

**DETERMINANT OF PROGRAMMES MONITORING AND
EVALUATION IN KENYA: A CASE OF AKAM OUTREACH
PROGRAMME IN MOMBASA COUNTY**

BY

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

2016

DECLARATION

This research project report is my original work and has not been submitted to any other university or institution of higher learning for examination.

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

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DEDICATION

This research project report is dedicated to my mother (Felicita) as well as my lovely Family (Allan, Brian and Moses) for their great push and encouragement to do all my best even when the going was very tough.

ACKNOWLEDGEMENT

I wish to express my gratitude to the University of Nairobi for giving me the opportunity to undertake this course. To my supervisor, Prof. Christopher Gakuu, thank you for guiding me through the entire project proposal and I appreciate your professional guidance and critical evaluation of this great academic piece of work. To the course lecturers, and staff in the department of Extra Mural Studies, your invaluable support enabled me to successfully go through this course. I thank my colleagues, Mombasa Campus Project Planning and Management cohort 2014/2015 for their support and encouragement thus enabling me to go through this course. I would wish to thank my caring family for their never wavering support.

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ACRONYMS AND ABBREVIATIONS

ADB	African Development Bank.
AKA	Aga Khan Academies
AKAH	Aga Khan Agency for Habitat
AKAM	Aga Khan Agency for Microfinance
AKES	Aga Khan Education Services
AKF	Aga Khan Foundation
AKFED	Aga Khan Fund for Economic Development
AKHS	Aga Khan Health Services
AKTC	Aga Khan Trust for Culture
AKU	Aga Khan University
UCA	University of Central Asia
ESR	Education for self-reliance.
DIT	Directorate of Industrial Training
FPE	Free Primary Education.
FSE	Free Secondary Education.
MOYA	Ministry of Youth Affairs.
NGO	Non- Governmental Organization.
UNDP	United Nations Development Programme
UNESCO	United Nations, Education Social and Cultural organization
UNEVOC	United Nations Education on Vocational Conference

ABSTRACT

For more than 60 years, various agencies of the Aga Khan Development Network (AKDN) have offered microfinance services through integrated development programmes and self-standing microfinance institutions. Today, these programmes have been brought together under the Aga Khan Agency for Microfinance (AKAM). Due to the importance of such a programme in developing nations like Kenya, there needs to be effective monitoring and evaluation of its activities. However, the idea of monitoring and evaluation in the country has from time to time been taken as a witch hunting activity and both employees and other programme beneficiaries never like it. This research therefore aimed at addressing such factors influencing the implementation of this M&E in Mombasa's AKAM branch. Thus this study was aimed at establishing the Determinants of Programme Monitoring and Evaluation in Kenya; A Case of AKAM Outreach Programme in Mombasa County. The objectives of the study included: to examine the extent to which staff competency influence programmes monitoring and evaluation in Kenya; to find out the extent to which resources adequacy influence programmes monitoring and evaluation in Kenya; to find out the extent to which donor policies influence programmes monitoring and evaluation in Kenya; and; to examine the extent to which stakeholders participation influence programmes monitoring and evaluation in Kenya. The target population included the 32 employees at AKAM and 108 chair persons from the benefiting groups. However a sample of 114 was considered for the study as calculated by the sampling Table by Morgan. The study used a descriptive survey design. The Statistical Package for Social Sciences (SPSS) computer programme (version 20.2) was used to analyze the data. From the responses in the field, out of the 140 questionnaires issued to the respondents, 90 were returned and were useful for the study. From the responses on the field, on average, over 78% of the respondents supported the idea that staff competency, donor policies, resources adequacy and stakeholders greatly influenced the implementation of programmes M&E. Based on the findings of the study, the researcher recommends that, for effective and successful programs M&E, there must be a strong consideration on the type of staff hire for the process (staff competency) there must be allocation of M&E resources that include human resources, funds and other infrastructure resources. Also, the study recommends that, donors must be considered in all the levels of establishing and setting of M&E policies at AKAM. This should be intertwined with the consideration of the stakeholders like the community. If these players are brought on board, M&E can be successfully implemented. A further study can be done to examine the role of community participation in the performance of programmes' M&E and another study can also be done to examine the influence of Management information system M&E of Donor funded Projects.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Although the term “monitoring and evaluation” tends to get run together as if it is only one thing, monitoring and evaluation are, in fact, two distinct sets of organisational activities, related but not identical. According to Cashin (2012), Monitoring is the systematic collection and analysis of information as projects/programmes progress. It is aimed at improving the efficiency and effectiveness of a project or organisation. It is based on targets set and activities planned during the planning phases of work. It helps to keep the work on track, and can let management know when things are going wrong.

On the other hand, Cashin (2012) continues to show that Evaluation is the comparison of actual project impacts against the agreed strategic plans. It looks at what you set out to do, at what you have accomplished, and how you accomplished it. It can be formative (taking place during the life of a project or organisation, with the intention of improving the strategy or way of functioning of the project or organisation). It can also be summative (drawing learnings from a completed project or an organisation that is no longer functioning). Someone once described this as the difference between a check-up and an autopsy! What monitoring and evaluation have in common is that they are geared towards learning from what you are doing and how you are doing it, by focusing on: Efficiency, Effectiveness and Impact (World Bank, 2012).

Programmes M&E has been in existence since time immemorial when mega projects were undertaken during the agrarian revolution and after the dark age in Europe, though formal introduction of M&E into the world studies was adopted in the late 20th century to early 21st century (United States Agency for International Development, 2012). Due to the dynamics in global development changes, changes in discoveries, changes in populations, changes in development projects risks and challenges facing various communities in various environments, a standard course of action for various development projects was introduced in community development projects and this greatly tied itself in M&E to access the progress and milestones.

Mid-21st century has been using all the categories of M&E to achieve its development plans. Projects are continuously Monitored and Evaluated so as to achieve the end product as per the specified requirements (ibid). According to Kenya National Highways Authority (2011)'s Monitoring and Evaluation Report, projects that have effective M&E have better deliverables over time as compared to those with minimum M&E; a likely factor in the poor performance of projects in the public construction sector in Kenya for example.

From the context of the topic of study, Aga Khan Agency for Microfinance is equally a programme that needs both monitoring and evaluation for its success. According to Aga Khan Development Network (2015), for more than 60 years, various agencies of the Aga Khan Development Network (AKDN) have offered microfinance services through integrated development programmes and self-standing microfinance institutions. Savings groups and revolving housing loans were offered by AKDN institutions as early as the 1950s. Later, the Aga Khan Rural Support Programmes (AKRSP) in India and Pakistan made savings groups a cornerstone of their integrated approach to development. These programmes, as well as others, helped start businesses, create jobs, build homes and finance house improvements, purchase seed and livestock, smooth over the impact of unforeseen health costs and make higher education possible. Today, these programmes have been brought together under the Aga Khan Agency for Microfinance (AKAM). However, the monitoring and evaluation of the programme has been influenced by a number of factors that range from human resources, financial resources to time resources.

Globally, a report by Aga Khan Agency for Microfinance (2014) shows that, Afghanistan one of the world's poorest countries- has seen exponential growth in its economy and microfinance sector over the last several years. This forward momentum stalled during the economic crisis. Drought, high inflation and a worsening security environment were contributing factors. Nationally, the microfinance market was estimated at over 370,000 clients. The First Microfinance Bank Afghanistan is a part of the Aga Khan Agency for Microfinance (AKAM). The underlying objectives of AKAM are to reduce poverty, diminish the vulnerability of poor populations and alleviate economic and social exclusion. AKAM's ultimate aim is to improve communities' quality of life by helping people raise incomes, become self-reliant and gain the skills needed to graduate into mainstream financial markets. However, the monitoring and

evaluation of the AKAM programme in the country has been doing poorly due to limited number of trained personnel, poor incomes invested by the clients thus rendering no budget for M&E, poor perceptions among the employees in the programmes and lack of sufficient prefixed rules of M&E (Aga Khan Development Network, 2015).

From the continental perspective, Mali could be the best country that has integrated the AKAM programme very much in its development projects. According to AKDN (2015) AKDN's activities in Mali for example date back to the signature of an agreement in 2003. Since that time, activities have grown to encompass cultural restoration and social development projects in Bamako, Mopti, Timbuktu and Djenné, as well as economic development projects. These range from investments in the aviation infrastructure to water, electricity and packaging for agricultural products. Since 2008, AKF has been implementing the Mopti Coordinated Area Development Programme. Benefiting from the multi-input area development approach, the programme combines interventions in health, education, rural development, financial services and civil society strengthening to improve the quality of life for beneficiaries in the Mopti Region, one of the poorest in the country. However, the M&E of the programme has been limited by a number of factors that have included financial resources that could set a side different M&E department, level of training of the personnel, stakeholder participation, politics, time and many more(Aga Khan Development Network, 2015).

In east Africa, M&E of the AKAM programmes is well defined in Tanzania. According to Aga Khan Development Network (AKDN) (2014), The Aga Khan Development Network (AKDN) and its institutional predecessors have had a presence in Tanzania and Zanzibar for more than a century, starting with the establishment of the first Aga Khan Girls School in Zanzibar in 1905. In recognition of AKDN's commitment to the country, an Agreement of Cooperation was signed with the Government of the United Republic of Tanzania in 1991. The Agreement was subsequently revised and endorsed in 2001, which has enabled the AKDN to contribute significantly to Tanzania's development agenda in the economic through programmes like AKAM programmes, social and cultural spheres. Its work has spanned rural development in Lindi and Mtwara regions (village banks), healthcare and nursing education in Dar es Salaam and the restoration of landmark buildings and public spaces in Zanzibar's World Heritage site, Stone Town. However, a study by UNICEF (2014) has shown that, M&E of programmes run in

Lindi and Mtwara for example are influenced by factors like; the availability of financial resources, the perceptions of the employees towards M&E, the organisation structure, timing of M&E, training of the involved personnel and many more. This has been similar to all the studies in the Asian and African countries where the programme is run.

