One of their most valuable role is in facilitating participatory process during implementation such as through participatory baseline survey, local impact assessment or annual project reviews. Working with them increases local ownership of the project and thus the likelihood of a sustained impact.

2.4.1 Community Participation in M&E

Community level is where implementation and utilization of the benefits of development projects take place. In most cases it is at the town and village level where the main purpose of monitoring and evaluation is to be improved in the implementation and management of project services. The interest of the business associations or the community as a whole in monitoring and evaluation of community based skill training, for example, is to ensure that the number of entrepreneurial poor trained (an output) is being done as planned. The specific objectives for monitoring and evaluation at this level therefore include (a) ensuring that the project services are implemented on time, (b) that they are of good quality and (c) that the project inputs are well utilized.

The M&E process should be identified in a participatory manner to reflect the community needs and stimulate people's interest in its implementation, monitoring and evaluation. If the process of project identification is not well done and does not reflect community interests, it is likely that the communities will not participate in the monitoring and evaluation of the implemented activities.

According to the World Bank (2002) internal evaluation unit, community- based projects in the African region have performed better than the region's project as a whole, yet only one in five of the community-based development projects were likely to be sustainable. The World Bank's Community-Driven Development (CDD) team for Africa initiated a project in 18 selected

villages in Africa to help them sustain the results of their community development project. The rationale behind the project was that communities cannot be independent without developing their own tools and resources and can achieve and renew their local development goals with or without significant external assistance. The report indicates that a simple community M&E system that enhanced the sustainability of community sub – projects and the provision of a handful of indicators to meet certain criteria was developed.

The community – based M&E framework adopted by the project reinforces the connections between the implementation of community development activities, monitoring of these activities, evaluation of community development, and re–adjustment or (Re)” Appraisal” of the local development indicators, to better suit community development needs.

2.5 Budgetary Allocation in Monitoring and Evaluation

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

The Program Evaluation Standards James (2001) also indicates that, evaluation planning budget could certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored. The problem of cost overruns during evaluation has been raised up by several evaluators.

Smith & Chircop (1993) say that solid and systematic learning cost money. Financial resources are needed for the time people spend, for supporting information management system, training, transport and so forth. Key items to include in the budget are contracts for consultants/external

expertise (fees and travel expenses), physical non contractual investment costs, recurrent labour cost, focused labour input, training and study tours for M&E related capacity building, and non-operational costs like stationery, meetings, allowances for primary stakeholders and project implementers. In the recent past donors have put emphasis on ensuring that monitoring and evaluation is budgeted for before approving any proposals for funding. In contrast, implementing agencies put little or no emphasis at all towards M&E and most of them try to resist having structures that can support M&E in their organizations.

According to African Monitoring and Evaluation Systems (2012), the directorate has been challenged in terms of human resources and financial capacity hence the inability to build a full functional M&E system that was envisaged when NIMES was initially created. When NIMES was launched and later re-oriented from ERS to Kenya Vision 2030, Kenya's decision-makers envisaged a comprehensive M&E system for greatly improving transparency and accountabilities and therefore generation of information required to measure results and impact of national policies. That vision of MED led to projection of substantial resources for implementing Kenya's M&E system.

Applying too few resources to any given activity slows progress and applying too many can cause crowding that reduces productivity and wastes resources that could be used more efficiently by other activities. Therefore the effective and efficient allocation of scarce resources among development phases and among activities within phases is a realistic management opportunity for improving project schedule performance (John, 2007).

Due to various unforeseen events, however, including the political crisis of 2007-2008 and the ensuing economic setback, the vision of NIMES was sharply scaled back. The MED budget for 2011 was Kshs119 million (or US\$1.3 million) that includes the wage bill, office rental, and

other administrative costs and does not match Kenya's ambitious M&E agenda (Republic of Kenya, 2011). It is estimated that about US\$400,000 is what is left of MED's budget to dedicate to M&E work in a sharp contrast to US\$3.8 million projected for 2011. As a result the current head count of MED's staffing is sixteen economists and three communications officers, sharing the responsibility of the agency's five divisions of data collection, research and results analysis, capacity development, project monitoring and advocacy work (Republic of Kenya, 2011). It is estimated that about US\$400,000 is what is left of MED's budget to dedicate to M&E work.

The current monitoring and evaluation reality in Kenya is therefore in sharp contrast to what was planned in the 2007 M&E Master Plan. With regards to human capital, it is still a challenge for a directorate staffed by 19 officers to provide leadership and manage a national M&E system that incorporates 44 line ministries and two hundred and eighty districts in Kenya, catering to the needs of a population of close to 40 million. The combination of the human resource and budgetary restraints undermine MED's successes in the PER and APR – often these products are not available in time thereby reducing their value considerably. Efforts are underway to synchronise PER with budgetary cycle so that the exercise can make an even bigger influence in terms of informing decisions. In effect the mandate of MED in Kenya is unclear (African Monitoring and Evaluation Systems, 2012),

2.6 Indicators in Monitoring and Evaluation

According to Yumi & Susan (2007) indicators are meant to provide a clear means of measuring achievement, to help assess the performance, or to reflect changes. They can be either quantitative and/or qualitative. A process indicator is information that focuses on how a program is implemented. An indicator is a piece of information which communicates a certain state, trend,

warning or progress to the audience. Ultimately, the choice of an inappropriate indicator leads to an unfairly negative evaluation which will terminate a program that was, in fact, making several important contributions to the community.

According to William *et. al.* (2001) indicators constitute the core of a monitoring and evaluation framework. These might measure, for example, how much technical assistance is provided to a group. The first task in monitoring is to establish target levels of inputs. Target levels are estimates of quantities of inputs which will be provided to a project or activity in order to achieve the project's objectives. Throughout the life of the project inputs will be tracked and measured to determine whether, and to what extent, implementation plans are being followed. Evaluation also uses indicators, but these are different to the ones used in the monitoring process. Evaluation indicators are designed to measure what comes out of the project or activity. Evaluation indicators can be used to measure outputs, results and outcomes.

According to William *et. al.* (2001) a participatory process of selecting indicators should involve stakeholders who are directly involved with project implementation, ideally together with a professional experienced in M&E. One approach is to generate, from scratch, a list of desired indicators from the stakeholders themselves. These may include some indicators that do not necessarily reflect the project objectives. Second is to present to stakeholders a menu of possible indicators listing the advantages and disadvantages of each. Third, less participatory, approach is to have a small team, consisting of outside professionals and key project staff, develop the indicators. Regardless of the technique used, the indicators generated for project M&E should be reviewed to make certain that they conform to the above-mentioned criteria before being incorporated into a data collection system. This process can offer a range of options that M&E staff alone may overlook. However, it is likely to generate more indicators than is feasible to collect and manage.

M&E staff need to select a set of indicators which, when taken as a whole, provide enough information to assess implementation or the effect of the program. This generally requires finding a balance between the ideal and the practical and collecting only what is needed rather than what is possible or interesting. It is important to have a balanced set of indicators that will measure the combination of inputs, outputs, outcomes and impacts plus assumptions that is most appropriate for a given project. This should not be difficult to do if information needs have already been identified based on project objectives, available M&E resources, and potential information collection and analysis constraints (William *et. al.* 2001).

According to Sanders (1997) indicators need to be context-specific; ideally indicators assess the direct issue. Most of the time, however, an indirect indicator is more feasible and therefore more reliably monitored; Indicators are expressions of the values of those who chose the indicator. Both the selection and acceptance of an indicator depends on values; Indicators often work best and sometimes only in combination - a single indicator does not necessarily tell you enough, and; Indicators are transitory or sometimes seasonal – they need to be reviewed and adjusted; Over the course of the program, conditions change, objectives are altered or better indicators discovered. In these instances, it may be appropriate to change the indicators you are monitoring. While indicators are easy to define, it is not always easy to select the right ones to study. For example, one can indicate the literacy level in a household by asking the head of household whether there are family members who are literate—this is termed an “indirect” measure of literacy because it does not directly assess the skill of the individual. As it happens, this is precisely how most literacy census data are still collected in developing countries. One might find it more relevant in some cases to ask for the mother’s literacy level, as that is an excellent “proxy” indicator of literacy skill of children in developing countries, and more directly

predictive of positive social and economic outcomes (Wogner, 2000). Of course, one could also measure literacy skills via a test for reading or writing skills on a variety of items—a “direct” measure of skill. Each of these indicators, and others, has been widely used to measure literacy in global education reports. Direct measurement tends to be more reliable, but also more expensive to implement. Indirect and proxy measures are less reliable but may also be less expensive.

Further, the designation of a particular factor as an “input” or an “outcome” is somewhat arbitrary, since each of these are often the intended impacts of projects. For example, increases in the number of computers in schools or changes in pedagogical practices can be considered intended “outcomes” of some ICT-supported programs and they are treated this way, but they may also be considered as “inputs” in order to achieve a particular set of learned skills. Another issue in selecting indicators is the tension between context sensitivity and change over time. There is a longstanding debate in the evaluation field, between context specificity and universality (Wogner, 1991), and between adaptation to changing circumstance and the stability of measurement over time. There are dual dilemmas above are features that must co-exist with effective M&E.

2.6.1. Costs and Outcomes

Programs and projects may be expensive in upfront and ongoing costs and could well be competing for funding with many other projects. Policymakers should thus compare the outcomes of a program with its costs so that they can make the best choices for public investments. There are two ways to do this: cost-benefit analysis and cost-effectiveness analysis (Stiglitz, 2000)

For a cost-benefit analysis, a common metric or indicator (money) is used to value the most significant costs and benefits for a particular project. This indicator allows for an analysis of a program or a comparison of several proposals, taking into account the time-value of money to determine the best return on the investment. The intent is to compute the monetary value of benefits and compare them to the monetary values of program costs or expenses. If a program does not achieve a minimum acceptable return of benefits to costs, then no funds should be invested. On the other hand, a cost-effectiveness analysis identifies and compares the costs of a project with some measurable outcome, without having to convert this outcome to a monetary value (Stiglitz, 2000).

