



**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF BUSINESS**

MA PROJECT WORK

Title:

**PRACTICES & CHALLENGES OF PROJECT MONITORING AND
EVALUATION: CASE OF MISSION FOR COMMUNITY DEVELOPMENT
PROGRAM (MCDP) PROJECTS**

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JUNE 2021

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ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PROJECT MANAGEMENT
GRADUTE PROGRAM
(MAPM)

PRACTICES AND CHALLENGES OF PROJECT MONITORING AND
EVALUATION: CASE OF MISSION FOR COMMUNITY DEVELOPMENT
PROGRAM (MCDP) PROJECTS


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A RESEARCH PROJECT SUBMITTED TO ST, MARY'S UNIVERSITY,
SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF
REQUIREMENTS FOR MA IN PROJECT MANAGEMENT

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This is to certify that the thesis entitled “ASSESSMENT OF PRACTICES AND CHALLENGES OF PROJECT MONITORING AND EVALUATION CASE OF MISSION FOR COMMUNITY DEVELOPMENT PROGRAM (MCDP) PROJECTS” submitted in partial fulfillment of the degree of Masters of Arts in Project Management, has been carried out by Beza Tekeste Estifanos, under my supervision.

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DECLARATION

I declare that that this thesis is my original work and has not been for degree or other purposes in any university or places. I further confirm that all the sources of materials used for this thesis are fully acknowledged.

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Signature: _____

June, 2021

ACKNOWLEDGMENTS

It is the grace, mercy, charity, forgiveness, help and kindness of the almighty God that made me still alive, achieve this success and strength and to go through all the difficult time.

I would like to express my special thanks of gratitude to my advisor Dejene Mamo (PhD), for his unreserved assistance, suggestion and valuable guidance and encouragement extended to me.

I place on record my sincere thanks to my dear Father Mr. Tekeste Estifanos and to my dear Husband Mr. Tsegaye Zekarias. Their countless support and prayer has given me extra strength and ambition to succeed.

Finally, I would like to thank all my families, my sisters, my brothers and friends for their support in all matters from the start to the end of the program.

Beza Tekeste Estifanos

DEDICATION

I dedicate this thesis research to My Dear Father Mr. Tekeste Estifanos for his support, affection, love and dedicated parentship in the success of my life and inspiration during my study period.

ACRONYMS

CEO	Chef Executive Officer
CSA	Central Statistical Agency
CSOs	Civil Society Organizations
EDGET	Ethiopian Driving Growth, Entrepreneurship & Trade
EMI	Ethiopian Management Institute
IFC	International Finance Corporation
IFRC	International Federation of Red Cross and Red Crescent Society
IGA	Income Generating Activities
LFA	Logical Framework Approach
M&E	Monitoring and Evaluation
MCDP	Mission for Community Development Program
MSC	Most Significant Change
NASA	National Space Agency
NGOs	None Governmental Organization
HQ	Head Quarter
ODA	Net Official Development Assistance
OECD	Organization for Economic Co-operation and Development
PMI	Project Management Institute
PMBOK	Project Management Body of Knowledge
PRA	Participatory Rapid Appraisal
SHG	Self-Help Group
SPSS	Statistical Package for Social Sciences
UNDP	United Nations Development Program
UNECA	United Nations Economic Commission for Africa
USAID	United States Agency for International Development
W4W	Women for Women Project

Abstract

This study aims to assess the Practices and Challenges of Project Monitoring and Evaluation in the case of Mission for Community Development Program (MCDP) projects. The study applied descriptive research design and used both questionnaires and semi structured interview to gather the data. To analyze the data, both qualitative and quantitative approach were used. The quantitative data were analyzed with the use of SPSS version 20 software using statistical tools of frequency, percentage, mean score and standard deviation. The data gathered from the open ended and close ended questions presented in combined way. The sampling method for this study was census. Target population of this study was all of the employees and management body of the organization. The target population of the study was 52 respondents in number from which the data will be collected. The findings from the key informants interview and M&E process document review of MCDP projects tell that the project M&E system were not effective and it faces lots of challenges during conducting the M&E activity. Some of the challenges the result shows are Lack of adequate employee training, low management support, lack of stakeholder's involvement, insufficient technological systems, poor resource allocation, inadequate budget allocation, loose project Monitoring and Evaluation planning, infrequent Monitoring and Evaluation were identified as highly challenging factors. In order to improve effectiveness provide appropriate trainings to all levels of the M&E staff, appropriate technological advancement, and sufficient allocation of funds, adequate top level management support and active stakeholder's involvement some of the vital recommendations made in this research.

Key Words: project Monitoring and Evaluation, project M&E practices and Project M&E challenges, MCDP projects

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CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Monitoring and evaluation is a project management process that consists of those processes required to track, review, and orchestrate the progress and performance of the project; identify any areas in which changes to the plan are required; and initiate the corresponding changes. It helps to measure and analyze project performance at regular intervals, appropriate events, or exception conditions to identify variances from the project management plan (PMI, 2013).

According to Marangu (2012), M&E is one of the factors that affect project implementation. Good M&E system is a source of knowledge capital. It enable governments and organizations to develop a knowledge base of the types of projects, programs, and policies that are successful, and, more generally, what works, what does not, and why. It can also provide continuous feedback in the management process of monitoring and evaluating progress toward a given goal (Kusek & Rist, 2004).

An effective monitoring and evaluation is a major contributor to project success and hence the use of technology to compliment the efforts of the M&E team will strengthen it; which will in turn lead to value addition by the team (Kamau & Mohamed, 2015). Monitoring and evaluation is more critical than planning in achievement of project success according to (Ika, 2010).

Many organizations implement different projects in different times and they focus only on the planned activities of the actual work. Measuring the performance of these projects to have clear information for better decision-making to meet their objectives has not been seen as important as other project activities. Because of that many organization do not aware of the strengths and weaknesses of their project operation to improve or sustain the projects activities. They cannot also build greater transparency and accountability regarding the management of financial resources provided by donor agencies (OECD, 2019).

Aware of this, there are constant and growing pressures on organizations around the world to be more responsive to demands from internal and external stakeholders for good accountability and transparency, greater development effectiveness and delivery of tangible results (Gorgens and Kusek, 2010). Non-Governmental organizations, civil society organizations (CSOs), international aid agencies and donors are all stakeholders interested in better performance. As demands for greater accountability and results have grown, there is an accompanying need for useful and usable results-based (M&E) systems to support the management of programs and policies (Gorgens & Kusek, 2010).