In Kenya, a number of programmes are run by Aga Khan and they are well spread all over the country; more specifically in the three cities of Kisumu, Nairobi and the Mombasa city where this study is to be carried out. According to AKDN (2015), AKDN and its institutional predecessors have been active in Kenya for nearly a century. Many AKDN institutions began as voluntary organisations but grew into strong institutions - the Aga Khan Education Services (AKES) and the Aga Khan Health Services (AKHS), among them - that opened their doors to all East Africans and went on to make important contributions to the development of the nation. The Aga Khan Fund for Economic Development (AKFED) has also made key investments in Kenyan industry and infrastructure, including electricity generation, agriculture, media and tourism. Besides the AKFED is the AKAM which has for years now served the Kenyans with low incomes through its initiative of micro financing.

Aga Khan Development Network (2015) notes that, today, several AKDN agencies like the AKAM programme contribute to Kenya's development; both in the Nairobi, Kisumu, and Mombasa cities. For example, up to 2016 April, statistics show below is evident that: AKES provide 10,000 children with education. AKHS serves over 460,000 patients every year in medical institutions throughout the region, AKF works to improve the quality of life in resource-poor coastal areas; AKAM has been expanding daily in improving the financial situation of the Kenya's coast poor people in almost 5 folds per month. The Aga Khan Academy in Mombasa is the first of an international network of schools dedicated to excellence in education. The Aga Khan Fund for Economic Development (AKFED), which has made bold but calculated investments in economic projects ranging from power generation to agri-businesses, operates some of Africa's most successful companies, including many listed on the Nairobi Stock Exchange, and also provides employment to tens of thousands of Kenyans.

However, Mateshe (2013) notes that just like any other development project or life enhancing programme is always challenged with a number of issues, Aga Khan Programmes are not exemption. Among the challenges of the AKAM for example is the issue of M&E. M&E is

influenced by a number of factors that include: constrained financial resources, political interference during political periods, staff competencies and training, technology use and integration, donor policies (Aga Khan Foundation) and many more. AKDN (2015) shows that, in Kenya's case, the AKAM has well vision and specific objectives but the continuous assessment of the performance of the programme has been influenced by a number of factors that include: resources adequacy, technology adoption, policies, level of personnel training, stakeholder participation among others.

1.2 Statement of the Problem

Programmes M&E is the surest way of scoring and examining the balance between the objectives, specifications and achievements/milestones versus the laid down plans as per the available resources of time and finances (Cashin, 2012). In this note therefore, it is important for organisations, managers, firms and many more to adopt the M&E process and integrate it in the organisation for better performance and better future.

Studies across Syria, Afghanistan, India, Pakistan, Mali, Libya, Egypt and Tanzania by AKDN (2015) have shown that the AKAM programme that is integrated in the AKDN initiative has gained momentum and its performance needs continuous checks to eliminate deviations from the planned outcomes. This therefore has called for continuous M&E to enable the projects perform at their best.

Across the globe where the AKAM and other Agha Khan related development initiatives have been felt, M&E has been taking place (AKDN, 2015). In some countries like Mali and Pakistan, the process has been smooth and the performance of AKAM for example has shown perfect performance in specific countries not limited to Afghanistan, Pakistan and one African country, Mali. However, a contrary report by AKDN (2014) shows that some countries like Nigeria and Kenya still have a problem in implementing the M&E process. According to the report for example, a number of proposed M&E has at times stalled in Nigeria due to issues like government interference, donors intimidation either directly or indirectly, poor investment policies and many more. In Kenya, issues surrounding projects M&E like budgetary allocation, employees' training, employees' acuity and many more have depicted themselves in the AKDN

initiates. In Nairobi, for example, the initiative is persistently faced by challenges of employees' poor perception; with a number of them taking the programme as an Indian intimidating idea.

The study done above is not very much wide-ranging since it only touched on one initiative run by the Aga Khan foundation (Nairobi branch). In the current global dynamics, it is worth noting that M&E is very essential in any project/programme performance and studies on the same needs to be intensified. In Mombasa's AKAM for example, there is no documented evidence on any study done to examine the M&E concept at AKAM in Mombasa or in any part of the coast. This therefore gives this study a better chance of being conducted in the area, owing to the fact that AKAM programme has greatly brought a change to the lives of the local low level scale citizens. Therefore, the study aimed at examining the determinants of programmes M&E in Kenya; a case of AKAM Outreach Programme in Mombasa County.

1.3 Purpose of the Study

The purpose of this study was to examine the determinants of implementation of monitoring and evaluation in projects; a case of Aga Khan Agency for Microfinance Outreach Programme in Mombasa County.

1.4 Objectives of the Study

This study was guided by the following objectives:

- i. To determine the extent to which staff competency influence implementation of monitoring and evaluation in projects.
- ii. To examine the extent to which resource adequacy influence implementation of monitoring and evaluation in projects.
- iii. To assess the extent to which donor policies influence implementation of monitoring and evaluation in projects.
- iv. To examine the extent to which stakeholders participation influences implementation of monitoring and evaluation in projects.

1.5 Research Questions

The study was guided by the following research questions:

- i. To what extent does staff competency influence Implementation of monitoring and evaluation.
- ii. To what extent does resources adequacy influence implementation of monitoring and evaluation in projects?
- iii. To what extent do donor policies influence implementation of monitoring and evaluation in projects?
- iv. To what extent does stakeholders' participation influence implementation of monitoring and evaluation in projects?

1.6 Research Hypothesis

The study was guided by the following alternative hypothesis noted by H_1 :

- i. **H_0 :** Staff competency has no significant influence on projects monitoring and evaluation
 H_1 : Staff competency has a significant influence on projects monitoring and evaluation.
- ii. **H_0 :** Resources adequacy does not influence monitoring and evaluation in projects.
 H_1 : Resources adequacy has an influence on monitoring and evaluation in projects.
- iii. **H_1 :** Donor policies have no significant influence on monitoring and evaluation in projects.
 H_1 : Donor policies have a significance influence on monitoring and evaluation in projects.
- iv. **H_1 :** Stakeholders' participation does not have a significant influence on monitoring and evaluation in projects.
- v. **H_1 :** Stakeholders' participation has a significant influence on monitoring and evaluation in projects.

1.7 Significance of the Study

This research is expected to benefit various categories of people. First, it is expected to benefit the county and national government of Kenya. The government has been coming up with initiatives aimed at changing the lives of the poor people more specifically in the poverty ridden coast region. The AKAM programme thus will be understood as an alternative way of funding

various investment opportunities undertaken by small scale traders and investors in the Mombasa County and the effect of this is always expected to be felt by the national government.

The second category of beneficiaries of this research shall be the donors and other stakeholders who subscribe to the AKAM outreach programme. A number of agencies have been supporting the AKAM programme since it started in early years. Some of the partners according to Wikipedia include: Agence Francaise de Développement, the Bill & Melinda Gates Foundation, Blue Orchard, the Canadian International Development Agency, DEG, the European Investment Bank, the European Bank for Reconstruction and Development. These partners will get relevant information on the milestones made by the AKAM programme in Kenya since it was initiated in around 2010, and thus be able to make informed decisions.

Finally, the academicians and other researchers are expected to benefit from this research. To academics, the findings may be a contribution to the body of literature available in relation to the programmes M&E, and to a greater extent adding knowledge to the education fraternity.

1.8 Basic Assumptions of the Study

The study was carried out with the basic assumption that the AKAM programme has operated in Kenya for over 5 years now so that one could access the literature review and there were documented records or information in relation to the AKAM.

Also, the study presumed that the respondents to be approached had the knowledge about the AKAM programme and that they could give the relevant information about the study without fear and subjectivity.

The study also assumed that the sample selected was a representative and hence the findings could be generalized to represent the entire target population.

Finally, the research had this basic assumption that the proposed objectives were relevant to the study information that was sought.

1.9 Limitations of the Study

Mugenda and Mugenda (2003) notes that limitation is an aspect that may influence the results negatively, but over which the researcher has no control. The study was limited by time, and, this was because the time available for the study work and linkage with the supervisor was limited; owing to the fact that the researcher was in formal employment. However, this effect was minimized by the researcher taking the free weekends and taking a leave to link with the supervisor.

Another limitation was getting quality and relevant information from the respondents; owing to the fact that the AKAM programme is known to a small fraction of Kenyans. However, this was minimized by directly contacting the beneficiaries, managers and the donor agency heads of AKAM who had the knowledge on the programme.

1.10 Delimitations of the Study

The study delimited itself to M&E of outreach programmes in Kenya with a specific emphasis on AKAM outreach programme and the locale of the study was chosen from the Mombasa County case. Only questionnaires were used as the tools of data collection instrument and the questionnaires were prepared in relation to the four objectives in the questionnaire.

1.11 Definitions of Significant Terms

A “**stakeholder**” is any person or organization that is actively involved in a project/programme, or whose interests may be affected positively or negatively by execution of a project. Stakeholders can be internal to the organization or external.

Donor is a person or group that gives something (such as money, food, or clothes) in order to help a person or organization.

Monitoring: Intermittent regular or irregular series of observations in time, carried out to show the extent of compliance with a formulated standard or degree of deviation from expected norm (Hellawel, 1991).

Evaluation: Involves assessing the strength and weakness of projects, policies and personnel Products and organizations to improve their effectiveness. (By American evaluation association)

Resources, in project management terminology, these are required to carry out the project tasks. They can be people, equipment, facilities, funding, or anything else capable of definition (usually other than labour) required for the completion of a project activity. The lack of a resource will therefore be a constraint on the completion of the project activity.

1.12 Organization of the Study

This research project report is organized in three chapters. Chapter one is the introduction which includes the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, significance of the study, delimitations of the study, basic assumptions and the definition of significant terms. Chapter two of the study consists of the literature review with information from other articles which are relevant to the researcher. Chapter three entails the methodology to be used in the research. Chapter Four covers data analysis, presentation and interpretation. Chapter Five covers the summary and discussion of findings, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Information presented in this chapter provides both theoretical and intellectual background to the study and will lead to a conceptual framework on which this research is based. This section also covers, the concept of M&E, systematically considers M&E determinant relevant in the study which includes; staff competency, resources adequacy, donor policies and stakeholder participation. This chapter covers the review of the available literature related to the study. It actually presents an overview of previous work on related topics and subtopics that provide the necessary background for the purpose of this study.