For either the cost-benefit or cost-effectiveness analysis, it is relatively easy to tackle the cost side of the equation: Fixed costs will be incurred irrespective of the size of a program: central buildings, facilities and equipment such as servers and radio/TV transmitters, central training and technical support, and infrastructure cost such satellite connections and Internet Service Provision. Variable costs are per user costs and depend on the number of users or participants in the program. These might include initial and recurring local facilities costs like computer labs, hardware costs, teaching materials, local connectivity and Internet usage, and local technical support. It is important to carry out a comprehensive analysis of all potential fixed and variable costs for a program, since often there will be not-so-obvious costs that might have serious cash flow implications as a program unfolds (Stiglitz, 2000).

On the other side of the equation, it is often difficult to assign a monetary value to the outcomes of a project in the public sector because outcomes (such as improved test scores, increased school attendance, more competent teachers, and higher graduation rates) do not have a direct market value, as outcomes do in the private sector. Consequently, cost-benefit analysis may not

be possible or appropriate. When it is used, alternative programs may be selected based on their highest net benefit, rather than the highest return on investment, since a very small project may have small benefits but even smaller costs, relative to a larger, more beneficial project (Stiglitz, 2000).

Nonetheless, it is sometimes preferable in the public sector to use cost-effectiveness analysis, rather than cost benefit analysis. Thus, cost-effectiveness must take into account the many non-fiscal dimensions of a project that cannot always be put in strictly program monetary terms. As with a cost-benefit analysis, planners figure the program cost elements in monetary terms; but effectiveness (of outcomes) may be measured in other ways (Stiglitz, 2000).

2.6.2 Characteristics of a Good Indicator

According to James et. al. (1999) indicators should not be more complex than they need to be. Because the collection, management, and analysis of data is costly both in human and financial terms, indicators should be as simple as possible without compromising the essence of the variable. In field settings, direct measures of some variables are often impossible or impractical to gather. In such cases it is necessary to rely on indirect, proxy indicators. The ideal way to test for vitamin A deficiency, for example, is to measure the retinol present in blood samples. This biochemical measurement is not feasible, however, on a large scale for the majority of field-based projects. Instead, researchers and project staff typically rely on less sensitive indicators such as clinical signs of vitamin.

The measures used in M&E must be clearly and precisely defined. It is not sufficient, for instance, to use “percent of underweight children” as an M&E indicator (James et. al. 1999). Indicators should be measurable, whether they are quantitative or qualitative in nature. Height and weight are directly measurable; access to piped water can be measured simply by

observation once “access” is defined (e.g., available inside the household; available within 250 yards of the house). Often, a scale or index needs to be created to measure a qualitative variable in quantitative terms. For example, knowledge of correct breast feeding practices might be measured by a respondent’s ability to give the correct answers to a set of objective questions (James et. al. 1999).

To be useful, indicators must show variation between subjects and overtime. If the indicator does not vary, then even if it is valid, it will not discriminate between those who have benefited from the program and those who have not. For example, height is a variable indicator for young children, and we can expect well-nourished preschoolers to show more rapid rates of growth in height than malnourished ones. Among adults, height does not vary over time or with changes in nutritional status; therefore is not of interest for ongoing tracking of program impact (James et. al. 1999).

Some indicators are useful in one setting but not in another. For example, the materials used in house construction may be a good indicator of economic status in rural areas, where houses may be made of mud, sticks, or cement, but not in urban areas where even the poorest households live in cement structures (James et. al. 1999).

It is important that an indicator be valid, that it accurately reflects the concept it is supposed to measure. The percentage of admissions in a hospital pediatric ward who are below 60% weight-for-age, for example, would not be a valid indicator of the prevalence of severe malnutrition in the area as a whole. Similarly, a single day’s intake of vitamin A is not a valid indicator of individual vitamin A status, because the vitamin is stored in the body, and day-to-day variation in intake can be substantial. A more valid indicator of overall vitamin A adequacy in the diet might be a food frequency that asked the intake of foods contributing to vitamin A intake over

time. It is important to note an indicator which is valid in one context may be less so in another. This means that it may be inappropriate to transfer indicators from region to region or project to project (James et. al. 1999).

Indicators must be reliable so that regardless of who collects the data, the results will be nearly identical. One aspect of reliability has to do with the selection of indicators themselves. The presence of a tin roof, for instance, may be a more reliable indicator (though perhaps a less valid one) of economic status in areas of high underemployment than weekly or even monthly income figures; because income may vary widely from month-to-month or season-to-season while overall economic status tends to be relatively constant. Note that reliable indicators do change over time if the variable being measured changes (James et. al. 1999).

Finally, indicators should be quantifiable, and where appropriate, presented as ratios. Actual numbers are often meaningless unless they are converted into some type of proportion. But while percentages and ratios can make indicators more useful, it is also important that actual numbers be collected, recorded and maintained, so they can then be used in various ways (James et. al. 1999).

2.7 Theoretical Framework

European Foundation Quality Model (EFQM) by Dubas and Nijhawan (2005),

According to Dubas and Nijhawan (2005), the European Foundation Quality Model (EFQM) Excellence Model is a non-prescriptive framework based on nine criteria. Five of these are 'Enablers' and four are 'Results'. The Enabler criteria cover what an organization does. The Results criteria cover what an organization achieves. Results are caused by Enablers and feedbacks from Results help to improve Enablers. It contains a set of nine weighted criteria that are utilized in the assessment process. The Model is based on the premise that: Excellent results

with respect to Performance, Customers, People and Society are achieved through Leadership driving Policy and Strategy, that is delivered through People Partnerships and Resources, and Processes.

Below is the EFQM criterion of quality and details on the model as described by Dubas and Nijhawan (2005) and Slack et al (1995):

Enablers

Leadership - The driver of the business who gives direction to business objectives, it is concerned about how the top management inspire and drive total quality as a vital process for continuous improvement. People management - This involves how the company harnesses the potential of her employees in order to improve the business continuously. With EFQM covering training, evaluation, effective human resources development, team work, empowerment, rewards and recognition. It ensures the effective development of people's skill, time and effort. Policy and strategy - How the firm's policy reflects the concept of total quality and how this principle is being used to determine improvement strategy. It covers product, service quality and organizational policy and strategy. Partnerships and Resources management - This involves how the resources of the company are disbursed to support quality initiatives. Active encouragement of supplier partnership is given, with emphasis on mutually beneficial relationships. On resources, the facilities need to be maintained for capability, and materials should be conserved. Processes – The efficient managing of processes to ensure that business objectives of value creation are achieved. It involves identifying and reviewing the processes involved in production so as to deliver the organization's strategy.

Employee Result - People are supposed to be adequately surveyed, with ideas such as team briefings and suggestion schemes incorporated. Customer Results - This is external customer's

perception of the company's product. This requires evaluation of customer satisfaction through surveys and interviews. Loyalty and market share are measures. Key Performance results – what the company is achieving in relation to its planned business. EFQM requires a “balanced scorecard” type approach, as well as cost of quality, product and process measures.

While the first set of five characters can be regarded as drivers to effective quality management, the last three are the results that accrue to a firm when the drivers are efficiently deployed. This research will focus on the former, since it is concerned about the factors affecting the implementation of M& E. Where factors affecting the implementation of M&E serve as the independent variables and the implementation of M&E is the dependent variable.

2.8 Conceptual Framework

The conceptual Framework below presents the relationship between the study variables. The independent variables are technical skills, stakeholder participation and budgetary allocation dependants while dependent variable is implementation of M&E.