In accordance to the newly enacted federal charities and societies proclamation 621/2009 an important premise of allowing development partners to channel development assistance through NGOs is the organizations ability to manage funds efficiently and effectively, and to deliver and document results. As a result, in order to meet this expectation, the proclamation demands these organizations to systems for monitoring and evaluation.

Therefore M&E can be evident throughout the life cycle of a project by adding value at every stage from design through implementation and impact (Kusek & Rist, 2001). In light of this, many organizations in the world are aware of the importance of M&E systems to increase their performance and productivity.

The World Bank defines NGOs as "private organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development" In wider usage, the term NGO can be applied to any non-profit organization which is independent from government (United Nations Economic Commission for Europe, 2006).

The work of Non-Governmental Organizations is mainly focused on the development and advocacy needs of disadvantaged communities or citizens. Thus they aim at poverty reduction, self-help, improvement of the welfare of the disadvantaged and encouraging the observance of human rights and other policy issues targeting mainly national and international governing bodies, Corporate Institutions and Traditional authorities (OECD, 2019).

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1.2. STATEMENT OF THE PROBLEM

The success of projects plays a key role in achieving organization growth and development. Most project managers appreciate that project M&E is important if the project objectives and success is to be achieved. Project Monitoring and Evaluation exercise adds value to the overall efficiency of project planning, management and implementation by offering corrective action to the variances from the expected standard. "Project managers are required to undertake more rigorous M&E of the projects and develop frameworks and guidelines for measuring impact" Khan,K.(2003). By so doing they will achieve greater value creation for the organization through project success.

Project Monitoring and evaluation, although very essential in improving performance, is also very complex, multidisciplinary and skill intensive processes. Building a results based M&E system is a requirement by the growing pressure to improving performance which is also one of the requirements by the NGO and donor's to check on the effective use of the donor funds, impact and benefits brought by the projects (Britton, 2009).

Project Monitoring and evaluation help an organization to extract relevant information from past and ongoing activities that can be used as the basis for programmatic fine-tuning, reorientation and future planning. Without effective planning, monitoring and evaluation, it would be impossible to judge if work is going in the right direction, whether progress and success can be claimed, and how future efforts might be improved (UNDP, 2009).

Proper understanding of monitoring and evaluation by the staff, knowing and understanding stakeholders, planning field visits, budgeting and resource allocation, understanding the type of monitoring and evaluation by the team, and communication of monitoring and evaluation results are the factors that determine effectiveness of monitoring and evaluation (Mugambi & Kanda 2013). A study conducted by Juliet Nasambu (2016) also identified that structure of M&E, human resource capacity, data quality and methods of monitoring and evaluation are factors that influence monitoring and evaluation effectiveness. Other studies conducted in this regard also suggests that budgetary allocation, level of M&E training, stakeholder participation, technical capacity/expertise of the staff, selection of tools and techniques, role of management and political influence are the factors that affect effectiveness of monitoring and evaluation (Sammy, 2013; Mwangi, 2015; Elizabeth, 2013).

In Ethiopia, most organizations do not use monitoring and evaluation system in appropriate manner for their projects (CIDA, 2010). Existing assessment of monitoring and evaluation capacity in Ethiopia also reveal gaps both in institutional and individual skills development for monitoring and evaluation according to a report on capacity building in Africa (Ethiopia) by the World Bank (2006). There are many misconceptions and myths surrounding M&E like it's difficult, expensive, requires high level skills, time and resource intensive, only comes at end of a project and it is someone else's responsibility (IFC,2008).

MCDP projects have challenges in the implementation of M&E practices in their project so as to improve maintainability in the respective projects. Therefore, there is a need to conduct a

insightful study to identify existing practice and challenges for proper implementation of monitoring and evaluation practice. This research was to study the practice and challenges of monitoring and evaluation practice of Mission for Community Development Program (MCDP) projects in Addis Ababa Ethiopia.

1.3. RESEARCH QUESTIONS

1. What is the current Project Monitoring and Evaluation practice of Mission for Community Development Program (MCDP) in Addis Ababa Ethiopia?
2. How effective is the Practice of project Monitoring and Evaluation in Mission for Community Development Program (MCDP) in Addis Ababa Ethiopia?
3. What are the challenges in implementing Monitoring and Evaluation in Mission for Community Development Program (MCDP) projects in Addis Ababa Ethiopia?

1.4. OBJECTIVES OF THE STUDY

4.1. General Objective

To assess the project monitoring and evaluation practice and challenges in the case of Mission for Community Development Program (MCDP) projects.

4.2. Specific Objectives

- I. To explore the current monitoring and evaluation practice of Mission for Community Development Program (MCDP) projects in Addis Ababa.
- II. To check the effectiveness of monitoring and evaluation practice in Mission for Community Development Program (MCDP) projects in Addis Ababa.
- III. To identify the challenges of monitoring and evaluation in Mission for Community Development Program (MCDP) projects in Addis Ababa.

1.5. SCOPE OF THE STUDY

Due to the countless constraints, the scope of this research was to assess the project monitoring and evaluation practices and challenges encountered by MCDP Projects particularly projects in Addis Ababa Ethiopia only. The major target population of the research was staff members of M&E department and project department. As the result the research finding cannot be generalized other regional MCDP Projects in Ethiopia.

1.6. SIGNIFICANCE OF THE STUDY

The findings of this study help the MCDP identify strengths, weaknesses and challenges of the M&E systems and consequently take corrective actions to improve the system. Similar projects may also benefit from the evidence generated from this study to improve their M&E system. Also it helps project managers and staffs of the organization to know how they are implementing monitoring and evaluation activities and identify the gaps observed in the process, and take corrective measures based on the findings to improve the monitoring and evaluation process as required. As the study provides recommendations for technical and managerial interventions, relevant staff can understand the level of accountability that is expected from them in the providing and use of M&E information. Finally, it also adds to exiting literature on the subject matter and serves as a basis for further research.

1.7. LIMITATION OF THE STUDY

Despite the useful findings of the study, this study has major limitations. Geographically this study has cover only the M&E practices of Mission for Community Development Program (MCDP) projects located in Addis Ababa city. Even if there are regional MCDP Projects and many concepts related with project M&E and should be assessed the studies focused only in selected projects due to lack of budgetary and time limitations.

1.8. ORGANIZATION OF THE STUDY

The organization of the study is into five chapters. Chapter one details an introduction part, which contains background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitation of the study and organization of the research paper. Chapter two gives a review of literatures, with a focus on the theoretical and

empirical literature. While, Chapter three provides detail information on the methodology used by the study, which includes the choice of research, data type, sample design, research instrument, method of data analysis and so on. Chapter four presents the data analysis and summary of findings of the study. Last but not least, chapter five presents the conclusions and recommendations reached based on the study finding.