2.2. The Concept of Monitoring and Evaluation

According to BMC Medical Education (2015), Monitoring and Evaluation (M&E) is a powerful management tool that can help both governments and organizations achieve desired results. By providing vital information for decision-making, it assists in reviewing the performance of government policies, programs and projects. While monitoring is the on-going assessment of a project, which measures the progress of a program, evaluation is a periodic measurement of the effectiveness of the project in terms of the objectives it aimed to achieve. M&E has considerable scope in helping organizations to use the results for internal learning and improvement of their work.

Programmes should be monitored on an on-going basis to assess the extent of success, to respond to unpredictable events, provide regular communication and also to document and learn from the process as well as demonstrate results (Neufeld, 2012). Mechanisms for monitoring include: meetings, minutes, calls and project records. It also includes collecting and analysing information on internal issues (how well activities are implemented), external issues (relevant changes in the context), collaborative issues, and progress towards objectives.

By combining the monitoring and evaluation activities and following the succession of the combined results for both processes, the decision maker obtains the logical path of the monitoring and evaluation work breakdown structure. This logical path ensures a coherent and complete monitoring process, being able to provide, in real time, a full description upon the project completion stage (Tache, 2011).

According to Visser, Kusters, Guijt, Roefs, and Buizer (2014), monitoring and evaluation is meant to contribute to insights about what does and does not work and why, and should enable programme changes that will make donors and partners more effective at supporting empowerment. They add that evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision making process of both partners and donors. Monitoring provides the background for reducing schedule and cost overruns (Crawford & Bryce, 2003 cited by Weisner, 2011), while ensuring that required quality standards are achieved in project implementation. At the same time, evaluation can be perceived as an instrument for helping planners and project developers to assess to what extent the projects have achieved the objectives set forth in the project documents (Field & Keller, 1997 cited by Visser *et al.* 2014).

While M&E may not be well integrated in most organisations, scholars argue that, the importance of well-structured and implemented M&E in programmes helps build sustainable operations of the run projects within the programme. Therefore, a project should go through several stages. Monitoring should take place at the beginning and should be integrated 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 (World Bank, 2014). Managers are not always clear on which purpose and its corresponding approach is most suitable to meet specific program needs (Dubas & Nijhawan, 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.

McCoy, Ngari and Krumpke (2011) argue that, 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. 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 programme function, as (African Monitoring & Evaluation Systems, 2012) points out that it encompasses the entire management, operating systems and culture of an institution. It also links to programme if supported by a strong donor or organisation auditing system. Improving programme management is yet another reason evaluation is employed in donor funded programmes (Davies et al, 2006 cited in African Monitoring and Evaluation Systems, 2012). It is thus not surprising, why evaluation has been explicitly employed to advance the goals of the developmental organisations. Furthermore, the importance given to it by donors' development programmes 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.

2.3 .1 Staff Competency and implementation of Monitoring and Evaluation

In their work called, Building Competencies for Managers and Staff of Coordinated School Health Programs, Wendy A. *et al* (2016) argue that, Competencies are clusters of related knowledge, attitudes, and skills that affect a major part of one's job, role, or responsibility. Competencies describe what's needed to carry out a job or specific job responsibility; they can be improved upon through training and professional development. Most importantly, competencies can be used to focus and/or select professional development activities.

Atuya (2014) notes that, 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. Therefore, 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 (Ramoathamo, 2013). 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 effective 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 overtime. 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 (IFAD (International Fund for Agricultural Development) , 2012).

While doing a research on the AKAM programmes M&E in Afghanistan, Aga Khan Agency for Microfinance (2014) says that the microfinance programme in this country has been a success due to a number of factors. One of them is M&E that has been implanted in almost all the stages from the informative, continuous and almost summative at the end of any given project undertaken within the program. The report further shows that issues like well competent staff for M&E have made the program a success. According to similar reports by World Bank (2015), for M&E to be successful, there must be well met capacity needs. The 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.

In east Africa, similar studies have shown that in Tanzania where the AKAM programme has served and changed the lives of over 21,323 women and youths through the various financial groups. Brief (2015) shows that staff competencies have created a positive attitude towards M&E; leading to increased performance of the AKAM. This is in agreement with UNDP (2014) that has shown, employees who have the right attitude that translates to the best behaviour are said to be the more competent. Therefore, M&E of programmes greatly depends on the knowledge, skills and attitudes held by the employees of the organisation. Ability to plan, communicate, direct and spell a harmonious working environment has been the stronghold point of the management and other employees at the microfinance under his highness Aga Khan for example in Tanzania's Mbeya region; where the programme is among the top micro-finance institutions (Brief, 2015).

Brief (2015) continues to show that, for effective M&E implementation in various organisations or programmes, donors and managers of these programmes must invest in competent staff that understands the value and importance of integrating M&E in daily operations. Skills development, career management and career development are the 21st challenges that are facing Kenya's M&E (World Bank, 2015), leading to collapse of major projects, a fact that could be avoided if proper M&E could be done and such loopholes sealed. Brief (2015) has written on some of the key competency areas that the projects in Kenya must consider before hiring or contracting any employee. This includes: Administrative Competencies which involves management of the job and this includes more specifically-Management of Time and Priority Setting, Goals and Standards Setting, Work Planning and Scheduling; Communication Competencies comprising of writing, reading and interacting effectively with the team and Organising, Clarity of Communication, Getting Objective Information; Supervisory or Building Teams Competencies that encompasses-Training, Mentoring and Delegating, Evaluating Employees and Performance, Advising and Disciplining, and Cognitive Competencies which involve- Problem Identification and Solution, Assessing Risks and Decision-Making, Thinking Clearly and Analytically among others.

A report by the UNDP (2014) has shown that, most of the organisation in Kenya, be it private or public organisations, M&E is an activity that has been seen as witch hunting and fault finding activity as opposed to its initial aim of making better the performance of these organisations by checking and getting areas that have been faced with deviations from the set objectives. World Bank (2015) for example has mentioned that most NGOs in the country are ghost NGOs, more specifically those operating in the slums, hate M&E because they feel that they shall expose their unethical deals.

UNAIDS (2015) argues that, most of the Aga Khan initiatives in Kenya are doing better compared to small and middle level initiatives held by a number of local investors due to a number of factors. Some of the factors are a well-structured M&E among the AKAM initiative for example. The initiative operates in the country and aims at proving financial assistance, education and development ideas through the well-structured groups that access women and youths in the society. The programme is doing well in Mombasa and so far has had a positive impact on over 24, 000 people so far. The programme has been said to have a better M&E system that checks on both the organisation and the clients. Qualified and competent employees who are recruited via well-known recruitment agencies in the country have greatly made M&E a success.

Some of the basic competencies among the managers of various projects with the AKAM that have led to better M&E implementation include: A solid understanding of the management of cross cutting issues, with a focus on participatory processes, integrated programming, protection and gender issues; Supportive attitude towards processes of strengthening staff capacity; Leadership qualities, personnel and team management including mediation and conflict resolution; Ability to thrive in a fast-paced, multi-tasking environment; Strong organizational skills; Excellent knowledge of advanced statistics and research methodology including skills in sampling techniques and use of computer software for statistical and other relevant applications; Proven skills in critical thinking, assessment and analysis; strong competency in conceptualizing and designing strategic frameworks; Excellent communication, team building and training skills with the ability to establish and maintain effective working relations in and outside the Agency; ability to work effectively in multi-cultural environment; Ability to undertake regular field visits

and interact with different stakeholders; and, Demonstrated ability in report writing and presentation (Aga Khan Agency for Microfinance, 2014).

2.3.2 Resources Adequacy Influences the implementation of Monitoring and Evaluation

The concept of resources is broad and indeed it widens as an organisation grows. Resources can be defined as the inputs that are necessary for further production and operations of an organisation/company. These are not limited to land, human resources, infrastructure, financial resources and many more (UN, 2013). Resources are the majority crisis in any success of any organisation since they are limited and their scarcity continues with time.

Organizations should commit enough resources and attention to the monitoring and evaluation function in terms of communication, motivation, training, and staff time to carry out M&E activities effectively. Findings from a study on the factors that influence implementation of monitoring and evaluation systems of school feeding programs by Agutu (2014) reveal that proper financial management will guarantee effective resource allocation required for M&E and will offer satisfaction in terms of service delivery. Data for the study was collected using questionnaire and interview schedule where 121 respondents were surveyed, where recommendation on the strengthening of M&E systems by establishing a well facilitated M&E department was established. Therefore, M&E resources can be staff employed for M&E, financial resources allocated, time allocated for M&E and much more.

Another study on the factors that contributed to the success of monitoring systems established that a combination of positive factors such as resource availability, strong political will, organizational capacity, structural solidity and strong M&E Systems design, all lead to overall success (Bamberger, 2016). Most organizations carry out the Monitoring and evaluation function on ad hoc basis and indeed never welcome the move of monitoring; more specifically if the exercise touches on finances and embezzlement. Hardlife and Zhou (2013) highlight the lack of a stand-alone monitoring and evaluation department in UNDP Zimbabwe and specialist personnel for the monitoring and evaluation function are yet to be recruited. According to them, UNDP in Zimbabwe has been doing well for the first 12 years of mid 1980s and 1990s but in the 21st century, the M&E of various development projects has been treated with a lot of suspicion by Robert Mugabe's government. This means that the funding for M&E of various programmes was

always restricted, political goodwill withdrawn and internal conflicts accelerated from differing stakeholders.

Aga Khan Agency for Microfinance (2014) did a report on the state of its AKAM project in Afghanistan, Tanzania and Kenya. From the report, there has been enormous investment in terms of resources that indeed accelerate the M&E. Hardlife and Zhou (2013) notes that, some of the investment that have been done include the financial resources that have widened an accompaniment of incentives, acquisition of qualified staff, creation of M&E time etc. Use of incentives encourages project managers, Monitoring and evaluation officers and stakeholders to perceive the usefulness of Monitoring and evaluation, not as a bureaucratic task but as an opportunity to discuss problems openly, reflect critically and criticize constructively. It is more of implementing encouragements and removing impediments. Incentive systems should be equitable, applied in a timely manner, compatible with project's principles and strategies. They need to be context specific and support sustainability of efforts. Provide incentives for specific work to enhance organizational goals (Agutu, 2014).