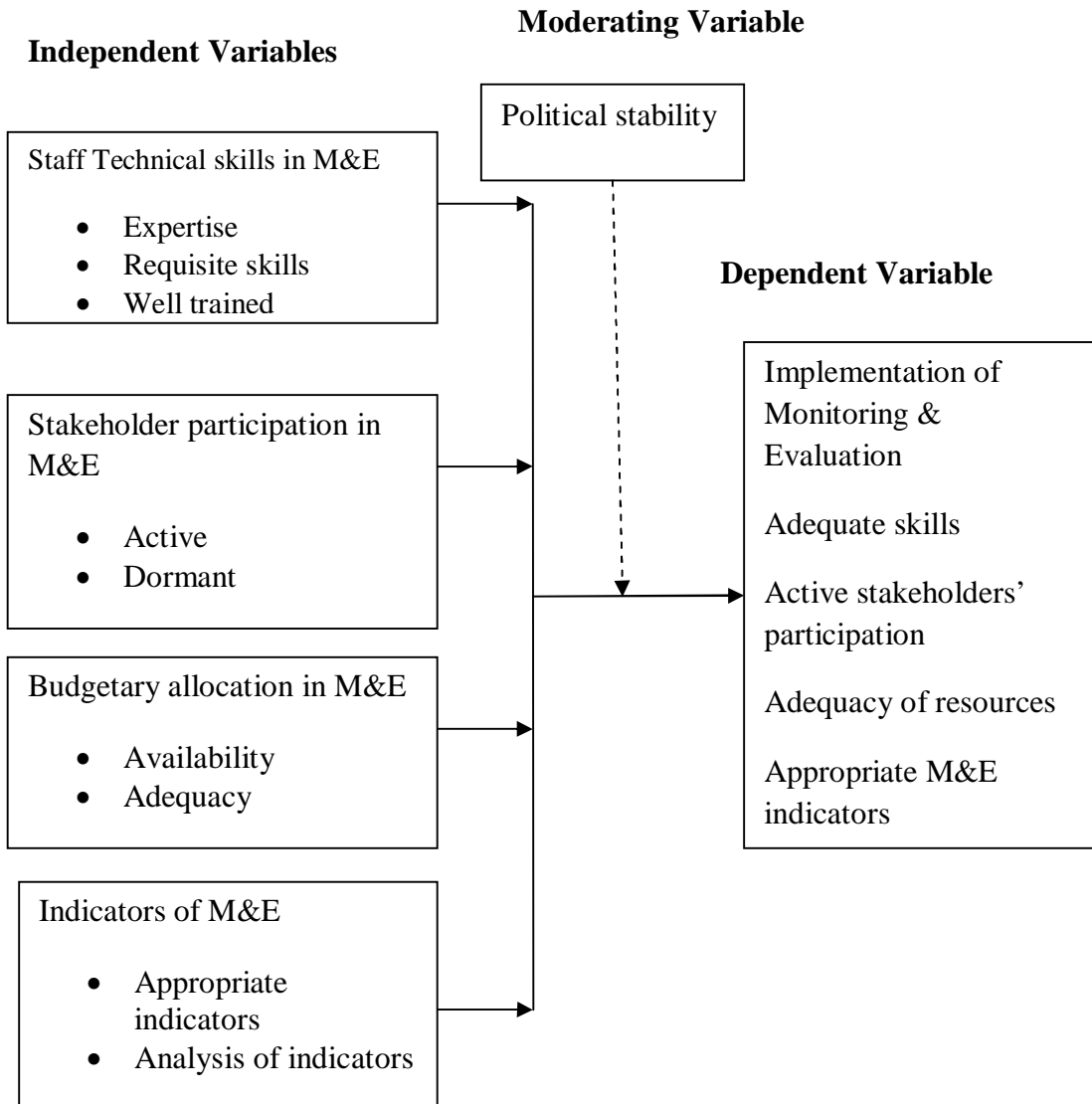


Figure 1 Conceptual Framework

2.10 Research Gap

The reviewed literature highlighted studies that are relevant and similar to this study. Kelly and Magongo (2004) in their assessment identified that monitoring and evaluation challenges encountered are deficiency of expertise and capacity in fields of skill writing, data collection skills, analytical as well as reporting skills. Even though his study has similar variables to my study, this study seeks to establish factors affecting the implementation of M& E in donor funded projects hence the knowledge gap.

Ekodeu (2009) in his study on Challenges of Participatory Monitoring and Evaluation of Development Projects a case study in Uganda Lira district, found out that implementation of monitoring and evaluation left some gaps for active stakeholder's involvement especially in community needs identification, project design, determining project interventions and budgeting. Even though this study is similar to my study by highlighting stakeholders' involvement, my study is different as it seeks to establish how stakeholder participation affects the implementation of Monitoring and Evaluation in donor funded projects hence the knowledge gap.

Mark (2007) as cited in (Gilliam et al, 2003) in his dissertation found out that multiple donor requirements of monitoring and evaluation becomes a challenge to projects more especially if they are funded by different donors . This requires reporting to different donors who causes strenuous burden to projects to adhere to these requirements which eventually requires extended capacity and expertise. This results projects officers focusing only on donors and neglecting the other stakeholders of the project. This study is different from my study, which highlights factors affecting the implementation of Monitoring and Evaluation in donor funded projects hence the knowledge gap.

Tearfund (2007) in his study of Challenges and opportunities for international development agencies and the church in the response to AIDS in Africa, recognized challenges facing FBO is the weaknesses of monitoring and evaluation and reporting, which is aggravated by lack of documentation which may hinder quality and good practice and prevent international donors to intervene. This study is different from my study, which highlights factors affecting the implementation of Monitoring and Evaluation in donor funded projects hence the knowledge gap.

These studies were however done in other areas and none addressed factors affecting the implementation of Monitoring and Evaluation in donor funded projects in Kenya hence the knowledge gap.

2.11 Summary of the Chapter

From the literature review it is evident that various factors influence the implementation of monitoring and evaluation. Monitoring and Evaluation (M&E) seems like a technical exercise, designed by and used by technical experts and researchers. In fact, like all numerical data of this kind, the ultimate purpose of the M&E ‘exercise’ is to provide useful information to decision makers. This is not always obvious or easy to do, largely because engaging in an adequate M&E process may require a team of specialists, financial resources, stakeholders’ participation and good indicators of Monitoring and Evaluation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes research design, target population, sampling technique and sample size, data collection instrument, data collection procedures and data analysis. It explains various scientific methods used in achieving the study objectives.

3.2 Research Design

This study adopted descriptive survey design that targeted Gruppo per le Relazioni Transculturali – GRT in Nairobi, Kenya. Descriptive study is concerned with finding out who, what, where and how of a phenomenon which is the concern of this study (Mugenda & Mugenda, 1999). This design was therefore appropriate as the researcher was at a position to analyze factors influencing the implementation of Monitoring and Evaluation in Gruppo per le Relazioni Transculturali – GRT in Nairobi, Kenya.

3.3 Target Population

A target population can be defined as the complete set of subjects that can be studied; people, objects, animals, plants, organizations from which a sample may be obtained (Shao, 1999). The target population for this study was 110 respondents consisted of project staff and stakeholders in Gruppo per le Relazioni Transculturali – GRT in Nairobi, Kenya.

3.4 Sampling Technique and Sample size

Kothari (2004) describes census as a complete enumeration of all the items in a population. Since the total population was small, the researcher used census sampling, where the total population

of 110 was used. The total population of 110 respondents constituted of 1 Program manager, 1 Project officer, 1 M& E officer, 66 stakeholders, and 41 staff).

Table 3.1 Population

Target Population	Population per Department	Total Population
Research Department	13	13
Project unit (Field staff)	16	16
Finance and Administration	12	12
Stakeholders	66	66
Program manager	1	1
Program officer	1	1
M&E officer	1	1
Total	110	110

3.5 Research Instrument

The researcher used questionnaires to collect data from the total population. Questionnaires are useful instruments of collecting primary data since respondents can read and then give responses to each item and they can reach a large number of subjects (Orodho, 2004). Both open ended and closed ended questionnaires were used to collect data for the study. The questionnaires were

divided into different sections whereby each section addressed questions to achieve each of the specific objectives of the study.

3.5.1 Validity of the Instrument

According to Mugenda and Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. A valid instrument should accurately measure what it is supposed to measure. Content related validity was used to ascertain the validity of questionnaire. It was established through consulting an expert in the field of research. Content validity is concerned with sample population representativeness meaning that the knowledge and skills covered by the test items should be representative to the larger domain of knowledge and skills. The reason for conducting a validity test was to determine the suitability, clarity and relevance of the instruments for the final study. Ambiguous and inadequate items were revised in order to elicit the required information and to improve the quality of the instruments.

3.5.2 Reliability of the instrument

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials Mugenda and Mugenda (2003). To enhance the reliability of the instrument, a pilot study was conducted in one non-governmental organization which was not included in the main study. The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either discarded or modified to improve the quality of the research instruments. The Researcher used test-retest reliability method by administering questionnaires twice to the same respondents after an interval of two weeks to ensure consistency. The scores on the first and second test were then computed and a reliability coefficient calculated in order to indicate the relationship between the

two sets of scores which were obtained. Pearson's product moment correlation formula used to check for the reliability.

According to Kasomo (2006) the value r lies between -1 and +1. The coefficient value that are -1 and +1 indicates perfect or total relationship while the value of 0 or near it indicates no discernible relationship between the variable. The average reliability coefficient was 0.8 hence the instruments were deemed reliable.

3.6 Data Collection Procedure

The researcher obtained a letter from University of Nairobi allowing him to go to the field. The researcher made appointments with the Human Resource Manager of GRT to notify and request for permission to carry out the study in their Projects. The researcher with the help of two research assistants administered the instruments personally to the respondents who were given ample time to respond to the questions. This was to ensure achievement of a good response rate and gave the respondents a chance to seek clarification on items which proved difficult to answer.

3.7 Data analysis techniques

Primary data from the field was edited first. Coding was then done to translate question responses into specific categories. Coding was expected to organize and reduce research data into manageable summaries. Both qualitative and quantitative data analysis technique were used to analyze the data. Quantitative data collected was analyzed, presented and interpreted using both descriptive statistics while thematic analysis techniques was used to analyze qualitative data collected in the open ended questions. Descriptive statistics such as means, standard deviation, frequencies and percentages were used to describe the data. The analyzed data was presented in

form of tables. Linear regression analysis was used to establish the relationship and magnitude between technical skills, stakeholders involvement, budgetary allocation and M&E indicators (independent variables) and implementation of monitoring and evaluation (dependent variable).

3.8 Ethical Considerations

The researcher arranged with the Human Resource Managers to confirm the dates for data collection and got the consent to carry the research in their area of administration. This was to eliminate conflicts which arose from the staff and stakeholders in the Project.

The researcher also sought for a letter from the Ministry of Education Science and Technology which was used for data collection. This clarified the aim of the research and the nature of the study thus improving cooperation from the respondents during data collection.

The researcher also ensured confidentiality of the information given by the respondents. This was done by using the information without mentioning of the specific names of the people from whom the data was collected.