CHAPTER TWO

LITERATURE REVIEW

2.1. DEFINITION OF TERMS AND CONCEPT

2.1.1. What is a Project?

A project can be defined as a one-time endeavor that consists of a set of activities, whose executions take time, require resources, and incur costs or induce cash flows. Precedence relations may exist between activities; these relations express technical or organizational requirements with respect to the order in which activities must be processed or with respect to their timing relative to each other. Moreover, the scarcity of the resources allocated to the project generally gives rise to implicit dependencies among the activities sharing the same resources, which may necessitate the definition of additional precedence relations between certain activities when the project is scheduled. A project is carried out by a project team, has a deadline, i.e., is limited in time, and is associated with one or several goals whose attainment can be monitored (Schwindt, 2015).

Typically, projects have three primary objectives: to finish the project quickly, to consume as few resources as possible (especially, to minimize costs), and to produce a high-quality project. In addition, in certain industries like airlines, railways, etc., some people add a fourth dimension safety which is considered to be equally important. In today's highly competitive business environment, Project Management's ability to schedule activities and monitor progress within time, cost, and performance guidelines is becoming increasingly important to obtain competitive priorities. This implies that there are trade-offs that must typically be made when scheduling a project (Mateo, 2015).

Project management deals with the coordination of all initiating, planning, decision, execution, monitoring, control, and closing processes in the course of a project. In other words, it is the application of knowledge, skills, tools, and techniques to project tasks to meet all projects (Brandon, 2006).

2.1.2. Project Monitoring

Monitoring is the routine collection and analysis of information to track progress against set plans and check compliance to establish standards. It helps identify trends and patterns, adapt strategies and inform decisions for project/program management (IFRC, 2011).

Monitoring is a continuing managerial function that aims to provide managers, decision makers and main stakeholders with regular feedback and early indications of progress or lack thereof in the achievement of intended results and the attainment of goals and objectives. It involves reporting on actual performance against what was planned or expected according to pre-determined standards (Presidency, 2005).

Monitoring involves observing a project frequently, regularly and collecting project information on a timely basis and sharing it with project stakeholders in the project under focus (Mulwa & Nguluu, 2003). Although monitoring is used mainly for checking projects impact as well as establish whether it meets its goals and objectives, they are also a mandatory requirement for government sponsored projects where governments use them to determine efficient use of their funds by organizations (Wanjala, 2017).

2.1.3. Project Evaluation

Project evaluation is a rigorous and independent assessment of either completed or ongoing activities to determine the extent to which they are achieving stated objectives and contributing to decision making (UNDP, 2009).

Evaluation is an assessment, as systematic and objective as possible, of an ongoing or completed project, program or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, developmental efficiency, effectiveness, impact and sustainability. It should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors (OECD, 2002). Evaluations can be divided into two types depending on when they take place: formative and summative each is described below in detail.

a. Formative evaluations

Formative evaluations take place during the implementation of the project. They are mainly implementation process oriented, reviewing the overall performance of the project in terms of input use, schedule of project and outputs. They also look at strengths, weakness, and challenges of the project and whether the continued project plan will be able to deliver the project objectives or it needs redesigning (PASSIA, 2002). This type of evaluation may also look at the continued relevance of the project and its sustainability. The aim is to improve the performance of the project during implementation (Shapiro, 2004). Formative evaluations are sometimes called interim or midterm evaluations.

b. Summative evaluations

Summative evaluations are carried out at the end of the project with objective of determining how the project progressed, what went right and wrong and capture any lessons learned. Summative evaluations may also be able to determine the overall impact of the project and the extent to which the project achieved its objectives (Shapiro, 2004). Identify two types of summative evaluations: processes evaluation and outcome evaluation. A discussion of each follows:

1. Process evaluations

Process evaluation is geared towards guiding future projects by facilitating organizational learning. It is not enough to capture whether a project succeeded or not but it is important to understand and document why it succeeded or why it failed so that the mistakes are not repeated and good practices are shared across the stakeholders. Process evaluation also assesses how the project faired in terms of efficiency (Shapiro, 2004).

2. Outcome evaluations

Outcome evaluation is concerned with the extent to which the set objectives were achieved and how we can attribute the role of project to the outcomes. It is quite hard to clearly attribute that the observed outcomes are solely the result of the project without any other exogenous factor and it is even harder to determine the actual contribution of the project to the observed outcomes (Shapiro, 2004).

In order to effectively evaluate a project it is important that both the formative and summative evaluations are carried out and with summative evaluation both process and outcome evaluations should be done fully optimize the benefits of evaluation.

2.1.4. Development of Monitoring and Evaluation

Monitoring and Evaluation (M&E) of several development projects and programs are increasingly recognized as central management functions for organizations development in both developed and developing countries (Magigi, 2014). This is the discipline with the huge concern because interested development stakeholders want to see desired results or outcomes with positive impacts for societal development. M&E of most development projects have been undergoing some changes overtime.(Mayne,1997) put forward that, many development partners including governments have been transforming from the traditional way of monitoring and evaluating various activities to performance-based M&E, whereas the traditional way of M&E was highly based on monitoring and evaluating inputs, activities and outputs of the project.

The Performance-based Monitoring and Evaluation combines the traditional approach of Monitoring implementation with the assessment of results. This helps much the policy makers and planners to answer the questions whether promises were fulfilled and whether goals were achieved as it was planned. Kusek, and Rist (2004) pinpoints that, there is tremendous power in measuring performance, the ancient Egyptians regularly measured their country's output in grain and livestock production more than 5,000 years ago. So in this sense M&E is certainly not a new phenomenon, most of new governments too have engaged in some form of Traditional M&E over the past few decades.

2.2. THEORETICAL FRAMEWORK OF THE STUDY

2.2.1. NGO Projects

The activities of NGOs to respond to supporting the community are usually done as projects, with a set and defined time framework, budget and objectives to achieve. The projects the local NGOs implement have a large number of stakeholders that include: donors, beneficiaries of the project activities, the community in which the project is implemented and government. The stakeholders require accountability in terms of resource use and impact of the project, transparency and good project performance.

Hulme and Edward (1995) as quoted by Crawford and Bryce (2003) define accountability in the context of NGOs as the means by which individuals or organizations report to recognized authority and are held responsible for their actions. They further discuss that accountability entails transparency in decision making and honest reporting of how and what resources have been used and what has been achieved by the project. It is important that there is accountability of the resources so that donors are motivated to commit more funds. Other stakeholders also “own” the project if it is accountable to them and is not seen as a money making venture for a few individuals. Avina (1993) distinguishes between short-term functional accountability i.e. accounting for resource use and immediate impacts and strategic accountability: accounting for the impacts that NGOs actions have on the actions of other organizations and the wider environment.