Developing a successful project usually involves the development of monitoring and evaluation systems and workflows (Yaghootkar & Gil, 2011). There should be a comprehensive picture implying financial capacity, human capacity, time and space capacity (adequacy), and technology capacity. A shortfall in any dimension of capacity negatively impacts on system performance. It is a common inhibiting factor in a number of developing countries where adequate resources are almost a perennial problem (Hardlife & Zhou, 2013).

A study by United Nations (2013) on the factors influencing performance of monitoring and evaluation systems in non-governmental organizations in Nairobi County established that number of M&E staff affected the performance of M&E, whereby, the more the number of staff the better the performance. In addition, good governance structures were found to impact on the M&E performance positively. Moreover, the more funding to the M&E activities increased the performance of the programmes. Finally, the adopted tools for evaluation which were found to be interviews and questionnaire as well as proper indicators impacted positively on the performance of the M&E.

Karani, Bichanga and Kamau (2014) *Effective Use of Monitoring and Evaluation Systems in Managing HIV/AIDS Related Projects; A Case Study of Local NGOs in Kenya*. The study showed that, almost 39% of the NGOs in the country lacked a proper budget for the M&E, lacked enough trained personnel for M&E, and asked proper allocated time for M&E etc. According to *African Monitoring and Evaluation Systems (2012)*, the most micro finance institution have been challenged in terms of human resources and financial capacity hence the inability to build a full functional M&E system. This has been in the case of the AKAM programme in the Mombasa region; although there is no much published information on the same, a fact that is to be established by this study.

2.3.3 Donor Policies' Influence and implementation of Monitoring and Evaluation

The effects of the donors in any programme across the world is well felt in two ways i.e. in policies for funding and conditions for partnership. In Kenya just like other developing countries, donors perform a central role in providing resources like financial support, expertise provision, development plans as a resource and many more. In programmes development, a donor is a major stakeholder whose objectives in the programme needs to be met since it is this same, same person or group of persons that have something to be pursued or offered in mind and its success in any way is aiming at satisfying the needs and requirements of the organisation (Kinda, 2012).

Aga Khan is the major donor of the AKAM programme. The programme receives funds, donations, grants and other extra money, be it in the form of incentives or any form of money in relation to the rules governing the Aga Khan foundations worldwide. The major donor here however gets support from other partnering donors like the World Bank, African Development Bank, the UNICEF, and the USAID among other donors that have convergent ideas. Studies in India, Bangladesh, Pakistan and many more where the idea of micro financing programmes from AKAM programme are run, a number of policies have been laid down before funding is done. For example, in India, the upper forces in the country never greatly benefit from the programme as it is meant to help the middle and lower class; more specifically the women and the jobless youth (Sivagnanasothy, 2013). He (ibid) continues to note that, a policy like that of allocating the funds to the poor and more specifically the women ties that programmes managers to be keen in

operations and in any case of such a policy is violated, funding is delayed or withdrawn; leading to delayed M&E for example.

Another argument on how donor policies can affect the performance of M&E of programmes is the idea of channelling of the funds by these donors to specific countries either by political considerations or shared culture. According to UNDP (2012) donor funds are channelled to countries which are assumed to be performing better hence encouraging policy reform (“incentives”): this comes from the widespread view that donors should use aid to encourage recipients to improve their policies. There is a lot of sense in this: however, many problems in developing countries are partly or wholly the result of poor policy choices by governments (UNDP, 2013). The hope is that by making aid conditional on policy reforms – such as restructuring state enterprises, liberalizing the economy, or political reforms – donors might accelerate the changes which are likely to be essential for economic development. The policy changes which aid conditions are intended to produce may be as important as resource transfers.

In its report called Programme Policy and Procedures Manual: Programme Operations, UNICEF (2013) argues that in Kenya today, a number of policies have been attached to funds going to NGOs and other organisations that are aimed at helping the lives of the poor Kenyans especially the women and jobless youth. Indeed, there are conditions or terms imposed by the donors that must be followed in projects that they finance or sponsor. When Donor attaches so many conditions on the loan or grants agreement, the disbursement of funds for the projects may end up being delayed and it can culminate into cost overrun of the project or the project stalling or abandoned by the funder. It can also extend the project completion time, and this at all leads to destabilized M&E.

A study by the UNICEF (2014) has shown that the policies of partnership between various donors in any given programme lead to well managed and speedy implementation of M&E. This can be seen in two categories; one is the area whereby financial resources are pulled together and two, where the expertise in M&E is shared. According to Aga Khan Agency for Microfinance (2014), global partnership in AKAM programme covers a broad range of sectors such as education, health, agriculture and various dimensions of management including implementation, procurement mechanism, financial, monitoring and evaluation in the programme. According to Scopetta (2002), when partners are trained to use evaluation tools and help develop a monitoring

process involving external specialists, their training helps into a wider process that continuously measures performance. The use of an external evaluator combined with partnership's involvement in the procedure shall ensure demonstrable results. Moreover, continuous and internal auditing will help partners maintain reliability and credibility among members. In order to fully appreciate the direction taken by partnership and its results, it is important to establish the initial baseline situation and compile key data regularly and on an on-going basis (ibid).

Another similar study was carried across the Aga Khan Foundation run programmes that includes; the education programmes, health programmes and the newly introduced idea micro financing across the three major cities in Kenya. According to the study done by Republic of Kenya(2014) in preparation to strengthening the NGOs bill, organisations that have been running programmes to end poverty and those aimed at economic stimulus programmes are doing better but some are hiding behind crooked operations and some are not genuine. However, in the list of those performing better is the AKAM programme which has been applauded for the better services it offers to the people in the coast region of Kenya for example. Some of the strengths as to why the AKAM has been rated among the best performing Microfinance programmes in the country just like the Kenya Women Trust Fund, is the strong policies from the donors in relation to activities monitoring and evaluation. Some of the areas where policies have been strengthened are on operational support materials providence by the donors while partnering with the locals, technical assistance partnership policies, and direction and expertise on implementation design policies. Therefore strong adherence to procedures and guide lines set by the donors and the requirement for technical assistance from the donors are crucial areas that indeed need to be studied in relation to AKAM monitoring and evaluation, since there has been little done in this area.

2.3.4 Stakeholders' Participation Influence and implementation of M&E

Stakeholders are persons or groups who are directly or indirectly affected by a project, as well as those who may have interests in a project and/or the ability to influence its outcome, either positively or negatively. Stakeholders may include locally affected communities or individuals and their formal and informal representatives, national or local government authorities, politicians, religious leaders, civil society organizations and groups with special interests

(Florence, 2014). This research only investigated involvement of two key stakeholders who include; the donors and the community.

Another study by Donaldson (2003) cited in Karanja (2013) reports that stakeholder involvement must be included in the early stages/planning stages of the evaluation process. This includes support of high profile individuals and political agents who may be interested in learning and using instruments to demonstrate effectiveness. Produlock (2009) in his study on why M&E of projects fail in most African countries notes that stakeholders are normally not well included and involved from the start point of programme's inception.

In fact, Neufeld (2012) also found out that the process of impact evaluation in particular analysis and interpretation of results can be improved through the participation of intended beneficiaries who are the primary stakeholders and the best judges of their own situation. Therefore, for programmes like the AKAM to be successful, stakeholders who are the donors can never be ignored since they are the people who have the design of the programme at fore, have the objectives to be achieved and know the milestones to be made at instances and finally allocate both financial and human resources for M&E.

However, stakeholders engagement requires to be managed with caution as too much stakeholder involvement could lead to undue influence on the monitoring and evaluation process while too little could result to evaluators' domination on the process (Patton, 2008 cited in IFAD-India, 2013). Mapesa and Kibua (2006) cited by Gitonga (2012) reported that some stakeholders who have selfish motives like politicians who take the government funds such as the Youth Development Fund as their own development gestures to the people, can mess up with the projects run by programmes and this indeed can lead to disoriented M&E in programmes. Also, the local people may not know how to channel their grievances.

Participation of the community in development influences the success of development projects; when members of the community are involved, at the initial stages to up to a point when they are left to manage the project; identification and conceptualization (Gitonga, 2012). Community participation in monitoring and evaluation is defined as the collective examination and assessment of the program or project by the stakeholders and beneficiaries. It takes into account the importance of taking local people's perspective into account and giving them a greater say in

planning and managing the evaluation process. Local people, community organizations and other stakeholders decide together how to measure results and what actions should follow once this information has been collected and analysed (ibid).

While studying the implementation of M&E in various CDF funded development projects in Kenya since 2009 to 2013, Republic of Kenya (2014) identified four areas that make the community relevant in programmes and projects implementation. The study identified four affirmations that summarize the importance of participation in development: People organize best around problems they consider most important; Local people tend to make better economic decisions and judgments in the context of their own environment and circumstances; Voluntary provision of labour, time, money and materials to a project is a necessary condition for breaking patterns of dependency and passivity; and, the local control over the amount, quality and benefits of development activities helps make the process self-sustaining.

Atuya (2014) did a study entitled, '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 and argued that, when the community is involved in the process, it makes the whole M&E easy. Ways in which the community can be involved include: giving the labour required for M&E, giving some other resources like land and infrastructure like buildings for M&E offices set up, giving some relevant financial support that could come from well-wishers and local leaders. It is the community that is set to benefit from the programmes output and therefore it should be involved in assessing what they feel has been of benefit to them and what needs to be improved on. This way, programmes sustainability shall be enhanced and the unnecessary conflicts avoided in organisations.

AKAM is a typical example of a programme that aims at a non-formal community that needs to be greatly involved in every step (UN, 2013). The programme has been operating for years now in very disadvantaged communities like those found in Afghanistan, Pakistan, poor parts of India, the less educated people of Kenya's coast and many more. These are populations that if one neglected, could feel the negative impact and discouragements faster than those in well off income families. Ramirez & Brodhead (2013) argue that, the local community must be involved in project planning, project implementation and project monitoring and evaluation. It is the community that adds value to the project's output by consuming the end product.

2.4 Theoretical Framework

The study was guided by two theories that are related to projects/programmes monitoring and evaluation. These theories include: theory of effective project implementation and theory of change.