3.9 Operational Definition of Variables

Objectives	Variables	Indicators	Measurement	Scale	Data collection tool
To establish factors influencing the implementation of monitoring and evaluation	Dependent variable	Technical skills	Availability of skills	Ordinal scale	Questionnaires
		Stakeholders involvement	Participation of stakeholders	Ordinal scale	
		Budget allocation	Availability of resource	Ordinal scale	
		M&E indicators	Use of appropriate indicators	Ordinal scale	
To establish the influence of technical skills on the implementation of Monitoring and Evaluation	Independent variables	Expertise in M&E	Requisite skills	Nominal	Questionnaires
	Technical skills	Well trained	Level of training	Ordinal	
To examine the extent to which stakeholder's involvement influences the implementation of M& E	Stakeholders involvement	Active	Number of stakeholders involved in M & E.	Ordinal scale	Questionnaires
		Level of participation	Opportunities for stakeholders to participate in M&E.	Ordinal	
To find out how budgetary allocation influences the implementation of M&E	Budgetary allocation	Availability	Availability of funds	Ordinal	Questionnaires
To establish the influence of M&E indicator(s) in the implementation of M&E	M&E indicators	Inappropriate indicators	Type of indicators	Ordinal	Questionnaires
		Analysis of indicators	Cost benefit analysis Cost-effective analysis	Ordinal	

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION & DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. The focus of this chapter was to discuss the analysis and interpretation of the findings guided with the objectives of the study. The data that was obtained is presented in tabular form using percentages and frequencies.

4.2 Response Rate

A total of 110 respondents were targeted from Gruppo per le Relazioni Transculturali – GRT in Nairobi County out of which 98 responded by completing and returning the questionnaires. This gave a response rate of 89% which according to Mugenda and Mugenda (2003) any response rate above 50% is appropriate for generalization of the findings.

4.3 Demographic Information of the Respondents

This section presents background information of the respondents' gender, age, education level, and duration of service. These are as presented in the following sub-sections.

4.3.1 Distribution of Respondents by Gender

Respondents were asked to state their gender to ascertain whether gender had any influence on implementation of monitoring and evaluation. The findings of the study are as presented in Table 4.1.

Table 4.1 Distribution of Respondents by Gender

Gender	F	%
Male	57	58.2
Female	41	41.8
Total	98	100

The results show that most of the respondents (58.2%) were male. The female were 41.8%. The findings mean that there were more male than female. However, the distribution was near equal. Therefore, it can be concluded that there is gender equality in the implementation of monitoring and evaluation.

4.3.2 Distribution of Respondents by Age

The study sought to determine the respondents' age bracket. The findings of the study are as presented in Table 4.2 below.

Table 4.2: Distribution of Respondents by Age

Age	F	%
19-25 years	61	62.3
26-30 years	22	22.4
31-40 years	9	9.2
41-45 years	3	3.1
Above 45 years	3	3.1
Total	98	100

The findings of the study revealed that majority of the respondents (62.3%) interviewed were aged between the 19-25years. It was also found out that (22.4%) were aged between 26-30 years. (9.2%) of the respondents were aged between 31-40 years. Only (3.1%) of the respondents were aged between 41-45 years and above 45 years respectively. From the findings, it can be said that majority of the respondents are youths who can be engaged in monitoring and evaluation activities. This could be an indication that more youths have engaged in development activities such as local projects therefore contributing to the growth of the economy.

4.3.3 Level of Education

Respondents were asked to state their highest level of education to ascertain the influence of level of education on the implementation of monitoring and evaluation. The findings of the study are as presented in Table 4.3.

Table 4.3 Education

Level of education	F	%
Primary education	14	14.3
Secondary education	22	22.5
College	25	25.5
University Degree	37	37.8
Total	98	100

The findings of the study show that most (37.8%) of the respondents had University degree. The study also found that (25.5%) of the respondents had college education, (22.5%) of the respondents had secondary education while (14.3%) of the respondents had primary. From the findings of the study it can be said that most of respondents are learned therefore they have

knowledge on monitoring and evaluation. This is also an indication that there more graduates in the market whose skills can be effectively used.

4.3.4 Duration of service

The respondents (employees) were asked the duration of service to ascertain the influence of experience on the implementation of monitoring and evaluation. The findings of the study are as presented in Table 4.4.

Table 4.4 Duration of service

Duration of service	F	%
Less than 3 years	5	12.5
4-5 years	24	60
6-10 years	11	27.5
Total	40	100

The findings of the study revealed that most of the staff (60%) interviewed had 4-5 years of service. It was also found that (27.5%) had 6-10 years while (12.5%) of the respondents had less than 3 years experience. From the findings it can be said that most of the staff had experience and were therefore considered to have of information with regard to monitoring and evaluation. Experience enables employees to tacticfully execute their mandates.

4.4 Staff Technical Skills

In this section the study sought to determine the influence of staff technical skills on the implementation of monitoring and evaluation. The findings are presented in the subsequent sections.

4.4.1 Availability of Monitoring & Evaluation

The respondents were asked to indicate whether they participate in monitoring and evaluation. The findings of the study are as presented in Table 4.5.

Table 4.5 Availability of M&E

Variable	F	%
Yes	63	64.3
No	35	35.7
Total	98	100

The findings of study revealed that most (64.3%) of the respondents indicated that they participate in M&E, while 35.7% of the respondents indicated that they don't participate in M&E. From the findings of the study it can be said that majority of the respondents are conversant with monitoring and evaluation therefore the respondents will be in a position to give appropriate answers.

4.4.2 Availability of M&E officer

The respondents were asked to indicate if there was an officer responsible for M&E. The findings of the study are as presented in Table 4.6.

Table 4.6 Availability of M&E officer

Availability of M&E officer	F	%
Yes	83	84.7
No	15	15.3
Total	98	100

The findings of study show that (84.7%) of the respondents indicated that there was an officer responsible for M&E, while (15.3%) of the respondents said no. It was important to question the availability of M&E officer so as to establish the value this organization gives to monitoring and evaluation activities. From the findings of the study it can be said that this project implements out M&E.

4.4.3 Frequency of M&E

The respondents were asked to indicate the frequency of M&E in the project. The findings of the study are as presented in Table 4.7.

Table 4.7 Frequency of M& E

Frequency of M&E	F	%
No	74	75.5
Yes	24	24.5
Total	98	100

The findings of the study show that majority of the respondents (75.5%) of the respondents indicated that M&E is not carried out frequently in the project, while 24(24.5%) of the respondents indicated it is carried out frequently. The study assumed that despite the fact that the organization conducts monitoring and evaluation, a conducive environment was not provided for monitoring and evaluation activities. From the findings it can be said that little emphasis is put on monitoring and evaluation.

4.4.4 Availability of technical skills

The respondents were asked to indicate whether they have technical skills for the implementation of M&E. The findings of the study are as presented in Table 4.8.

Table 4.8 Availability of technical skills

Technical skills	F	%
Yes	70	71.4
No	28	28.6
Total	98	100

The findings of the study revealed that majority 70(71.4%) of the respondents indicated that they have technical skills for the implementation of M&E, while 28(28.6%) of the respondents indicated that they don't have staff technical skills for the implementation of M&E. This analysis was interpreted to imply that the employees did have skills to influence the implementation of monitoring and evaluation process.

The respondents were asked to explain their answers. The following were mentioned: appropriate skills are needed in the development of appropriate results-based performance monitoring systems, technical skills affect the ability to carry out duties, training and on-the-job experience are important in developing evaluators skills hence affecting their effectiveness in monitoring and evaluation.

4.4.5 Adequacy of staff technical skills

The respondents were asked to indicate the adequacy of staff technical skills. The findings of the study are as presented in Table 4.9.

Table 4.9 Adequacy of staff technical skills

Technical skills	F	%
Yes	30	30.6
No	50	50
Not sure	19	19.4
Total	98	100

The study findings revealed that 50% of the respondents indicated that the technical skills are not adequate, 30.6% of the respondents indicated inadequate while 19.4% of the respondents were not sure. This could be interpreted that technical skills are not sufficient. These findings contradicts the statement by Gladys, Katia, Lycia & Helena (2010) which states that building an adequate supply of human resource capacity is critical for the sustainability of the M&E system and generally is an ongoing issue. It needs to be recognized that growing evaluators requires far more technically oriented M&E training and development than can usually be obtained with one

or two workshops. Both formal training and on-the-job experience are important in developing evaluators. Two key competencies for evaluators are cognitive capacity and communication skills.

4.4.6 Technical skills is a determinant of M&E

The respondents were to indicate whether they agree that technical skill is a huge determinant of M&E. The findings of the study are as presented in Table 4.10.

Table 4.10 Technical skills is a determinant of M&E

Variable	F	%
Strongly agree	36	36.7
Agree	30	30.6
Neutral	25	25.5
Disagree	3	3.1
Strongly disagree	4	4.1
Total	98	100

The study findings show that 36.7% of the respondents indicated that they strongly agreed that technical skill is a determinant of M&E. The study also found that 30.6% of the respondents agreed that technical skill is a determinant of M&E while 25.5% of the respondents were neutral about technical skill being a determinant of M&E. From the findings it can be said that technical skills are important in monitoring and evaluation. This is an indication that without the right technical skills conducting monitoring and evaluation becomes difficult.

4.4.7 Expertise in M&E

The respondents were asked to indicate to what extent they agreed that human resources on the project have clear job allocation and designation befitting their expertise. The findings of the study are as presented in Table 4.11.

Table 4.11 Expertise in M&E

Variable	F	%
Strongly agree	27	27.6
Agree	28	28.6
Neutral	24	24.5
Disagree	15	15.3
Strongly disagree	4	4.1
Total	98	100

According to the findings, 28.6% of the respondents agreed that human resources on the project should have clear job allocation and designation befitting their expertise, 27.6% of the respondents strongly agreed that human resources on the project have clear job allocation and designation befitting their expertise while 24.5% of the respondents were neutral about that human resources on the project having clear job allocation and designation befitting their expertise. This is an indication that expertise is required in the implementation of monitoring and evaluation. Furthermore (Ramesh, 2002) explains human resources on the project should be given clear job allocation befitting their expertise, if they are inadequate then training for the requisite skills should be arranged. For projects with staff that are sent out in the field to carry out project activities on their own there is need for constant and intensive on site support to the outfield staff one of the larger aspects of developing employee's skills and abilities is the actual

organizational focus on the employee to become better, either as a person or as a contributor to the organization. The attention by the organization coupled with increased expectations following the opportunity can lead to a self-fulfilling prophecy of enhanced output by the employee (Pearce & Robinson, 2004).