UNAIDS (2004) argues that accountability in the aid context has got two dimensions to it, the horizontal and vertical. The vertical has got the upward accountability to the donors in terms of resource use and results of the projects and the downward accountability to the beneficiaries, those directly or indirectly affected by the disease. The horizontal dimension to accountability entails accountability within and across partnerships donor to donor, public/private sector. There is unanimity among the different authors that the NGOs should be accountable to all the stakeholders of the projects they implement inclusive of the beneficiaries who are normally looked at by the implementers as people who are fortunate that the project was conceived hence they should not ask questions.

Project performance in the context of this research is defined as the extent to which the project is been able to carry out its scope, meet its set schedule within budget and attain its set objectives (PMI,2004). Good project performance entails that the project covers its scope within schedule and budget and attaining its set objectives.

Effective monitoring and evaluation of projects is usually one of the ingredients of good project performance. It provides means of accountability, demonstrating transparency to the stakeholders and facilitates organizational learning through documenting lessons learned in the implementation of the project and incorporating the same in the subsequent project planning and implementation or through sharing experiences with other implementers. The next section discusses in detail what project monitoring and evaluation entails.

2.2.2. Monitoring and Evaluation in Project Management

(PMI, 2001) explains that monitoring and control of project work is “the process of tracking, reviewing, and regulating the progress to meet the performance objectives defined in the project management plan”. It further explains that monitoring includes status reporting, progress measurement, and forecasting. Performance reports provide information on the project’s performance with regard to scope, schedule, cost, resources, quality, and risk, which can be used as inputs to other processes.

M&E of projects can be of great importance to various players including project sponsors as it would ensure similar projects are replicated elsewhere as witnessed in various projects undertaken by the financial sector, which revolve around a few areas (Marangu, 2012).

Through the review of literature, the researcher singled out three major aspects in relation to M&E in project management. The three aspects include strength of the monitoring team, approaches to M&E and stages in project lifecycle. (Naidoo ,2011) noted that if the M&E function is located in a section or associated with significant power in terms of decision-making, it is more likely to be taken seriously. He further explained that M&E units want to be seen as adding value, and must for their own perpetuation be able to justify their efforts hence M&E managers need success factors to bolster their credibility. This means that the monitoring team needs to be enhanced and strengthened in order for it to have more power which will increase its effectiveness. In addition to power of M&E team’s other factors also play an important in strengthening monitoring teams which include: frequency of scope monitoring to identify changes, Number of persons monitoring project schedule, Extent of monitoring to detect cost over runs, (Ling, 2009).

2.2.3. Emergence of Monitoring and Evaluation

There is no agreed upon time on the emergence of monitoring and evaluation among scholars. This is may be due informal use of M&E by humans for a long period of time. According to Kusek and Rist (2004) M&E is certainly not a new phenomenon. Because, according to them, some country like Egypt regularly monitored their country’s outputs in grain and livestock production more than 5,000 years ago. Modern governments have engaged in some form of traditional monitoring and evaluation over the past decades. They have sought to track over time

their expenditures, revenues, staffing levels, resources, program and project activities, goods and services produced, and so forth (ibid). Monitoring and evaluation is not a recent administrative development since it is an inherent part of any organized human activity according to Bowden, 1988. Rather what is new is its incorporation into the political and administrative systems of national governments and organizations on a regular administrative basis.

According to Segone (2006) the emergence of monitoring and evaluation (M&E) is divided into three phases. The first phase is from 1950s to 70s and at this time M&E started to be implemented in US-based organizations. By the time there was an effort to design projects according to a logical model and to establish mechanisms and indicators to measure projects' outputs. During the second phase in the 1980s, there was an expansion of interest in M&E and international agencies started institutionalizing M&E not only in the United States, but also in Europe, mainly as an accountability tool to satisfy public opinion and governments' demands to know how public aid funds were being used. The third phase is in the 1990s when international agencies have internalized the meaning of M&E systems within an organization and the need for it. During this phase, organizations are focusing on M&E as a strategic tool for knowledge acquisition, decision making and organizational learning (Segone, 2006).

Currently it become a mandatory administrative tool for all organizations-whether it Government or Non-Government organization. Kusek and Rist also explained that evolution in the field of monitoring and evaluation involves a movement away from traditional implementation based approaches towards new results based approaches. Now a day organizations like UNDP are already introduced result-based management (RBM) which leads us managing for development results (MfDR)- which aims to bring real change in people's lives (UNDP, 2009).

According to Mackay (2000), governments migrate to M&E since it provides feedback on the performance of departments, ministerial agencies and their staff. Monitoring and evaluation also helps to improve budgeting, decision making, inter-governmental fiscal control, enhance the quality of government policy and end corruption (Mackay, 2006). Another key driver of M&E is that it is considered essential for public sector reforms aimed at changing the role of government, as well as for good management and service delivery.

The study made by Hlatshwayo, & Govender (2015) as indicated, in South Africa M&E is considered as the life-blood of sound and efficient planning and implementation, and for M&E to add value to policy making, policy implementation and to the broader process of social transformation, it has to be institutionalized at all levels.

Much of the original impetus behind the move toward monitoring and evaluation in developing countries came from international aid organizations, most of which require M&E in a large percentage of their projects. International agencies have had both a positive and a negative effect on the way M&E systems have evolved and are used in developing countries (Valadez & Bamberger, 1994).

2.2.4. Importance of Monitoring and Evaluation

According to World Bank (1997), M&E is an essential component of project design and implementation. M&E should be built in from the beginning, and used during all the implementation phases to assess: the extent to which the planned activities are being implemented (activity monitoring); the process followed to achieve the desired outcomes (process monitoring); the progress made in achieving the desired outcomes (progress monitoring); the impact of the project on its beneficiaries (impact evaluation).

There are many reasons why we should undertake M&E. The main ones are to know whether our project meets its objectives and whether it is leading to the desired effects among its beneficiaries. Through data gathering, we generate detailed information about the project's progress and the results it has obtained. By doing M&E, we build greater transparency and accountability regarding the management of financial resources provided by donor agencies. Also the information we generate through M&E provides project managers with a clearer basis for decision-making. Through M&E, we can find out if the project is running as initially planned and inform us about the strengths and weaknesses of project implementation. M&E allow us to detect unexpected and unintended results and effects of projects to identify the internal and external factors that influence the performance of the project. M&E document and explain the reasons why project activities do succeed or fail and informs how project planning and implementation can be improved in the future (Ravallion, 2008; Robbins, 1996 and Seyum, 2003).