2.4.1 Theory of Effective Project Implementation

Theory of Effective Project Implementation according to Nutt, (2006) puts a series of steps taken by responsible organizational agents to plan change process to elicit compliance needed to install changes. Managers use implementation to make planned changes in organizations by creating environments in which changes can survive and be rooted (Nutt, 2006). Implementation is a procedure directed by a manager to install planned changes in an organization. There is widespread agreement that managers are the key process actors and that the intent of implementation is to install planned changes, whether they be novel or routine. However, procedural steps in implementation have been difficult to specify because implementation is pervasive (Nutt, 2006).

A study by Edward Njenga (2013), On Factors Influencing performance of Monitoring and Evaluation of Development Projects (A Case Study of Machakos District), found that monitoring and evaluation budget, stakeholders' participation, M & E plan, source of funding (donor) and training in M&E had a positive relation with the probability of implementing M & E which was significant at 95% confidence level. However, M&E guidelines were found to have no effect on implementation of M & E. Based on the results the study concluded that performance of Monitoring and Evaluation is important in providing the feedback mechanism of economic development interventions.

2.4.2 The Theory of Change

The study was also based on the theory of change developed by Kurt Lewin (1951), and the systems theory. According to Kusek and Rist (2004), theory of change is a representation of how an intervention is expected to lead to desired results. It is an innovative tool to design and

evaluate social change initiatives and a kind of blue print of the building blocks needed to achieve long term goals of a social change initiative.

Using theory of change in M&E of programmes and projects provides feedback on whether projects are on track and whether events are rolling out as planned. Theory of change in monitoring and evaluation of projects helps staff and evaluators understand what the project is trying to achieve, how, and why (Bartle, 2007). Knowing this critical information would enable staff and evaluators to monitor and measure the desired results and compare them against the original theory of change. The study employed the theory of change to enable evaluators reflect and evaluate why change is expected, assumptions on how change would unfold and reasons for selected outcomes.

2.5 Conceptual Framework

The conceptual framework gives the relationship between the independent, dependent and intervening variables that will form the core discussion in the study.

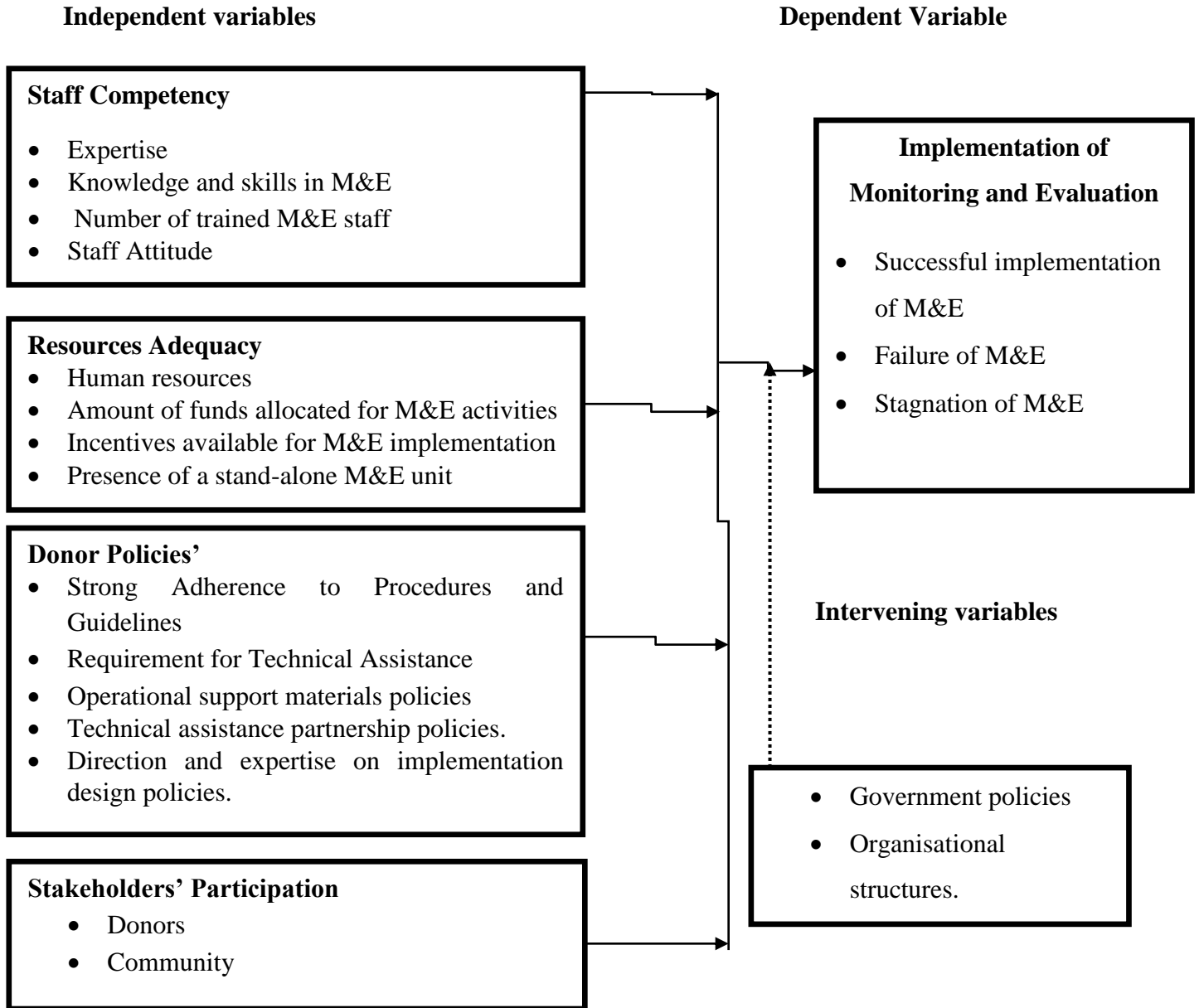


Figure 2.1: Conceptual Framework

2.6 Summary of the Literature Review

AKAM was formally inaugurated in February 2005 by His Highness the Aga Khan and the former president of the World Bank, James Wolfensohn. The not-for-profit agency was created under Swiss law and is based in Geneva, Switzerland. It is governed by an independent Board of Directors chaired by the Aga Khan. AKAM brings together the financial services programming of the Aga Khan Development Network (AKDN), at the lower end of the ladder, unifying and consolidating their objectives and principles of development under one institutional umbrella. In East Africa, AKAM's primary objective is to provide loans to microenterprises and small businesses for income generating activities such as small-scale agriculture, fishing and retail. AKAM's East African institutions disbursed about 8,640 loans in 2009, with 45 percent of the beneficiaries being women. The value of outstanding loans surpassed US\$1.8 million. Two new branches were opened in Chiure, Mozambique and Zanzibar, Tanzania which brought AKAM's presence in the region to 10 branches in three countries—the third being Kenya.

The literature has highlighted the concept of M&E and in various programmes in the world and in Kenya at particular, it has highlighted the literature as per the objectives and finally has given a conceptual framework. The literature has shown that the said factors like staff competencies, stakeholders, resources adequacy and donor policies have an influence.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was used to conduct the study, focusing on research design, target population, sampling procedures and sample size, research instruments, questionnaires, pilot study, reliability, validity, data collection procedure and methods of data analysis and also considering the ethical issues.

3.2 Research Design

This study employed the use of a descriptive survey research design. In his work, *Technologies of writing Research proposals and report in Education and Social Science*, Orodho (2004) describes a descriptive survey as a means of gathering information about the characteristics, actions or opinions of a large group of people. Surveys are capable of obtaining information from large samples of the population over a short period of time. This design was suitable as could bring out information on attitudes that would be difficult to measure using observational techniques.

3.3 Target Population

Target population is a set of people or objects the researcher wants to generalize the results of the research (Orodho, 2004). The target population of this study came from the employees of the AKAM programme in Mombasa agency and the groups that have benefited from the microfinance initiatives for the last 3 years. Kothari (2004) notes that a population is a group of objects or people who have the information the researcher needs in a research. The employees and the beneficiaries from the programme were relevant to this study since they were the people who one on one were involved in financial transactions from the AKAM programme. AKDN report of (2015) shows that being a newly established programme in Kenya, the AKAM has almost 32 employees most of whom are field officers while the number of beneficiaries includes over 108 groups with a client base of over 7, 210. Majority of the groups come from the South

coast areas of Kwale County followed by those from the Tana Delta region. The population was made of 32 employees and the chairpersons of the 108 groups; adding to 140 respondents.

3.4 Sample Size and Sampling Procedure

The sample size had far reaching implication on this study, and in any case, the probability of getting a representation of the target population was of great significance. Participants to the study included key informants whom the researcher believed could provide the needed data. The sample included employees from AKAM programme and the group chairpersons/heads that have benefited from the programme over the past three years since they were the ones to have some information on M&E of the projects they run. This study adopted a stratified random sampling whereby the respondents were categorized into two strata of the employees and beneficiary group heads. Then a random sampling followed to pick respondents from each stratum.

The study took all the 32 employees and used the Krejcie and Morgan table of 1970 to randomly sample 86 heads/chairpersons of the beneficiary groups. This added up to a total sample population of 118. The sampling table is attached as appendix four at the back of the research.

3.5 Data Collection Instruments

The questionnaires were the main instruments of data collection that were used. The questionnaire helped the researcher to collect data on knowledge, opinions as well as attitudes of respondents. The questionnaire was suited for this study because it is practical and is used to collect data from a large number of people within a short time and in a relatively cost effective manner. The questionnaires were used to collect data from the group chairpersons and the employees.

Piloting was done to test the validity and reliability of the instruments. The instruments were piloted with 10 respondents and the procedure repeated in two weeks in what is called the test – retest method. The respondents of whom the piloting was done were part of the study sample to avoid biased results of the study. The Cronbach's alpha was computed and a value of 0.58 was obtained and was considered significant. Piloting helped the researcher to eliminate any ambiguity in the research instruments to ensure they generated valid results of the research.

The questionnaire was administered by the researcher and selected research assistants. Both open ended and closed ended questions were used. Open ended questions could enable respondents to provide sufficient details while close ended questions could enable the researcher to easily quantify results by the use of SPSS version 20.2.