4.4.8 Functional advice

The respondents were asked to indicate to what extent they agreed that necessary skills play a key role in providing functional advice in the development of appropriate results-based performance monitoring systems. The findings of the study are as presented in Table 4.12.

Table 4.12 Functional advice

Variable	F	%
Strongly agree	42	42.9%
Agree	18	18.4
Neutral	20	20.4
Disagree	8	8.2
Strongly disagree	10	10.2
Total	98	100

According to the findings, 42.9% of the respondents strongly agreed that necessary skills play a key role in providing functional advice in the development of appropriate results-based performance monitoring systems. 18.4% of the respondents agreed that necessary skills play a key role in providing functional advice in the development of appropriate results-based performance monitoring systems, while 20.4% were neutral that necessary skills play a key role in providing functional advice in the development of appropriate results-based performance

monitoring systems. This can be interpreted to mean that expertise advice is required to implement monitoring and evaluation. This is an indication that proper advice on how to conduct monitoring and evaluation should be given to the various authorities before any action is taken on monitoring and evaluation.

4.4.9 Donors emphasis on Qualifications

The respondents were asked to indicate to what extent they agree that donors pay a lot of emphasis on qualifications of individuals during the recruitment process. The findings of the study are as presented in Table 4.13.

Table 4.13 Donors emphasis

Variable	F	%
Strongly agree	66	66.7
Agree	8	8.2
Neutral	12	12.2
Disagree	8	8.2
Strongly disagree	4	4.1
Total	98	100

66.7% of the respondents strongly agreed that donors pay a lot of emphasis on qualifications of individuals during the recruitment process while 12.2 % of the respondents were neutral that donors pay a lot of emphasis on qualifications of individuals during the recruitment process. The responses given by the major it's a clear indication that donors also put emphasis in qualification of personnel. This analysis can be interpreted to mean that the qualifications of the employees is

effective in the execution of duties therefore hiring employees who are not qualified can lead to failure in project activities and this would affect the implementation of monitoring and evaluation.

4.4.10 Seminars in monitoring and evaluation

The respondents were asked to indicate whether they need seminars in monitoring and evaluation. The findings of the study are as presented in Table 4.14.

Table 4.14 Seminars

Variable	F	%
Very large extent	28	28.6
Large extent	42	42.9
Neutral	15	15.3
Small extent	13	13.3
Total	98	100

According to the findings, 42.9% of the respondents' agreed that they need seminars in monitoring and evaluation to a large extent, 28.6% agreed that they need seminars in monitoring and evaluation to a very large extent. From the findings, it can be interpreted that seminars on M & E are effective in the implementation of monitoring and evaluation. Seminars in monitoring and evaluation increase the knowledge and skills in monitoring and evaluation therefore creating a positive attitude towards monitoring and evaluation. Those who concurred did so probably because they had attended a seminar at some point.

4.5 Stakeholders Involvement

In this section the study sought to determine the influence of stakeholders' involvement on the implementation of monitoring and evaluation. The findings are presented in the subsequent sections.

4.5.1 Stakeholders involvement

The respondents were asked to indicate whether stakeholders participate in monitoring and evaluation. The findings of the study are as presented in Table 4.15.

Table 4.15 Stakeholders involvement

Variable	F	%
Yes	63	64.3
No	35	35.7
Total	98	100

The study findings show that 64.3% of the respondents indicated that stakeholders participate in monitoring and evaluation, while 35.7% of the respondents indicated that stakeholders participate in monitoring and evaluation. From the findings it can be interpreted that stakeholder's involvement is effective in the implementation of monitoring and evaluation. This is a clear indication that this organization supports stakeholders participation which is effective because its stakeholders who are affected in one way or another by the project. These findings are furthermore, supported by Jones (2009) that best practice example demonstrates that a central factor facilitating update of evaluations is stakeholder involvement. This involvement must be brought in at the early stages of the Evaluation process, include the support of high profile

champions and attract political agents interested in learning or using instruments to demonstrates effectiveness .

4.5.2 Level of stakeholder’s involvement

The respondents were asked to indicate the level of stakeholders’ involvement. The findings of the study are as presented in Table 4.16.

Table 4.16 Level of stakeholder’s involvement

Variable	F	%
Very large extent	10	10.2
Large extent	5	5.1
Small extent	62	63.3
Not sure	21	21.4
Total	98	100

The study findings show that 63.3% of the respondents indicated that stakeholder’s level of involvement to be small extent, while 21.4% of the respondents indicated that they were not sure of stakeholders’ involvement. From the findings, it can be said little attention is paid on the level of stakeholders’ involvement. . These findings are also contradicted by Proudlock (2009), who found out that the whole process of impact evaluation, and particularly the analysis and interpretation of results, can be greatly improved by the participation of intended beneficiaries, who are after all the primary stakeholders in their own development and the best judges of their own situation. However, stakeholder involvement needs to be managed by care, too much stakeholder involvement could lead to undue influence on the evaluation, and too little could lead to evaluators dominating the process.

4.5.3 Undue influence on Evaluation

The respondents were asked to what extent they agreed that too much stakeholder involvement could lead to undue influence on the evaluation. The findings of the study are as presented in table 4.17.

Table 4.17 Undue Evaluation

Variable	F	%
Strongly agree	45	45.9
Agree	13	13.3
Neutral	24	24.5
Disagree	9	9.2
Strongly disagree	7	7.1
Total	98	100

According to the findings, 45.9% of the respondents strongly agreed that too much stakeholder involvement could lead to undue influence on the evaluation while 24.5% of the respondents were neutral that too much stakeholder involvement could lead to undue influence on the evaluation. From the findings it can be interpreted that stakeholder's involvement in the implementation of monitoring and evaluation should moderate. The representation by majority of the respondents implies that despite the fact that the organization supports stakeholders involvement, too much stakeholder involvement could have affected the outcome of the monitoring and evaluation in one way or another.

4.5.4 Reflection of community's' needs

The respondents were asked to indicate to what extent they agreed that participation of stakeholders reflects the community needs and stimulate people's interest in the implementation of M&E. The findings of the study are as presented in Table 4.18.

Table 4.18 Reflection of community's' needs

Variable	F	%
Strongly agree	43	43.9
Agree	43	43.9
Neutral	-	-
Disagree	8	8.2
Strongly disagree	4	4.1
Total	98	100

According to the findings, whereas 4.1% and 8.2% strongly disagreed and disagreed respectively that participation of stakeholders reflects the community needs and stimulate people's interest in the implementation of M&E. 43.9% of the respondents strongly agreed and agreed respectively that participation of stakeholders reflects the community needs and stimulate people's interest in the implementation of M&E. From the findings it can be interpreted that reflection of the community needs in M&E is effective in implementation of monitoring and evaluation. Failure to facilitate stakeholders involvement could imply that projects would not get support from the stakeholders which can lead to the rejection of the project.

4.5.5 Community based M & E framework

The respondents were asked to indicate to what they agreed that Community-based M&E framework reinforces the connections between the implementation of monitoring & evaluation activities. The findings of the study are as presented in Table 4.19.

Table 4.19 Community based M & E framework

Variable	F	%
Strongly agree	72	73.5
Agree	16	16.3
Neutral	4	4.1
Disagree	6	6.1
Strongly disagree	-	-
Total	98	100

Whereas 6.1% of the respondents disagreed that Community-based M&E framework reinforces the connections between the implementation of monitoring & evaluation activities. Majority (73.5%) of the respondents strongly agreed that Community-based M&E framework reinforces the connections between the implementation of monitoring & evaluation activities. From the findings it can be interpreted that consultation of stakeholders influences the implementation of monitoring and evaluation. The responses given by the majority of the respondents was an indication that for the sustainability of donor-funded projects, involvement of the stakeholders improves the connection the project and stakeholders therefore increasing acceptability of projects by stakeholders.

The respondents were asked to mention other influences of stakeholders' participation on the implementation of Monitoring and Evaluation. The following were mentioned: analysis and interpretation of results can be greatly improved by the participation of intended beneficiaries, too little participation could lead to evaluators dominating the process, and stakeholders facilitate participatory process during implementation of monitoring and evaluation.

4.6 Budget Allocation

In this section the study sought to determine the influence of budget allocation on the implementation of monitoring and evaluation. The findings are presented in the subsequent sections.

4.6.1 Availability of funds

The respondents were asked to indicate whether there is funding to ensure the implementation of M&E. The findings of the study are as presented in Table 4.20.

Table 4.20 Availability of funds for Monitoring and Evaluation

Availability of funds to ensure the implementation of M&E	F	%
Yes	64	65.3
No	34	34.7
Total	98	100

The findings of show that majority (65.3%) of the respondents indicated that there was funding to ensure the implementation of M&E, while (34.7%) of the respondents indicated that there was no funding to ensure the implementation of M&E. From the findings it can be concluded that

implementation of monitoring and evaluation requires funding. This analysis was interpreted to imply that the projects should set aside resources for the implementation of monitoring and evaluation.

4.6.2 Percentage of the budget allocated for M&E

Regarding the percentage of the local budget allocated for M&E, the respondents were asked to indicate the percentage. The findings of the study are as presented in Table 4.21.