M&E is also a management tool because it generates a large amount of vital information that allows project administrators to: identify the major problems, constraints and successes encountered during implementation, through analysis of the data collected; adjust project activities, plans and budgets according to data generated through the use of M&E tools and methodologies; provide information for accountability and advocacy to the targeted communities, and to the government agencies and national and international donors involved. M&E therefore plays a crucial role in enhancing a project's success (Rao, 2003 and Olken, 2007).

These management functions rely on the availability of the right kind of information about the program. There are many program aspects that one might like to collect data about. However, all data collection has costs in terms of time and often financial resources. It is important to decide what information is most needed to make necessary decisions about the program. M&E data are also collected to justify the use of program resources progress made and objectives achieved. Funders of programs are particularly interested in these data; as there is often a requirement for the program to show certain levels of performance in order to maintain the funders' support. Program beneficiaries are also keenly interested in knowing that the program targeted at them is effective and good value for money (Shaw, 1995).

2.2.5. Differences and Complementarities of Monitoring and Evaluation

The main difference between monitoring and evaluation is their timing and focus of assessment. Monitoring is ongoing and tends to focus on what is happening. On the other hand, evaluations are conducted at specific points in time to assess how well it happened and what difference it made. Monitoring data is typically used by managers for ongoing project implementation, tracking outputs, budgets, compliance with procedures, etc. Evaluations may also inform implementation (e.g. a midterm evaluation), but they are less frequent and examine larger changes (outcomes) that require more methodological rigor in analysis, such as the impact and relevance of an information (IFRC, 2011).

According to IFC (2008) monitoring and evaluation are complementary and yet distinct aspects of assessing the result of a development intervention. The function of monitoring is largely descriptive and its role is to provide data and evidence that underpins any evaluative judgments. Monitoring is ongoing providing information on where a policy, program or project is at any

given time (and over time) relative to its respective targets and outcomes. The function and role of evaluation is to build upon monitoring data, bring together additional information and examine whether or not the project results have been achieved.

Apart from their differences both monitoring and evaluation are integrally linked. Monitoring typically provides data for evaluation, and elements of evaluation (assessment) occur when monitoring. Evaluation may use the information from monitoring to assess any difference the intervention made towards the overall objective or change the intervention is trying to produce (IFRC, 2011). The aims of both monitoring and evaluation are very similar- i.e. to provide information that can help inform decisions, improve performance and achieve planned results. While monitoring provides real-time information required by management, evaluation provides more in-depth assessment. The monitoring process can generate questions to be answered by evaluation. Also, evaluation draws heavily on data generated through monitoring during the program and project cycle (UNDP, 2009).

Table 2.1: Major Differences of Monitoring and Evaluation

	Monitoring	Evaluation
Timing	Continuous throughout the project	Periodic review at significant point in project progress – end of project, midpoint of project, change of phase
Scope	Day to day activities, outputs, indicators of progress and change	Assess overall delivery of outputs and progress towards objectives and goal
Main participants	Project staff, project users	External evaluators / facilitators, project users, project staff, donors
Process	Regular meetings, interviews, monthly, quarterly reviews, etc.	Extraordinary meetings, additional data collection exercises etc.
Written outputs	Regular reports and updates to project users, management and	Written report with recommendations for changes to project – presented in

	donors	workshops to different stakeholders
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Source: (IFRC, 2002)

2.2.6. Types of Data Needed for Monitoring and Evaluation

According to Kusek and Rist (2004), to determine the types of data needed, it is important to find out what stakeholders want to know about the program and thus, how data are intended to be used. There is a logical progression for collecting and analyzing the required information. The process starts with examining the required inputs (for example, financial resources) for implementing activities; the activities themselves and then the resulting outputs. Outputs are then intended to lead to outcomes that in turn are intended to lead to impact,

According to Kusek and Rist (2004).The key program-relevant data are inputs, activities, outputs, outcomes and impacts. Inputs are the financial, human, and material resources used in a program or intervention. The activities are the actions taken or work performed through which inputs such as funds, technical assistance, and other types of resources are mobilized to produce specific outputs. Outputs, in the other hand are the immediate effects of program or intervention activities; the direct products or deliverables of program or intervention activities. Outcomes are the intermediate effects of an intervention’s outputs, such as change in knowledge, attitudes, beliefs, behaviors. Impacts are the long-term, cumulative effects of programs or interventions over time on what they ultimately aim to change. .

2.2.7. Different Approaches to Monitoring and Evaluation

There exist various approaches that can be mentioned in M&E. According to Bamberger (2006), what M&E have in common is that they are both geared towards helping us to learn from what we are doing or have done, and from how we are doing it or have done it, by focusing on:

Efficiency: This tells us if the input into the project is appropriate in the light of the output. This could be in terms of, for example, money, time, staff or equipment.

Effectiveness: Here we measure the extent to which our project has achieved the objectives we set at the outset. **Impact:** This tells us whether or not we have had an influence on the problem situation we were trying to address. We assess if our strategy was useful and if it would be worthwhile to replicate the project elsewhere (Gebremedhin, 2010).

Relevance: This tells us the degree to which the objectives of the project remain valid as initially planned in our project proposal. It determines whether project interventions and objectives are still relevant, given the needs and priorities of the beneficiaries. Beneficiaries' priorities might change over time as a result of social, political, demographic or environmental changes. As a result, on conclusion, a project might not be deemed to be as important as it was when initiated Bamberger (2006).

Sustainability: These measure the prospects for the maintenance of a project's positive results after external support by donor agencies has been withdrawn. Many development projects are not sustainable because neither the organization involved nor the beneficiaries themselves have the financial capacity or the motivation to provide the resources needed for the activities to continue. As a result, donor agencies are interested in the long-term improvements brought about by any given project. They want to know how long they will need to support a project before it can run with local resources Velema and Finkenflugel (2008).

2.2.9. Methods and Techniques of Project Monitoring and Evaluation

Project monitoring and evaluation employs various methods and techniques to collect the required data. The methods and techniques used in monitoring and evaluation, as identified by IFRC (2011), include case study, checklists, community book, community interviews/meeting, direct observation, document review, focus group discussion, interviews, key informant interview, laboratory testing, mini-survey, most significant change (MSC), participant observation, participatory rapid (or rural) appraisal (PRA), questionnaires, rapid appraisal (or assessment), statistical data review, story, survey and visual techniques. The majority of these methods also indicated in the publication of Umhlaba Development Services (2017).