3.6 Data Collection Procedure

The questionnaire was prepared on the basis of literature review. Data collection tools were piloted and suggestions made before finalizing the questionnaire. The study utilized a self-administered questionnaire and equally referred to the existing secondary data. The researcher got a permit from the graduate school and county minister of education of Mombasa County to formalize the study. The researcher visited the sample population, used research assistants to access some other respondents and e-mailed a questionnaire to some respondent who could be committed for one on one filling. Appointments to the employees and sampled project heads/chairpersons were arranged prior to the visits to avoid any inconveniences to the respondents. The researcher emphasized that the information given could specifically be used for the study and it could be private and confidential and that names would not be necessary.

3.6 Validity and Reliability of Research Instruments

Validity is a measure of how well a test measures what it is supposed to measure (Mugenda & Mugenda, 2003). They continue to show that, it is the degree to which results obtained actually represent the phenomenon under investigation. Whitcomb (2004) refers to validity as the quality that a procedure or instrument or a tool used in research is accurate, correct, true and meaningful. The research used content validity. The instrument therefore was verified by the university supervisors and other two senior lecturers in the University of Nairobi.

Mugenda (2003) says that reliability is concerned with estimates of the degree to which a research instrument yields consistent results after repeated trials. In this study, reliability was determined by a test-retest administered to 10 subjects not included in the sample. Input from invaluable sources was obtained during the study that was useful in modifying the questionnaire before a final set of questions were produced. A Cronbach's coefficient Alpha was then

computed to determine how these items correlate among themselves. We expected that in each treatment, high coefficients of between 0.6 – 0.75 were obtained indicating that items correlated highly among themselves implying high consistency among items measuring the same dimension. This was achieved.

3.7 Data Analysis

Qualitative data obtained was presented in a narrative format while the quantitative data obtained from the questions was coded to facilitate quantitative analysis. The coded data was analysed by use of descriptive statistics comprising of frequency tables. The hypothesis was tested by use of Chi-Square. Data analysis was done by use of SPSS 20.2.

3.8 Operationalization of Variable

Table 3.1 Operationalization of Variables

Research Objectives	Independent variable	Dependent variable	Indicator	Level of scale	Analysis Level
Establish extent to which Staff competency influences implementation of M&E	Staff competency	Successful implementation of M&E	Expertise, Skills, Attitudes No of trained staff	ordinal	Descriptive correlation
To examine the extent to which Resource adequacy influences implementation of M& E	Resources	Successful implementation of M&E	Human resource, Funds & Stand-alone unit	ordinal	Descriptive correlation
Establish to which donor policies influence M&E	Donor policies	Successful implementation of M&E	Requirements, Partnerships, Design policies	Ordinal	Descriptive correlation
Examine the extent to which stakeholder participation influence M&E	Stakeholder participation	Successful implementation of M&E	Donors Community	ordinal	Descriptive correlation

3.9 Ethical Considerations

All senior managers and individual departmental heads were notified of the research. The group project heads were also booked for the interview. Consent was sought from the respondents whose participation in this study will be voluntary. The information they provided was treated with utmost confidentiality. Privacy and dignity of the respondents was considered during the research. Names of the respondents were not exposed and codes were used instead.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents results arising from the analysis of data collected using questionnaires. The data collected was analyzed using descriptive and inferential statistical methods for each variable and the findings presented in tabular summaries, and their implications discussed.

4.2 Return Rate

Out of the 140 questionnaires issued to the respondents, 90 were returned and were useful for the study as shown in Table 4.1 below.

Table 4.1: Response Rate

No. of questionnaires Returned	Target No. of respondents	Response Rate (%)
90	140	64.3%

The high questionnaire response rate (64.3%) shown in Table 4.1 resulted from the method of administration of the instrument, which was in this case researcher administered. This was acceptable according to Mugenda and Mugenda (2003). This method also ensured that the respondents' queries concerning clarity were addressed at the point of data collection; however, caution was exercised so as not to introduce bias in the process it also reduced the effects of language barrier, hence, ensuring a high instrument response and scoring rate.

4.3 Demographic Information

This section discusses the demographic characteristics of the respondents in the study. These include, distribution of respondents by their gender, age, level of education and the results are presented in terms of the study objectives.

Table 4.2: Social Demographic Information

Response	Frequency	Percentage
Gender	Female 30	33.3 %
	Male 60	66.7 %
Academic qualifications	Primary certificate 36	40 %
	Secondary certificate 27	30%
	Diploma/certificate 9	10%
	Bachelors' degree 18	20 %
	Postgraduate degree 0	0%
	others (specify) 0	0%
Work Experience	Below 1 year 36	40%
	2-4years 27	30%
	5-9 Years 9	10%
	10 - 14 years 18	20%
	Over- 15 years 0	0%
Average Total	90	100%

Field report indicated that, 33.3 % of the respondents who represented 30 respondents were women who while the remaining 60 respondents who represented 66.7% were men. This is in line with the true figures in Kenya's coast region where most of the economic activities are dominated by men.

In relation to academic qualifications of the respondents, Primary certificate attracted 36 respondents who made 40%, 27 attracted secondary certificates who made 30%, diploma attracted 9 respondents who made 10%, and bachelors attracted 18 respondents who made 20%. The remaining categories of qualification did not have any respondents.

Finally, responses on work experience showed that, all the respondents who answered the questions had some form of formal employment in one way or the other since all the 90 respondents had some work experience though dominated with those with less than one year

experience. From the responses, 40 % of the respondents were of less than 1 year experience, 30 % were for between 2-4 years, 10% were of 5-9 years, and 20% went for over 5 years work experience.

4.4.1 Staff Competency and Performance of Monitoring and Evaluation

The first objective of this study was to assess the extent to which staff competency influence implementation monitoring and Evaluation in Projects. This objective was achieved by asking the respondents to respond to several questions describing the extent of competency of the people employed by the AKAM on monitoring and evaluation. The questions were asked and discussed as shown in the Tables 4.3 and 4.4 below

Respondents were asked whether they thought that the competency of the people employed by the AKAM influence the rate at which M&E is implemented. Respondents were required to answer with a yes or no answer and later on support their answers with relevant evidences. Results were as follows:

Table 4.3: Staff Competence

Response	Frequency	Percentage
No	18	20%
Yes	72	80%
Total	90	100%

The field information indicated that, 20% of the respondents did not support the idea that staff competency influence implementation monitoring and Evaluation. On the other hand, the majority of the respondents who made 80% supported the idea. Responses to the question that required the respondents to support their answers, 80% of the respondents felt that employees with relevant work experience, skills, attitude and knowledge on implementing M&E could greatly influence the implementation process positively.

In this question, respondents were asked to indicate the extent to which they agreed or disagreed with the following statements in relation to staff competency and the performance of M&E.

(Scale of use was 1-5, where; (greatly disagree=1, disagree=2, not sure=3, agree=4, greatly agree=5).

Table 4.4: Staff Competency Rating

Statement	1	2	3	4	5
Employees with better expertise perform better M&E.	0	3	4	51	32
Knowledge and skills in M&E influence the employees' in implementing M&E.	2	4	4	40	40
Number of trained M&E staff influence the rate at which M&E is being implemented.	5	9	10	38	28
Employees' attitudes influence the rate of M&E implementation.	2	5	15	30	38

In relation to the first statement that read, employees with better expertise perform better M&E had no respondents who strongly disagreed with the idea, 3 disagreed, 4 were not sure, 51 agreed, while the remaining 32 strongly agreed. On average, over 92% of the respondents supported the idea.

In relation to the second statement that that read, knowledge and skills in M&E influence the employees' in implementing M&E had 2 respondents strongly disagreed with the idea, 4 who disagreed, 4 who were not sure, 40 who agreed, while the remaining 40 also strongly agreed. An average value of 89% was arrived at; meaning that 80% of the respondents agreed with the statement.

In relation to the third statement that read, number of trained M&E staff influence the rate at which M&E is being implemented had 5 respondents who strongly disagreed with the idea, 10 who disagreed, 10 who were not sure, 38 who agreed, while the remaining 38 strongly agreed. On average, a mean value of 84% was arrived at on agreement/support.

Finally, the statement that read, employees' attitudes influence the rate of M&E implementation attracted 2 respondents who strongly disagreed, 5 who disagreed, 15 who were not sure, 30 who

agreed, while the remaining 38 strongly agreed. On average, over 75% of the respondents agreed with the statement.

4.4.2 The Influence of Resources Adequacy on the Performance of M&E

The second objective that sought to assess the extent to which resource adequacy influence implementation monitoring and evaluation in projects made the second series of questions and the responses were as follows.

Respondents were asked whether they thought that resources adequacy has an influence on the implementation of programmes M&E and the responses were as shown on Table 4.5 below

Table 4.5: Resource Adequacy

Response	Frequency	Percentage
No	9	10%
Yes	81	90%
Total	90	100%

90% of the respondents supported the idea that resource adequacy influence implementation monitoring and evaluation 10% of the respondents did not support the idea. In an open ended question where the respondents were required to give reasons for their support, over 90% of the respondents with adequate employees trained to address M&E, enough finances for M&E, enough offices and outlined units for the M&E process.

Respondents were asked the extent to which they agreed or disagreed with the following statements in relation to resources adequacy on the performance of M&E using a scale of 1-5. Where; 1= strongly disagree; 2 = disagree; 3 =not sure; 4 =agree; 5 = strongly agree and results were as discussed in the Table 4.6 below.

Table 4.6: Rating resources

Statement	1	2	3	4	5
1. Human resources adequacy has an influence in the implementation of M&E.	6	7	9	28	40
2. Amount of funds allocated for M&E activities influences M&E implementation.	8	9	9	35	28
3. Incentives available for M&E implementation influence its rate of implementation.	7	9	12	30	32
4. Presence of a stand-alone M&E unit has an influence in M&E implementation.	2	4	16	36	32

Responses from the field indicate that, 6 of the respondents strongly disagreed with the idea that human resources adequacy has an influence in the implementation of M&E, 7 disagreed, 9 were not sure, 28 agreed and the rest who were 40 strongly agreed. In relation to the second statement that read, amount of funds allocated for M&E activities influences M&E implementation, 8 respondents strongly disagreed with the idea, 9 disagreed, 9 were not sure, 35 agreed, while the remaining 28 strongly agreed. On average, over 70% of the respondents agreed with the statement.