Table 4.21 Percentage of the budget allocated for M&E

Variable	F	%
Less than 5%	48	49
10%	23	23.5
20%	3	3.1
25%	14	14.3
Above 25%	10	10.2
Total	98	100

The findings of the study revealed that most (49%) of the respondents indicated that less than 5% of the budget is allocated for M&E. The study also found that (23.5%) of the respondents indicated that 10% of the local budget is allocated for M&E. 14.3% of the respondents indicated that 25% of the local budget is allocated for M&E, while 10% of the respondents indicated that above 25% of the local budget is allocated for M&E. From the findings of the study it can be said that the percentage allocated for monitoring and evaluation needs to be evaluated.

4.6.3 Adequacy of Fund

The respondents were asked to indicate the adequacy of funds. The findings of the study are as presented in Table 4.22.

Table 4.22 Adequacy of funds

Adequacy of funds	F	%
Adequate	30	30.6
Inadequate	68	69.4
Total	98	100

According to the findings, whereas 30.6% of the respondents indicated that the funds were adequate, 69.4% of the respondents indicated that the funds were inadequate. From the findings it can be interpreted that inadequate allocation of funds can lead to failure in the implementation of monitoring and evaluation. These findings are supported by John (2007) that applying too few resources to any given activity slows progress and applying too many can cause crowding that reduces productivity and wastes resources that could be used more efficiently by other activities. Therefore the effective and efficient allocation of scarce resources among development phases and among activities within phases is a realistic management opportunity for improving project schedule performance.

4.6.4 Provision for M&E

The respondents were asked indicate to what extent they agree that the project budget should have adequate provision for monitoring and evaluation activities. The findings of the study are as presented in Table 4.23.

Table 4.23 Provision for M&E

Variable	F	%
Very large extent	59	60.2
Large extent	24	24.5
Neutral	9	9.2
Small extent	-	-
No extent at all	6	6.1
Total	98	100

60.2% of the respondents indicated that they agreed that the project budget should have adequate provision for monitoring and evaluation activities to a very large extent. 24.5% of the respondents agreed that the project budget should have adequate provision for monitoring and evaluation activities to a large extent, whereas 9.2% of the respondents were neutral about the project budget having adequate provision for monitoring and evaluation activities. This can be interpreted that budget allocation influences the implementation of monitoring and evaluation. McCoy (2005) further explains that the project budget should provide a clear and adequate provision for monitoring and evaluation activities. A monitoring and evaluation budget can be clearly delineated within the overall project budget to give the monitoring and evaluation function the due recognition it plays in project management.

4.6.5 Estimation and Actual expenditure

The respondents were asked to indicate to what extent they agreed that evaluation planning budget should certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored. The findings of the study are as presented in Table 4.24.

Table 4.24 Estimation and actual expenditure in M&E

Variable	F	%
Very large extent	57	58.2
Large extent	24	24.5
Neutral	8	8.2
Small extent	5	5.1
No extent at all	4	4.1
Total	98	100

The study findings show that 58.2% of the respondents agreed that that evaluation planning budget should certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored whereas 5.1% of the respondents indicated that evaluation planning budget should certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored to a small extent. This is an indication that the budget influences the implementation of monitoring and evaluation. The reason why estimation and actual expenditure should be monitored is to avoid poor allocation of resources in monitoring and evaluation and avoid under-funding of monitoring and evaluation activities.

4.6.6 Donors emphasis on budget

The respondents were asked to indicate to what extent they agreed that donors put emphasis on ensuring that monitoring and evaluation is budgeted for before approving any proposals for funding. The findings of the study are as presented in Table 4.25.

Table 4.25 Donors emphasis on budget

Variable	F	%
Very large extent	64	65.3
Large extent	28	28.6
Neutral	4	4.1
Small extent	2	2
No extent at all	-	-
Total	98	100

According to the findings, 65.3% of the respondents agreed that that donors put emphasis on ensuring that monitoring and evaluation is budgeted for before approving any proposals for funding to very large extent. The study also found that 28.6% of the respondents agreed that that donors put emphasis on ensuring that monitoring and evaluation is budgeted for before approving any proposals for funding to large extent. This can be interpreted that budget allocation influences the implementation monitoring and evaluation. This analysis can also be interpreted to mean that donors also understand the effectiveness of conducting monitoring and evaluation by ensuring that monitoring and evaluation is budgeted before funding a project.

The respondents were asked to mention other influences of budget allocation on the implementation of Monitoring and Evaluation. The following were mentioned: inadequate resources can lead to failure in the implementation of monitoring and evaluation, during planning a certain percentage should be allocated for monitoring and evaluation, underestimation of budget can also lead to failure in the implementation of monitoring and evaluation.

4.7 M&E indicators

In this section the study sought to determine the influence of M&E Indicators on the implementation of monitoring and evaluation. The findings are presented in the subsequent sections.

4.7.1 Participation of M&E indicators

The respondents were asked to indicate whether they participate in choosing M&E indicators. The findings of the study are as presented in Table 4.26.

Table 4.26 Participation in Choosing of M&E indicators

Variable	F	%
Yes	65	66.3
No	33	33.7
Total	98	100

The study findings show that 66.3% of the respondents indicated that they participate in choosing M&E indicators, whereas 33.7% the respondents indicated that they don't participate in choosing M&E indicators. From the findings it can be said participation in choosing of M&E indicators influences the implementation of monitoring and evaluation. It was assumed that those

who indicated that they had participated in choosing M&E indicators had gotten the chance to participate while those who disagreed did so because they had never gotten such an opportunity.

The respondents were asked to explain their answers. The following were mentioned: ideally indicators assess the direct issue, some indicators do not necessarily reflect the project objectives hence affecting monitoring and evaluation, indicators are estimates of quantities of inputs which will be provided to a project to achieve the project's objectives, indicators may not show variation between subjects and overtime hence affecting the implementation of monitoring and evaluation.

4.7.2 Type of analysis in M&E indicators

The respondents were asked to indicate the type of analysis they use in M&E indicators. The findings of the study are as presented in Table 4.27.

Table 4.27 Type of analysis in M&E indicators

Variable	F	%
Cost effective analysis	68	69.4
Cost benefit analysis	30	30.6
Total	98	100

According to the findings of the study, 68% of the respondents indicated that they use cost effective analysis in choosing M&E indicators, while 30.6% of the respondents indicated that they use cost benefit analysis in choosing M&E indicators. This is an indication that the measurement of indicators influences the implementation of monitoring and evaluation. It was

assumed that more cost benefit analysis was conducted compared to cost effective analysis in choosing M&E indicators. This analysis brought to light the fact that cost effective analysis was preferred.

4.7.3 Core of Monitoring and Evaluation

The respondents were asked to indicate to what extent they agreed that M&E indicators constitute the core of monitoring and evaluation. The findings of the study are as presented in Table 4.28.

Table 4.28 Core of Monitoring and Evaluation

Variable	F	%
Very large extent	40	40.8
Large extent	30	30.6
Neutral	17	17.3
Small extent	-	-
No extent at all	11	11.2
Total	98	100

From the analysis, 40.8% of the respondents indicated that M&E indicators constitute the core of M&E indicators to a very large extent, 30.6% of the respondents indicated that M&E indicators constitute the core of M&E indicators to a large extent. Whereas 17.3% of the respondents said that M&E indicators constitute the core of M&E indicators to no extent at all. This is an indication the M&E indicators influence the implementation of monitoring and evaluation. The

study interpreted that monitoring and evaluation indicators determined played an effective role in the implementation of M&E to a large extent.

4.7.4 Selection of Monitoring and Evaluation Indicators

The respondents were asked to what extent they agreed that a participatory process of selecting indicators should involve stakeholders who are directly involved with project implementation, ideally together with a professional experienced in M& E. The findings of the study are as presented in Table 4.29.

Table 4.29 Selection of Monitoring and Evaluation Indicators

Variable	F	%
Very large extent	41	41.8
Large extent	23	23.5
Neutral	4	4
Small extent	24	24.5
No extent at all	6	6.1
Total	98	100

Whereas 24.5% of the respondents agreed that to a small extent a participatory process of selecting indicators should involve stakeholders who are directly involved with project implementation, ideally together with a professional experienced in M& E , 41.8% of the respondents agreed that to a very large extent a participatory process of selecting indicators should involve stakeholders who are directly involved with project implementation, ideally together with a professional experienced in M& E. This is an indication that selection of M&E

indicators influences the implementation of monitoring and evaluation. It was interpreted that probably the organization considered a participatory process of selecting indicators the employees and stakeholders were well aware of this.

4.7.5 Appropriate choice of M&E indicators

The respondents were asked to indicate to what extent they agreed that it is often difficult to assign a monetary value to the outcomes (indicators) of a project. The findings of the study are as presented in Table 4.30.

Table 4.30 Appropriate choice of M&E indicators

Variable	F	%
Very large extent	32	32.7
Large extent	19	19.4
Neutral	14	14.3
Small extent	26	26.5
No extent at all	7	7
Total	98	100

According to the findings 32.7% of the respondents indicated that to a very large extent it is often difficult to assign a monetary value to the outcomes (indicators) of a project. 19.4% of the respondents also indicated that to a large extent it is often difficult to assign a monetary value to the outcomes (indicators) of a project, whereas 26.5% of the respondents indicated that it is often difficult to assign a monetary value to the outcomes (indicators) of a project to a small extent. This is an indication that appropriate choice of M&E indicator influences the implementation of monitoring and evaluation. These findings are supported by Yumi & Susan (2007) that indicators

are meant to provide a clear means of measuring achievement, to help assess the performance, or to reflect changes. They can be either quantitative and/or qualitative. A process indicator is information that focuses on how a program is implemented. An indicator is a piece of information which communicates a certain state, trend, warning or progress to the audience. Ultimately, the choice of an inappropriate indicator leads to an unfairly negative evaluation which will terminate a program that was, in fact, making several important contributions to the community.