Monitoring and evaluation techniques can be divided into approaches, frameworks and data collecting methods as shown by Figure 2.1. The different approaches to monitoring and evaluation include participatory and traditional/conventional. No matter which approach is used, there are two frameworks that can be employed in monitoring and evaluation i.e. logical

framework or theory based. With either frameworks there are different data collecting methods for the purposes of monitoring and evaluation but they can be divided into qualitative and quantitative. Each of the techniques is described next,

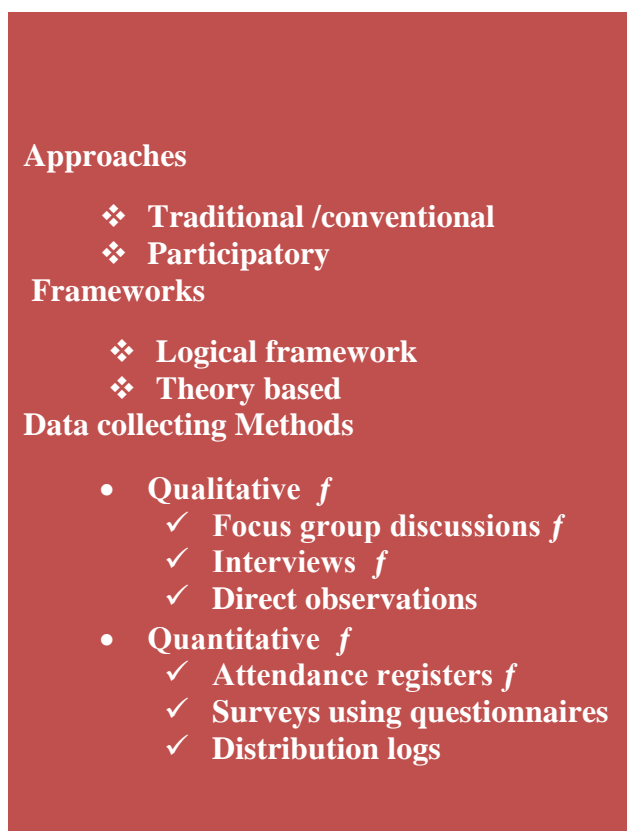


Figure 2.1: Monitoring and evaluation approaches, frameworks and data collecting

Source: Own constructed 2021

There are two types of approaches to monitoring and evaluation, the conventional/traditional and the newer one, the participatory approach, each is explained hereafter:

- ***Conventional/traditional approach***

The traditional approach to monitoring and evaluation is very prevalent in which donors dictate how monitoring and evaluation will be done. The donors provide a preset monitoring and evaluation reporting format that the implementing agency has to adhere to. All that the implementing staff has to do is collect data that goes into filling this report for passing over to the donor (World Bank, 2004). The most emphasis is on the monitoring and evaluation needs of

the donor as opposed to other stakeholders. Evaluations are usually done by an external individual at the end of the project.

- ***Participatory***

The World Bank (2004) defines participatory monitoring and evaluation as the approach that involves stakeholders such as the project beneficiaries, staff, and donors and community in the design and implementation of the project monitoring and evaluation as opposed to the conventional approach. Ideally all the stakeholders in the participatory monitoring and evaluation are involved in identifying the project, the objectives and goals and identification of the indicators that will be used in monitoring and evaluation. The stakeholders are also involved in collection and analysis of the data and capturing the lessons. The role of the managers of the project is to facilitate the monitoring and evaluation process. With either approach to monitoring and evaluation there are two frameworks: theory based and logical framework, a discussion of each follows in the next sub-section.

Theory-based evaluation

Theory-based evaluation allows an in-depth understanding of the workings of a program or project. In particular, it need not assume simple linear cause-and effect relationships (Davidson, 2000). It applies a systems approach where the success of an intervention is affected by other factors in the environment which should be identified and how they might interact, it can then be decided which steps should be monitored as the program develops, to see how well they are in fact borne out. This allows the critical success factors to be identified. And where the data show these factors have not been achieved, a reasonable conclusion is that the program is less likely to be successful in achieving its objectives (Uitto, 2004).

Rogers et al., as cited by Uitto (2000) identifies advantages of the theory based framework to monitoring and evaluation to include the following:

a) Being able to attribute project outcomes to specific projects or activities:

b) Being able to identify unanticipated and undesired program or project consequences.

Theory based evaluations enable the evaluator to tell why and how the program is working (Weiss, 2003, & Birkmayer and Weiss, 2000). However Theory based evaluations are not widely used by local NGOs.

Logical framework:

The logical framework approach (LFA) has come to play a central role in the planning and management of development and aid interventions over the last twenty years. This is the most widely used approach. Its origins lie in a planning approach for the United States military, which was then adapted by the National Space Agency (NASA) before being adopted by USAID for development projects over thirty years ago. It was adopted by European development organizations in the 1980s and by the end of the 1990s the LFA (or an adapted form of it) had become the standard approach required by many donors for grant applications (Aune, 2000; Reidar, 2003; and Kaplan and Garent, 2005).

Most NGOs implementing the logical framework approach in planning designing and aiding monitoring and evaluation of their projects. Despite the wide use and wide requirement by donors for adoption of LFA to aid planning, management and the monitoring and evaluation amongst NGOs, it is not clear how skilled the NGOs are in the use of this approach. The inability to effectively be able to use this tool means that the NGOs cannot optimally benefit from it.

2.3. EMPIRICAL LITRATURE REVIW

Monitoring and Evaluation should be integral components of the management cycle including project planning and design. Passia (2004) and Gyorkos, (2003) notes that project planners should include a clearly delineated monitoring and evaluation plan as an integral part of the overall project plan that include monitoring and evaluation activities , persons to carry out the activities, frequency of activities, sufficient budget for activities and specification of the use of monitoring and evaluation findings.

Evaluation is the tool for proving knowledge for continued implementation. Ex-post evaluation may be used for impact assessment, Michelson, (1995). Jody and Ray (2004) identify the complementary roles of the two functions. Information from monitoring feeds into evaluation in

order understand and capture any lessons in the middle or at the end of the implementation with regard to what went right or wrong from learning purposes. This could lead to redesigning the project.

2.3.1. Factors Affecting Monitoring and Evaluation practice

There are many different (soft, hard and mixed) factors that influence the success of project monitoring and evaluation (M&E), ranging from the people who communicate or implement the M&E to the systems or mechanisms in place for co-ordination and control according to a desk research conducted by Mugambi & Kanda (2013). In order to undertake an M&E effectively we should have to take these factors into account.