The third idea read that, incentives available for M&E implementation influence its rate of implementation attracted 7 respondents who strongly disagreed, 9 disagreed, 12 were not sure, 30 agreed, while the remaining 32 strongly agreed. The final statement read that read, presence of a stand-alone M&E unit has an influence in M&E implementation had 2 respondents who strongly disagreed, 4 who disagreed, 16 were not sure, 36 agreed while the rest 32 strongly agreed. On average, over 72% of the respondents supported the ideas in relation to incentives and stand-alone units.

4.4.3 Donor Policies and Performance of Monitoring and Evaluation

Respondents were asked a number of questions in relation to donor policies and performance of monitoring and evaluation as outlined in the objective and a series of results in the tables below were arrived at.

Respondents were asked whether they thought that donor policies had an influence on the performance of monitoring and evaluation of programs and the responses were as shown in Table 4.7 below.

Table 4.7: Donor Policy

Response	Frequency	Percentage
No	7	7.8%
Yes	83	92.2%
Total	90	100%

7.8% of the respondents did not support the idea that donor policies have an influence on the performance of monitoring and evaluation of programmes while 83 who represented 92.2% strongly supported the idea that donor policies have an influence on the performance of monitoring and evaluation of programmes. When asked to give reasons for their answers, over 92% of the respondents argued that, well laid M&E rules, procedures, regulations, policies for partnerships and expertise development can greatly influence the implementation of M&E.

Respondents were asked to indicate how they agreed or disagreed with the following statements in relation to donor policies and performance of monitoring and evaluation; where 1= strongly disagree; 2 = disagree; 3 =not sure; 4 =agree; 5 = strongly agree.

Table 4.8: Rating Donor Policy

Statement	1	2	3	4	5
1. Strong adherence to procedures and guidelines influence M&E implementation.	8	9	4	34	35
2. Requirement for technical assistance influences M&E implementation.	8	9	10	19	44
3. Operational materials support policies influence the implementation of M&E.	7	8	8	45	22
4. Technical assistance partnership policies have been influencing M&E.	2	4	16	36	32
5. Direction and expertise on implementation design policies influence M&E.	12	10	9	29	30

In the field, the report indicated that, 8 respondents strongly disagreed with the idea that, strong adherence to procedures and guidelines influence M&E implementation, 9 disagreed, 4 were not sure, 34 agreed while the remaining 35 strongly agreed.

In relation to the second statement that read, requirement for technical assistance influences M&E implementation, had 8 respondents strongly disagreed, 9 disagreed, 10 were not sure, 19 agreed, while the remaining 44 strongly agreed.

The third statement that said, operational materials support policies influence the implementation of M&E attracted various responses whereby, 7 respondents strongly disagreed, 8 disagreed, 8 were not sure, 45 agreed, while the remaining 22 strongly agreed.

The idea on technical assistance partnership policies influencing M&E attracted 12 respondents who strongly disagreed, 10 who disagreed, 9 were not sure, 29 agreed, while the remaining 30 strongly agreed with the idea.

Finally, the idea that direction and expertise on implementation design policies influence M&E attracted 7 respondents who strongly disagreed, 9 disagreed, 19 were not sure, 29 agreed, while the remaining 26 strongly agreed.

4.4.4 Stakeholders' Participation and the Performance of M&E

Respondents were asked to give their views in relation to the idea that the stakeholders' participation influenced the success and implementation of M&E:

Table 4.9: Responses on Stakeholder Participation

Response	Frequency	Percentage
No	18	20%
Yes	72	80%
Total	90	100%

From the responses, 72 respondents who represented 80% argued that the stakeholders' participation influenced the success and implementation of M&E, 20% of the respondents went for no answer. When asked to support their reasons, on average, 80% of the respondents gave reasons like donors' support, employees' participation, and levels of employment involvement, the community perceptions and many more.

Respondents were asked to rate the extent to which they agreed or disagreed with the following statements. Scale of use: 1-5, where, 1= strongly disagree; 2 = disagree; 3 =not sure; 4 =agree; 5 = strongly agree.

Table 4.10: Rating Stakeholder Participation

Statement	1	2	3	4	5
1. Donors are major stakeholders who influence M&E at AKAM.	8	9	12	34	27
2. Community involvement in AKAM activities influences M&E.	8	8	16	30	28
3. The levels of employees involvement influence M&E.	9	9	15	29	28

From the responses in relation to the first statement that said, donors are major stakeholders who influence M&E at AKAM, 8 respondents strongly disagreed, 9 disagreed, and 12 were not sure, 34 agreed, while the remaining 27 strongly agreed. On average, over 67.7% of the respondents agreed with the statement. In relation to the statement that read, community involvement in AKAM activities influences M&E, attracted 8 respondents who strongly disagreed, 8 disagreed, 16 were not sure, 30 agreed, while the remaining 28 strongly agreed. In the average computation over 64.44 % of the respondents agreed with the statement. In relation to the final statement that focused on levels of employees' involvement and its influence on M&E had 9 respondents who strongly disagreed, 9 disagreed, 15 were not sure, 29 agreed, while the remaining 28 strongly agreed.

4.5 Hypothesis Testing

The research sought to establish the relationship between the independent variables and the dependent by conducting the Chi-Square tests.

Statement of the hypothesis:

Testing Hypothesis for the First Objective

H₀: Staff competency has no significant influence on projects monitoring and evaluation.

H₁: Staff competency has a significant influence on projects monitoring and evaluation.

Table 4.11: Testing Hypothesis for the First Objective

f	e	(f-e)=d	(d)²	(d)²/e
2	18	-16	256	14.22
4	18	-14	196	10.88
4	18	-14	196	10.88
40	18	22	484	26.9
40	18	22	484	26.9
				$\sum (d)^2/f = 89.78$

$\chi^2_c = 89.78 > \chi^2_{0.05} = 9.488$ at 4 degrees of freedom and 5% level of confidence.

Since the calculated chi-square value of 89.78 is greater than the critical chi-square value at 5% level of confidence, we accept the alternative hypothesis. Thus, H₁: Staff competency has a significant influence on projects monitoring and evaluation.

Testing of the First Hypothesis in Relation to the Second Objective

Statement of the hypothesis:

H₀: Resources adequacy has no influence on monitoring and evaluation in projects.

H₁: Resources adequacy has an influence on monitoring and evaluation in projects.

Table 4.12: Testing Hypothesis for the Second Objective

f	e	(f-e)=d	(d)²	(d)²/e
8	18	-10	100	5.5
9	18	-9	81	4.5
9	18	-9	81	4.5
35	18	17	289	27.2
28	18	10	100	5.5
				$\sum (d)^2/f = 47.2$

$\chi^2_c = 47.2 > \chi^2_{0.05} = 9.488$ at 4 degrees of freedom and 5% level of confidence.

Since the calculated chi-square value of 47.2 is greater than the critical chi-square value at 5% level of confidence, we accept the alternative hypothesis. Thus, H₁: Resources adequacy has an influence on monitoring and evaluation in projects.

Testing of the First Hypothesis in Relation to the Third Objective

Statement of the hypothesis:

H₀: Donor policies have no influence on monitoring and evaluation in projects.

H₁: Donor policies have an influence on monitoring and evaluation in projects.

Table 4.13: Testing Hypothesis for the Third Objective

f	e	(f-e)=d	(d)²	(d)²/e
8	18	-10	100	5.5
9	18	-9	81	4.5
12	18	-6	36	2
35	18	17	289	16.1
27	18	9	81	4.5
				$\sum (d)^2/f = 32.6$

$\chi^2_c = 32.6 > \chi^2_{0.05} : 9.488$ at 4 degrees of freedom and 5% level of confidence.

Since the calculated chi-square value of 32.6 is greater than the critical chi-square value at 5% level of confidence, we accept the alternative hypothesis. Thus, H_1 : Donor policies have an influence on monitoring and evaluation in projects.

Testing of the First Hypothesis in Relation to the Fourth Objective

Statement of the hypothesis:

H₀: Stakeholders' participation has no significant influence on monitoring and evaluation in projects.

H₁: Stakeholders' participation has a significant influence on monitoring and evaluation in projects.

Table 4.14: Testing Hypothesis for the Fourth Objective

f	e	(f-e)=d	(d)²	(d)²/e
9	18	-9	81	4.5
6	18	-12	144	8
18	18	0	0	0
21	18	3	9	0.5
36	18	18	324	18
				$\sum (d)^2/f = 31.0$

$\chi^2_c = 31.0 > \chi^2_{\alpha, 0.05} = 9.488$ at 4 degrees of freedom and 5% level of confidence.

Since the calculated chi-square value of 31.0 is greater than the critical chi-square value at 5% level of confidence, we accept the alternative hypothesis. Thus, H₁: Stakeholders' participation has a significant influence on monitoring and evaluation in projects.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, discussions, conclusions and recommendation of the research. The chapter also contains suggestions for further studies.

5.2 Summary of Findings

In relation to the first objective that sought to assess the extent to which staff competency influence implementation monitoring and evaluation in projects, the following results were arrived: 20% of the respondents did not support the idea that staff competency influence implementation monitoring and Evaluation. On the other hand, the majority of the respondents who made 80% supported the idea. Responses to the question that required the respondents to support their answers, 80% of the respondents felt that employees with relevant work experience, skills, attitude and knowledge on implementing M&E could greatly influence the implementation process positively. On a rating scale, in relation to the statement that read, employees with better expertise perform better M&E had no respondents who strongly disagreed with the idea, 3 disagreed, 4 were not sure, 51 agreed, while the remaining 32 strongly agreed. On average, over 92% of the respondents supported the idea.

In relation to the second objective which sought to assess the extent to which resource adequacy influence implementation monitoring and evaluation in projects, 90% of the respondents supported the idea that resource adequacy influence implementation monitoring and evaluation 10% of the respondents did not support the idea. In an open ended question where the respondents were required to give reasons for their support, over 90% of the respondents with adequate employees trained to address M&E, enough finances for M&E, enough offices and outlined units for the M&E process. On a rating scale, responses from the field indicate that, 6 of the respondents strongly disagreed with the idea that human resources adequacy has an influence in the implementation of M&E, 7 disagreed, 9 were not sure, 28 agreed and the rest who were 40 strongly agreed.