The respondents were asked to mention other ways by which M&E indicators influence the implementation of Monitoring and Evaluation. The following were mentioned: poor indicators are a barrier in the implementation of monitoring and evaluation, a cost-effectiveness analysis maybe inappropriate because some benefits may not be cost effective hence affecting monitoring and evaluation, it may be difficult to convert outcome to a monetary value hence creating difficulty in monitoring and evaluation.

4.7.6 Necessity of M & E implementation

The respondents were asked to indicate whether monitoring and evaluation is a necessity within projects. The findings of the study are as presented in Table 4.31.

Table 4.31 Necessity of M & E implementation

Variable	F	%
Yes	76	77.6
No	22	22.4
Total	98	100

The findings of the study show that majority 76(77.6%) of the respondents indicated that monitoring and evaluation is a necessity in projects, 22(22.4%) of the respondents indicated that monitoring and evaluation is not a necessity within projects. This is an indication that monitoring and evaluation is influences the implementation of projects. It was interpreted that probably the organization considered its monitoring and evaluation to be important and the stakeholders and the staff were well aware of this.

4.8 Regression Analysis

Regression analysis was conducted to determine the relationship between technical skills, stakeholders' involvement, budget allocation, M&E indicators and the implementation of monitoring and evaluation as presented in Table 4.32 below.

Table 4.32 Regression Analysis

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.111	.109		1.026	.308
Technical skills	.122	.082	.119	1.477	.023
Stakeholders involvement	.309	.091	.303	3.390	.001
Budget allocation	.110	.086	.107	1.270	.022
M & E indicators	.414	.100	.400	4.139	.030

According to the analysis, the equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$) becomes:

$Y = 1.111 + 0.122X_1 + 0.309X_2 + 0.110X_3 + 0.414X_4$. The regression equation indicates that taking all the four variables constant at zero, implementation of monitoring and evaluation was 1.111. The findings also indicate that taking all other independent variables at zero, a unit increase in

technical skills led to 0.122 efficiency in the implementation of monitoring and evaluation. In addition, an increase in stakeholders' involvement led to 0.309 efficiency of monitoring and evaluation. While an increase in budget led to 0.110 efficiency. Finally, an increase in M&E indicators led to a 0.414 efficiency. At 5% level of significance and 95% level of confidence, technical skills had a beta value of 0.023, at 5% level of significance stakeholders involvement had a beta value of 0.001, at the same 5% level of significance budget allocation produced a beta value of 0.022, at 5% level of significance and M&E indicators had a beta value of 0.03 at the same level of significance. According to the findings it can be concluded that , all the four variables were significant ($p < 0.05$) with stakeholders involvement being the least significant and M&E indicators being the most significant. The study therefore concluded that all the four variables had an influence on the implementation of monitoring and evaluation.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to investigate factors influencing the implementation of Monitoring and Evaluation processes in donor funded projects. The results of the study were presented and discussed in the previous chapter. In this chapter, summary of the main findings and conclusions drawn. Recommendations for action by the management are made and areas for further research identified.

5.2 Summary of the Findings of the Study

This section presents the summary of the findings of the study in chapter four according to the objectives: In reference to demographic characteristic, the study sought to establish influence of the respondents' gender, age and education in the implementation of monitoring and evaluation. The findings indicated that there were more men than women in the organization as evidenced by 58.2% of male respondents and 41.8% of female respondents. Majority of the respondents (62.3%) were between the ages of 19-25 years. None of the respondents was below the age of 18 years. 37.8 % of the respondents had university education while 60% of the respondents had 4-5 years experience.

In reference to objective one which sought to determine influence of technical skills on the implementation of monitoring and evaluation, the study found that (71.4%) of the respondents indicated that they have technical skills for the implementation of M&E but 50% of respondents indicated that the technical skills were inadequate. The (84.7%) of the respondents also reported that there was an officer responsible for M&E 36.7% of the study indicated that they strongly agreed that technical skill is a determinant of M&E. 28.6% of the respondents agreed that human

resources on the project should have clear job allocation and designation befitting their expertise. Based on functional advice, 42.9% of the respondents strongly agreed that necessary skills play a key role in providing functional advice in the development of appropriate results-based performance monitoring systems. Similarly, 42.9% of the respondents' agreed that they need seminars in monitoring and evaluation to a large extent. Finally, 66.7% of the respondents reported that they strongly agreed that donors pay a lot of emphasis on qualifications of individuals during the recruitment process.

Based on objective two which sought to establish the influence of stakeholders' involvement in the implementation of monitoring and evaluation, 64.3% of the respondents indicated that stakeholders participate in monitoring and evaluation in contrast 63.3% of the respondents indicated that stakeholder's level of involvement to be small extent. 45.9% of the respondents strongly agreed that too much stakeholder involvement could lead to undue influence on the evaluation. On the reflection of community needs, 43.9% of the respondents strongly agreed and agreed respectively that participation of stakeholders reflects the community needs and stimulate people's interest in the implementation of M&E. Majority (73.5%) of the respondents strongly agreed that Community-based M&E framework reinforces the connections between the implementation of monitoring & evaluation activities. Only 6.1% of the respondents disagreed that Community-based M&E framework reinforces the connections between the implementation of monitoring & evaluation activities.

Regarding objective three which sought to establish the influence of budget allocation on the implementation of Monitoring and evaluation although (65.3%) of the respondents indicated that there was funding to ensure the implementation of M&E although 69.4% of the respondents indicated that the funds were inadequate while 30.6% of the respondents indicated that the funds

were adequate. On the percentage of budget allocation, the study found that most (49%) of the respondents indicated that less than 5% of the budget is allocated for M&E. The study also found that (23.5%) of the respondents indicated that 10% of the local budget is allocated for M&E. 14.3% of the respondents indicated that 25% of the local budget is allocated for M&E. On estimation and actual expenditure 58.2% of the respondents agreed that evaluation planning budget should certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored. On the donor's emphasis 65.3% of the respondents agreed that that donors put emphasis on ensuring that monitoring and evaluation is budgeted for before approving any proposals for funding to very large extent.

Moreover, on objective four which sought to establish the influence of M&E indicators on the implementation of monitoring and evaluation. 66.3% of the respondents indicated that they participate in choosing M&E indicators, whereas 33.7% the respondents indicated that they don't participate in choosing M&E indicators. On the type of analysis, 68% of the respondents indicated that they use cost effective analysis in choosing M&E indicators, while 30.6% of the respondents indicated that they use cost benefit analysis in choosing M&E indicators. On the core of M&E, 40.8% of the respondents indicated that M&E indicators constitute the core of M&E indicators to a very large extent, whereas 17.3% of the respondents said that M&E indicators constitute the core of M&E indicators to no extent at all. 41.8% of the respondents agreed that to a very large extent a participatory process of selecting indicators should involve stakeholders who are directly involved with project implementation, Finally, on appropriate choice of M&E indicators 32.7% of the respondents indicated that to a very large extent it is often difficult to assign a monetary value to the outcomes (indicators) of a project.

5.3 Conclusions

From the findings of the study, it can be concluded that staff technical skills affect the implementation of monitoring and evaluation in that necessary skills play a key role in providing functional advice in the development of appropriate results-based performance monitoring systems. It can also be concluded that even though there was funding, poor budget allocation thus affects the implementation of monitoring and evaluation. The study further concluded that stakeholders' participation influence the implementation of monitoring and evaluation. It can finally be concluded that the inappropriate indicators of monitoring and evaluation influences the implementation of monitoring and evaluation.

5.3 Recommendations

The following were the recommendations of the study:

- i. The study recommends that the project managers should provide the necessary resources and facilities for monitoring and evaluation. This will facilitate effective implementation of monitoring and evaluation.
- ii. The study also recommends that the staff should be trained and/or given in-service courses on monitoring and evaluation. This will give them the skills and knowledge in monitoring and evaluation.
- iii. The study further recommends that Monitoring and evaluation indicators should be well constructed to avoid poor monitoring and evaluation.

- iv. The study finally recommends that stakeholder's participation should be improved in monitoring and evaluation. This will promote the implementation of monitoring and evaluation since there will be little resistance from stakeholders.

5.5 Suggestions for Further Research

This study was carried out in Gruppo per le Relazioni Transculturali – GRT in Nairobi County. The study focused on the factors influencing the implementation of Monitoring and Evaluation processes in donor funded projects. The researcher therefore recommends that another study be done factors influencing the effective implementation of projects in Kenya which was not a concern in this study.

5.6 Contribution to the Body of Knowledge

This study contributes to the existing body of knowledge by offering a deeper insight to on factors influencing the implementation of monitoring and evaluation. This study has established that technical skills, stakeholders' involvement, budget allocation and M&E indicators affect the implementation of monitoring and evaluation.

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APPENDICE I TRANSMITTAL LETTER

October 10, 2014

Dear respondent,

RE: REQUEST FOR DATA COLLECTION

You have been randomly selected to participate in this study which is investigating “factors affecting the implementation of monitoring and evaluation in donor funded projects. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Neither your name nor the name of your institution will be mentioned in the report.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Amos Atuya Nyakundi

University of Nairobi

APPENDIX II: QUESTIONNAIRES FOR STAFF

This questionnaire aims at establishing factors affecting the implementation of monitoring and evaluation in donor-funded projects. This questionnaire is designed to collect data that will help to achieve the objectives of this study. I would be most grateful if you would kindly participate in this study by responding to all the questions in this questionnaire as candidly and precisely as possible. Your honesty and co-operation in responding to these questions will be highly appreciated. All information provided will be treated with utmost confidentiality.

Please fill in the required information in the spaces provided. Or tick (√) where necessary.