According to a study conducted by Hlatshwayo & Govender (2015) the monitoring and evaluation framework, which was devised by the government of South Africa, has over the years experienced both conceptual challenges and practical hindrances, as a result of weak institutional and structural arrangement, lack of skills, limited capacity, poor knowledge and information management. This indicates the importance of considering the mechanisms that helps to minimize the negative impact of these determining factors in order to enhance the effectiveness of M&E.

UNDP also emphasizes the importance of human and financial resources for the successful implementation of monitoring and evaluation. Inadequate resources lead to poor quality monitoring and evaluation. To ensure effective and quality monitoring and evaluation, it is critical to set aside adequate financial and human resources at the planning stage. The required financial and human resources for monitoring and evaluation should be considered within the overall costs of delivering the agreed results and not as additional costs (UNDP 2009).

I. Human Resource Capacity

The M&E system cannot function without skilled people who effectively execute the M&E tasks for which they are responsible. Therefore, understanding the skills needed and the capacity of people involved in the M&E system (undertaking human capacity assessments) and addressing capacity gaps (through structured capacity development programs) is at the heart of

the M&E system (Gorgens&Kusek, 2010). In its framework for a functional M&E system, UNAIDS (2008) notes that, not only is it necessary to have dedicated and adequate numbers of M&E staff, it is essential for this staff to have the right skills for the work. Moreover, M&E human capacity building requires a wide range of activities, including formal training, in-service training, mentorship, coaching and internships. Lastly, M&E capacity building should focus not only on the technical aspects of M&E, but also address skills in leadership, financial management, facilitation, supervision, advocacy and communication.

Building an adequate supply of human resource capacity is critical for the sustainability of the M&E system and generally is an ongoing issue. Furthermore, it needs to be recognized that growing the number of evaluators requires far more technically oriented M&E training and development than can usually be obtained with one or two workshops (Acevedo, 2010).

Monitoring and evaluation carried out by untrained and inexperienced people is bound to be time consuming, costly and the results generated could be impractical and irrelevant. Therefore, this will definitely impact the success of projects (Nabris, 2002). In assessment of CSOs in the Pacific, UNDP (2009) discusses some of the challenges of organizational development as having inadequate monitoring and evaluation systems. Additionally, the lack of capabilities and opportunities to train staff in technical skills in this area is clearly a factor to be considered. Staff need to be trained not only on collecting descriptive information about a program, product, or any other entity but also on using something called-values to determine what information and to draw explicitly evaluation inferences from the data, that is inferences that say something about the quality, value or importance of something (Davidson, 2004). In a study by White (2013) on monitoring and evaluation best practices in development INGOs, indicate that INGOs encounter a number of challenges when implementing or managing M&E activities one being insufficient M&E capacity where M&E staff usually advises more than one project at a time, and have a regional or sectorial assignment with a vast portfolio. Furthermore, taking on the M&E work of too many individual projects overextends limited M&E capacity and leads to rapid burnout of M&E staff whereby high burnout and turnover rates make recruitment of skilled M&E staff difficult, and limits the organizational expertise available to support M&E development.

II. Insufficient stakeholders' involvement

Stakeholder participation is the other important issue to be considered in analyzing factors that affect the effectiveness of M&E according to the view of different researchers. According to Mugambi & Kanda (2013) knowing and understanding the partners and all stakeholders is vital in community based projects. This can affect monitoring and evaluation in terms of funding, requirements and what information will be required by each stakeholder. For effectiveness and efficiency, a proper stakeholder analysis needs to be conducted to ensure the strengths, weaknesses, opportunities and threats of each stakeholder identified. A study conducted by Mwangi, 2015 shows that stakeholder participation significantly affects the effectiveness of monitoring and evaluation. According to Oloo (2011) stakeholder participation in the CDF projects is minimal and this in turn negatively affects the effectiveness of the projects' monitoring and evaluation. Study conducted by (Ochieng, 2012) also supports this idea. In the study conducted by Sammy & Daniel (2015) among 50 study participants 57% believe that stakeholder participation is critical for the successful implementation of M&E. A unit increase in stakeholder participation increases the effectiveness of monitoring and evaluation by 26% (Mwangi, 2015).

Neglecting pertinent stakeholders in monitoring and evaluations could lead to a low degree of ownership of findings and reduces the likelihood that project implementers will incorporate findings in decision-making processes. It also can lead to lack of collaboration, or even the development of an adversarial relationship, among beneficiaries, Monitoring and Evaluation experts, the government, donors, stakeholders and implementers (EMI, 2014).

III. Budget allocation for M&E

Monitoring and evaluation (M&E) are means to multiple ends. Measuring government and non-governmental organizations activities, constructing and tracking performance indicators across sectors and over time, evaluating programs requires huge budget allocation. To achieve their intended objective local nongovernmental organizations need to allocate adequate budget for M&E, but donors contrary to this while appraising and approving local nongovernmental budgets cut out the monitoring and evaluation component of the budget (TECS, 2013). Therefore local nongovernmental organizations forced either to quit their services or produce fake monitoring and Evaluation reports.

Budgeting and resource allocation affects M&E and this is required to be planned well to ensure the monitoring and evaluation of community projects is done effectively (Mugambi & Kanda, 2013). The project budget should provide a clear and adequate provision for monitoring and evaluation activities. A monitoring and evaluation budget can be clearly delineated within the overall project budget to give the M&E function the due recognition it plays in project management. A monitoring and evaluation budget should be about 5 to 10 percent of the total budget (Oloo, 2011). A unit increase in budget allocation increases the effectiveness of monitoring and evaluation by 26% (Mwangi, 2015).

IV. Loose Monitoring and Evaluation planning

Local nongovernmental organizations often cut out M&E during the planning process because donors less likely take an interest in and commit to M&E activities (MLYAM, 2011). Failure to plan M&E activities at the beginning of a project may result in loss of data that staff cannot make up at a later stage.

V. Infrequent Monitoring and Evaluation

Local NGOs expected to regularly conduct monitoring and evaluations focused on inputs, progress, outputs, and changes, but due to lack of expertise and budget rarely engage in such activities as per the requirement by donors and Governments. NGOs need to monitor physical progresses at least quarterly and financial progresses monthly.