In relation to the third objective that sought to assess the extent to which donor policies influence implementation of monitoring and evaluation in projects, 7.8% of the respondents did not support the idea that donor policies have an influence on the performance of monitoring and evaluation of programs while 83 who represented 92.2% strongly supported the idea that donor policies have an influence on the performance of monitoring and evaluation of programs. When asked to give reasons for their answers, over 92% of the respondents argued that, well laid M&E rules, procedures, regulations, policies for partnerships and expertise development can greatly influence the implementation of M&E. On a rating scale, the field, the report indicated that, 8 respondents strongly disagreed with the idea that, strong adherence to procedures and guidelines influence M&E implementation, 9 disagreed, 4 were not sure, 34 agreed while the remaining 35 strongly agreed.

In relation to the final objective that sought to examine the extent to which stakeholders' participation influences implementation of monitoring and evaluation in projects, 72 respondents who represented 80% argued that the stakeholders' participation influenced the success and implementation of M&E, 20% of the respondents went for no answer. When asked to support their reasons, on average, 80% of the respondents gave reasons like donors' support, employees' participation, and levels of employment involvement, the community perceptions and many more. On a rating scale, in relation to the first statement that said, donors are major stakeholders who influence M&E at AKAM, 8 respondents strongly disagreed, 9 disagreed, and 12 were not sure, 34 agreed, while the remaining 27 strongly agreed. On average, over 67.7% of the respondents agreed with the statement.

5.3 Discussion of Findings

In relation to the first objective that sought to assess the extent to which staff competency influence implementation monitoring and evaluation in projects, the majority of the respondents who made 80% supported the idea. Also, 80% of the respondents felt that employees with relevant work experience, skills, attitude and knowledge on implementing M&E could greatly influence the implementation process positively. Supporting this in the literature review is Atuya (2014) who notes that, 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. Therefore, 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.

In relation to the second objective which sought to assess the extent to which resource adequacy influence implementation monitoring and evaluation in projects, 90% of the respondents supported the idea that resource adequacy influence implementation of monitoring and evaluation. In agreement to this is a study done by Karani, Bichage and Kamau (2014) on the factors influencing performance of monitoring and evaluation systems in non-governmental organizations in Nairobi County. The study established that, the number of M&E staff affected the performance of M&E, whereby, the more the number of staff the better the performance. In addition, good governance structures were found to impact on the M&E performance positively. Moreover, more funding to the M&E activities increased the performance. Finally, the adopted tools for evaluation which were found to be interviews and questionnaire as well as proper indicators impacted positively on the performance of the M&E.

In relation to the third objective that sought to assess the extent to which donor policies influence implementation of monitoring and evaluation in projects, 83 respondents who represented 92.2% strongly supported the idea that donor policies have an influence on the performance of monitoring and evaluation of programs. When asked to give reasons for their answers, over 92% of the respondents argued that, well laid M&E rules, procedures, regulations, policies for partnerships and expertise development can greatly influence the implementation of M&E. In agreement to this is Kinda (2012) who notes that, in Kenya just like other developing countries, donors perform a central role in providing resources like financial support, expertise provision, development plans as a resource and many more. In programmes development, a donor is a major stakeholder whose objectives in the programme needs to be met since it is this same, same person or group of persons that have something to be pursued or offered in mind and its success in any way is aiming at satisfying the needs and requirements of the organisation.

In relation to the final objective that sought to examine the extent to which stakeholders' participation influences implementation of monitoring and evaluation in projects, 72 respondents who represented 80% argued that the stakeholders' participation influenced the success and implementation of M&E. On a rating scale, in relation to the first statement that said, donors are major stakeholders who influence M&E at AKAM, 8 respondents strongly disagreed, 9 disagreed, and 12 were not sure, 34 agreed, while the remaining 27 strongly agreed. On average, over 67.7% of the respondents agreed with the statement. Reacting to this idea is IFAD (2013) that shows, donors are very important integral part in the performance of any organization across the globe. In the USA, the components of the AKAM program include the federal government, state agencies, NGOs, FBOs, World Bank and the of course Aga Khan. The report continue to show that, the Aga Khan for example influences the programs to be run, the beneficiaries of the programs, the amounts to be spent on the programs, the time intervals of funding, the funding and management policies, the employees standards and many more.

5.4 Conclusions

Based on the findings of the study, the researcher concludes that:

- i. Staff competency has an influence on the implementation of programs monitoring and evaluation. It is through better trained personnel, individuals with positive attitude and people with relevant knowledge and skills that M&E will be successful.
- ii. Resources adequacy have a significant influence on the M&E performance with issues like the number of human resources, amount of funds allocated for M&E activities, incentives available for M&E implementation playing a very central role.
- iii. Donor policies influence the M&E performance. In this category, considerable like strong adherence to procedures and guidelines, operational support materials policies, technical assistance partnership policies and many more influence M&E to a tune of over 80% on average.
- iv. Stakeholders' Participation is very central in determining the direction M&E will take, its success or failure. It is the donors who fund the process, give policies, specifications, capital and human resources. Therefore the donors like the financial institutions and NGOs perform a central role in determining the direction of M&E.

5.5 Recommendations

Based on the findings of the study, the researcher recommends that, for effective and successful programs M&E, there must be a strong consideration on the type of staff hire for the process (staff competency) there must be allocation of M&E resources that include human resources, funds and other infrastructure resources.

Also, the study recommends that, donors must be considered in all the levels of establishing and setting of M&E policies at AKAM. This should be intertwined with the consideration of the stakeholders like the community. If these figures are brought on board, M&E can be successfully implemented.

5.6 Suggestions for Further Research

- i. A study can be done to examine the role of community participation in the performance of programmes' M&E; a case of AKAM programme in Kenya's Coast region.
- ii. A study can also be done to examine the influence of information technology system on monitoring and evaluation on Donor funded Projects; a case of AKAM funded projects in coast region.

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APPENDICES

APPENDIX 1: Letter of Transmittal

Catherine Njeri
P.O Box 40798
Mombasa

Dear participant,

My name is Catherine Njeri and I am a student undertaking a Master of Arts in project planning and management at Nairobi University, Mombasa Campus. To fulfil the completion of this course, I am carrying out a study on the determinants of programmes monitoring and evaluation implementation at Aga Khan Agency for Microfinance. I am inviting you to participate in this research study by completing the attached questionnaire.

If you choose to participate in this research, please answer all questions as honestly as possible. Participation is strictly voluntary and you may decline to participate at any time. In order to ensure that all the information will remain confidential, you do not have to include your name. The data collected will be for academic purposes only.

Thank you.

Yours faithfully

.....

Catherine Njeri

APPENDIX 2: Research Questionnaire

SECTION A: BASIC INFORMATION

Background Information

1. Your gender: Male [] Female []

2. Your work experience (**for the employed only**)

Below 1 Year [] 2-4yrs [] 5-9 Years [] 10 - 14 years [] Over- 15 years []

3. What is your highest education level? (**Tick as applicable**)

Primary certificate [] Secondary certificate [] Diploma/certificate [] Bachelors' degree []

Postgraduate degree [] others (specify).....

SECTION B: QUESTIONS AS PER THE OBJECTIVES

A). Item on Staff Competency

4.a) Do you think that the competency of the people employed by the AKAM influence the rate at which M&E is implemented?

Yes ()

No ()

b). what are some of the evidences supporting your answer in 4 above?

5. Indicate the extent to which you agree or disagree with the following statement.

(Greatly disagree=1, disagree=2, not sure=3, agree=4, greatly agree=5).

Statement	1	2	3	4	5
1. Employees with better expertise perform better M&E.					
2. Knowledge and skills in M&E influence the employees' in implementing M&E.					
3. Number of trained M&E staff influence the rate at which M&E is being implemented.					
4. Employees' attitudes influence the rate of M&E implementation.					

B). Resources Adequacy

6. In your own opinion, do you think that Resources Adequacy has an influence on the implementation of programmes M&E?

Yes ()

No ()

7. Briefly give at least 3 reasons for your answer in 6 above

8. Indicate the extent to which you agree or disagree with the following statements? Use a scale of 1-5 where: 5= **strongly agree**, 4= **agree**, 3=**weakly agree**, 2= **disagree**, 1 = **strongly disagree**

Statement	1 2 3 4 5
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-
1. Human resources adequacy has an influence in the implementation of M&E.
 2. Amount of funds allocated for M&E activities influences M&E implementation.
 3. Incentives available for M&E implementation influence its rate of implementation.
 4. Presence of a stand-alone M&E unit has an influence in M&E implementation.
-

C: Donor Policies

9. Do you agree with the statement that donor policies influence the rates at which M&E is implemented at AKAM?

Yes ()

No ()

10. Briefly give reasons for your answer in 9 above (you are limited to 4 reasons/examples).

11. Indicate the extent to which you agree or disagree with the following statements? Use a scale of 1-5 where

5= strongly agree, 4= agree, 3=not sure, 2= disagree, 1 = strongly disagree

Statement

1. Strong Adherence to Procedures and Guidelines influence M&E implementation.
 2. Requirement for Technical Assistance influences M&E implementation.
 3. Operational materials support policies influence the implementation of M&E.
 4. Technical assistance partnership policies have been influencing M&E.
 5. Direction and expertise on implementation design policies influence M&E.
-

D: Stakeholders' Participation

12. Do you think that Stakeholders' Participation influence the implementation of M&E at AKAM?

Yes () No ()

13. Indicate the extent to which you agree or disagree with the following statements? Use a scale of 1-5 where

5= strongly agree, 4= agree, 3=not sure, 2= disagree, 1 = strongly disagree

Statement

1. Donors are major stakeholders who influence M&E at AKAM.
 2. Community involvement in AKAM activities influences M&E.
 3. The levels of employees involvement influence M&E.
-

14. State any other stakeholders that influence the implementation of M&E

APPENDIX 3: Sampling Table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970