SECTION A: GENERAL INFORMATION OF THE RESPONDENTS

1. Gender Male [] Female []
2. Age 19 – 25 years [] 26– 30 years []
 31 – 40 years [] 41-45 years [] Above 45 Years []
4. Level of education Primary education [] Secondary education []
 College [] University []
5. Years of service in this Organization
 Less than 3 years [] between 4 – 5 []
 6 – 10 years [] Over 10 years []
6. Do you participate in Monitoring and Evaluation process?
 Yes [] No []
7. Is monitoring and evaluation carried out often?
 Yes [] No []

Explain your answer

SECTION B: THE INFLUENCE OF STAFF TECHNICAL SKILLS ON THE IMPLEMENTATION OF M&E

8. Do you have the technical skills for the implementation of M&E?

Yes [] No []

Explain your answer

9. Is the supply of human resource capacity adequate for the implementation & sustainability of the M&E?

Yes [] No [] Not sure []

10. The following are some statements on the influence of technical skills of on the implementation of Monitoring and Evaluation. Please indicate the level of your agreement with each statement.

1-Strongly agree

2-Agree

3-Neither agree nor disagree

4-Disagree

5-Strongly disagree

Statement	1	2	3	4	5
Technical capacity is a huge determinant of how monitoring & evaluation's lessons are produced, communicated and perceived.					
Human resources on the project should be given clear job					

allocation and designation befitting their expertise.					
Necessary skills play a key role in providing functional advice in the development of appropriate results-based performance monitoring systems.					
Donors pay a lot of emphasis on qualifications of individuals during the recruitment process.					

11. Do you need to seminars on monitoring and evaluation?

Very large extent []

Large extent []

Small extent []

No extent at all []

SECTION C: THE INFLUENCE OF STAKEHOLDERS PARTICIPATION ON THE IMPLEMENTATION OF M&E

12. Do stakeholders participate in the implementation of M& E?

Yes [] No []

Explain your answer

13. What is the level of stakeholders' participation?

Very large extent []

Large extent []

Small extent []

No extent at all []

14. The following are some statements on the effect stakeholders' participation on the implementation of Monitoring and Evaluation. Please indicate the extent of your agreement with each statement.

1-Very large extent

2-Large extent

3-Neutral extent

4-Small extent

5-No extent at all

Statement	1	2	3	4	5
Too much stakeholder involvement could lead to undue influence on the evaluation.					
Participation of stakeholders reflects the community needs and stimulate people's interest in the implementation of M&E.					
The community-based M&E framework reinforces the connections between the implementation of monitoring & evaluation activities.					

15 What are other ways stakeholders participation influences the implementation of M& E?

SECTION D: THE EFFECT OF BUDGETARY ALLOCATION ON THE IMPLEMENTATION OF MONITORING AND EVALUATION.

16. Is there funding to ensure the implementation of Monitoring and Evaluation?

Yes [] No []

17. What percentage of the total budget is allocated to Monitoring and Evaluation?

5% [] 10% [] 20% [] 25% [] Less than 5% []

18. Are the resources adequate for the implementation of monitoring and evaluation?

Yes [] No []

19. The following are some statements on the effect Budgetary Allocation on the implementation of Monitoring and Evaluation. Please indicate the extent of your agreement with each statement.

1-Very large extent

2-Large extent

3-Neutral extent

4-Small extent

5-No extent at all

Statement	1	2	3	4	5
The project budget should have adequate provision for monitoring and evaluation activities.					
Evaluation planning budget should certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored.					
Donors put emphasis on ensuring that monitoring and evaluation is budgeted for before approving any proposals for funding.					

21. What are other effects Budgetary Allocation on the implementation of Monitoring and Evaluation?

SECTION E: INFLUENCE OF INDICATORS ON THE IMPLEMENTATION OF M & E

22. Do you participate in choosing indicators of M&E?

Yes [] No []

23. Which type of analysis do you use in choosing indicators?

Cost benefit analysis [] Cost effective analysis []

24. The following are some statements on the influence of M&E indicators on the implementation of Monitoring and Evaluation. Please indicate the level of your agreement with each statement

1-Very large extent

2-Large extent

3-Neutral extent

4-Small extent

5-No extent at all

Statement	1	2	3	4	5
Indicators constitute the core of a monitoring and evaluation framework.					
A participatory process of selecting indicators should involve stakeholders who are directly involved with project implementation, ideally together with a professional experienced in M&E.					
It is often difficult to assign a monetary value to the outcomes of a project					

25. What are other ways Budgetary Allocation influence the implementation of Monitoring and Evaluation?

26. In your opinion is monitoring and evaluation a necessity within projects/organizations?

Yes [] No []

Explain your answer

27. What would you recommend to be done to improve the implementation of Monitoring and Evaluation?

Thank you for your co-operation

APPENDIX III: QUESTIONNAIRES FOR STAKEHOLDERS

This questionnaire aims at establishing factors affecting the implementation of monitoring and evaluation in donor-funded projects. This questionnaire is designed to collect data that will help to achieve the objectives of this study. I would be most grateful if you would kindly participate in this study by responding to all the questions in this questionnaire as candidly and precisely as possible. Your honesty and co-operation in responding to these questions will be highly appreciated. All information provided will be treated with utmost confidentiality.

Please fill in the required information in the spaces provided. Or tick (√) where necessary.

SECTION A: GENERAL INFORMATION OF THE RESPONDENTS

1. Gender Male Female
2. Age 19 – 25 years 26– 30 years
- 31 – 40 years 41-45 years Above 45 Years
4. Level of education Primary education Secondary education
- College University
5. Do you participate in Monitoring and Evaluation process?
- Yes No
6. Is monitoring and evaluation carried out often?
- Yes No

SECTION B: THE INFLUENCE OF STAFF TECHNICAL SKILLS ON THE IMPLEMENTATION OF M&E

7. Do you have the technical skills for the implementation of M&E?
- Yes No

Explain your answer

8. Is the supply of human resource capacity adequate for the implementation & sustainability of the M&E?

Yes [] No [] Not sure []

9. The following are some statements on the influence of technical skills of on the implementation of Monitoring and Evaluation. Please indicate the level of your agreement with each statement.

1-Strongly agree

2-Agree

3-Neither agree nor disagree

4-Disagree

5-Strongly disagree

Statement	1	2	3	4	5
Technical capacity is a huge determinant of how monitoring & evaluation's lessons are produced, communicated and perceived.					
Human resources on the project should be given clear job allocation and designation befitting their expertise.					
Necessary skills play a key role in providing functional advice in the development of appropriate results-based performance monitoring systems.					
Donors pay a lot of emphasis on qualifications of individuals during the recruitment process.					

10. Do you need to attend seminars on monitoring and evaluation?

Very large extent []

Large extent []

Small extent []

No extent at all []

SECTION C: THE INFLUENCE OF STAKEHOLDERS PARTICIPATION ON THE IMPLEMENTATION OF M&E

11. Do stakeholders participate in the implementation of M& E?

Yes [] No []

Explain your answer

12. What is the level of stakeholders' participation?

Very large extent [] Large extent []

Small extent [] No extent at all []

13. The following are some statements on the effect stakeholders' participation on the implementation of Monitoring and Evaluation. Please indicate the extent of your agreement with each statement.

1-Very large extent

2-Large extent

3-Neutral extent

4-Small extent

5-No extent at all

Statement	1	2	3	4	5
Too much stakeholder involvement could lead to undue influence on the evaluation.					
Participation of stakeholders reflects the community needs and stimulate people's interest in the implementation of M&E.					
The community-based M&E framework reinforces the connections between the implementation of monitoring & evaluation activities.					

14. What are other ways stakeholders participation influences the implementation of M& E?

SECTION D: THE EFFECT OF BUDGETARY ALLOCATION ON THE IMPLEMENTATION OF MONITORING AND EVALUATION.

15. Is there funding to ensure the implementation of Monitoring and Evaluation?

Yes [] No []

16. What percentage of the total budget is allocated to Monitoring and Evaluation?

5% [] 10% [] 20% [] 25% [] Less than 5% []

17. Are the resources adequate for the implementation of monitoring and evaluation?

Yes [] No []

18. The following are some statements on the effect Budgetary Allocation on the implementation of Monitoring and Evaluation. Please indicate the extent of your agreement with each statement.

1-Very large extent

2-Large extent

3-Neutral extent

4-Small extent

5-No extent at all

Statement	1	2	3	4	5
The project budget should have adequate provision for monitoring and evaluation activities.					
Evaluation planning budget should certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored.					
Donors put emphasis on ensuring that monitoring and evaluation is budgeted for before approving any proposals for funding.					

19. What are other effects Budgetary Allocation on the implementation of Monitoring and Evaluation?

SECTION E: INFLUENCE OF INDICATORS ON THE IMPLEMENTATION OF M & E

20. Do you participate in choosing indicators of M&E?

Yes [] No []

21. Which type of analysis do you use in choosing indicators?

Cost benefit analysis [] Cost effective analysis []

22. The following are some statements on the influence of M&E indicators on the implementation of Monitoring and Evaluation. Please indicate the level of your agreement with each statement

1-Very large extent

2-Large extent

3-Neutral extent

4-Small extent

5-No extent at all

Statement	1	2	3	4	5
Indicators constitute the core of a monitoring and evaluation framework.					
A participatory process of selecting indicators should involve stakeholders who are directly involved with project implementation, ideally together with a professional experienced in M&E.					
It is often difficult to assign a monetary value to the outcomes of a project					

23. What are other ways Budgetary Allocation influence the implementation of Monitoring and Evaluation?

24. In your opinion is monitoring and evaluation a necessity within projects/organizations?

Yes [] No []

Explain your answer

25. What would you recommend to be done to improve the implementation of Monitoring and Evaluation?

Thank you for your co-operation

APPENDIX IV: RESEARCH AUTHORIZATION LETTER

APPENDIX V: RESEARCH PERMIT