VI. Management Support

Management has a role in enhancing project success through supporting monitoring and evaluation team. Such support may be achieved through factors such as communication, commitment, leadership style, managing politics, managing societal demands and motivation (Kamau & Mohamed, 2015). According to the study carried out by Elizabeth (2013) the role of management in the operation of monitoring and evaluation takes the second rank among the factors that contributes to the difficulty of using monitoring and evaluation system. World Bank also indicated that management support determines the success of monitoring and evaluation because it is the management who decides the resources required for the M&E, how the M&E undertaken, and for what purpose the result will be used. These findings show the effect management support has on the effectiveness of monitoring and evaluati

VII. Poor knowledge and information management

The source of performance data is important to the credibility of reported results hence, it is important to incorporate data from a variety of sources to validate findings. Furthermore, while primary data are collected directly by the M&E system for M&E purpose, secondary data are those collected by other organizations for purposes different from M&E (Gebremedhin, Getachew&Amha, 2010). In the design of an M&E system, the objective is to collect indicator data from various sources, including the target population for monitoring project progress (Barton, 1997). Moreover, developing key indicators to monitor outcomes enables managers to assess the degree to which intended or promised outcomes are being achieved (Kusek&Rist, 2004).

Frequent data collection means more data points; more data points enable managers to track trends and understand intervention dynamics hence the more often measurements are taken, the less guess work there will be regarding what happened between specific measurement intervals. But, the more time that passes between measurements, the greater the chances that events and changes in the system might happen that may be missed (Gebremedhin et al., 2010). Guijt (1999) concurs that to be useful, information needs to be collected at optimal moments and with a certain frequency. Moreover, unless negotiated indicators are genuinely understood by all involved and everyone's timetable is consulted, optimal moments for collection and analysis will be difficult to identify.

According to Cornielje, Velema and Finkenflugel (2008), only when the monitoring system is owned by the users the system is it likely to generate valid and reliable information. However, all too often the very same users may be overwhelmed by the amount of daily work which in their view is seen as more important than collecting data and subsequently the system may become corrupted. A system of data collection should be self-organizing and evolving as it gathers information from the environment where the staff would then generate the information in the course of their daily activities (Innes &Booher, 1999: 415).

VIII. Lack of Integration

The proper design and implementation of M&E activities need the integration of the whole system of project owners. Lack of ownership of the M&E process or results: Most impact indicators may not be collected appropriately. Some directorates want their activities to be more visible in the report. Lack of consistency in some data collected at the district level damage the whole system and outcome of M&E.

Lack of commitment to monitoring by project staff and implementing partners may lead to delay in implementing monitoring systems. More often, lack of information use by project management; widespread lack of integration and cooperation between project M&E and project management with no clear, mutually agreed-upon guidelines; poor use of participatory and qualitative M&E methods, due to limited capacity and inability to see the need for such information are major problems of integration during the design and implementation of M&E.

2.4. COCEPTUAL FRAMEWORK OF THE STUDY

Based on the literatures reviewed above, the following conceptual framework is developed to guide the general direction of the study. This study looks at the independent variables that influence the practice of project monitoring and evaluation which are the dependent variable. The variables are human resource capacity, budget allocation, stakeholder engagement and management support, Loose Monitoring and Evaluation planning, Infrequent Monitoring and Evaluation, structural arrangement, lack of skills, limited capacity, poor knowledge and information management. The study will try to identify how these variables become the challenge of project monitoring and evaluation, and how they affect the practice of project monitoring and evaluation to the institution project success.

Independent variables

Dependent variable

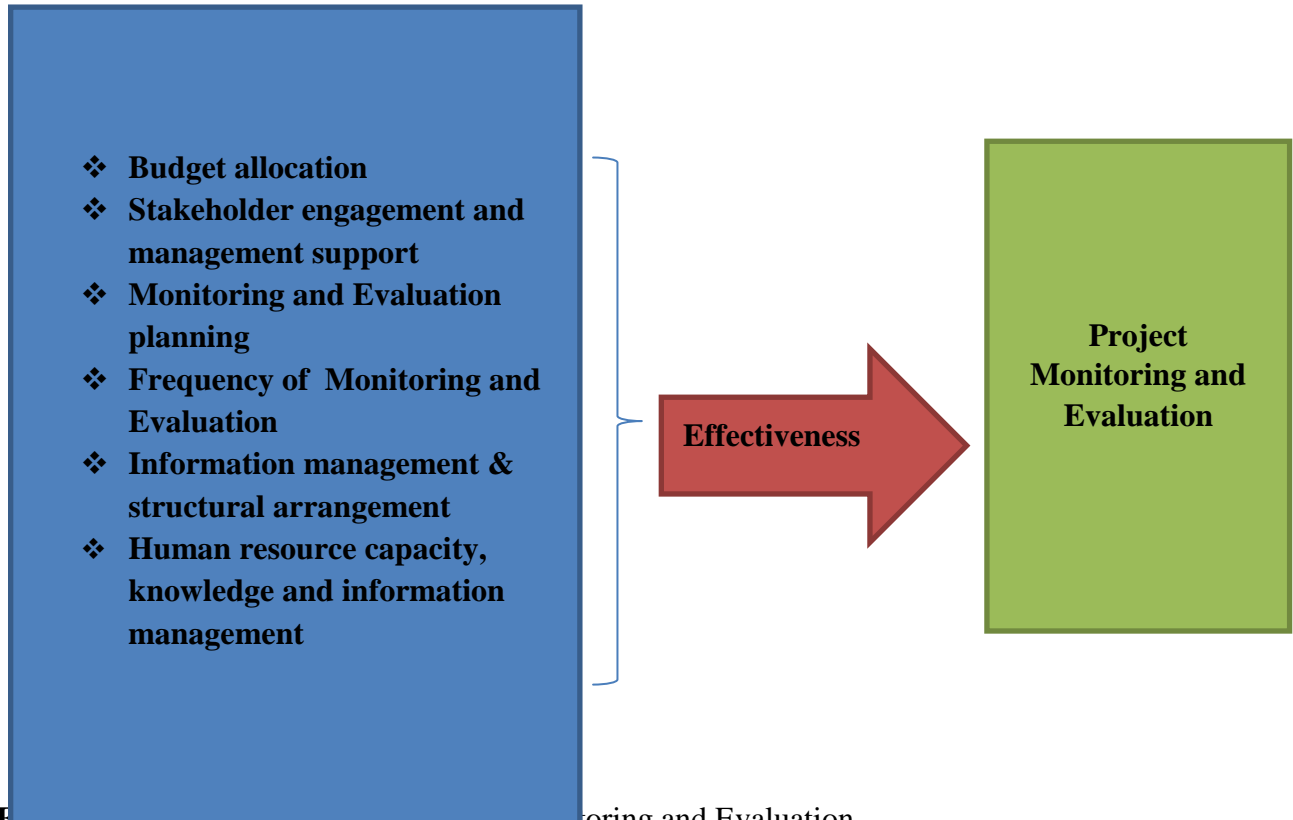


Figure 2.1 Conceptual Framework for Monitoring and Evaluation

Source: Own constructed (2021)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. THE RESEARCH DESIGN AND APPROACH

The research design was a descriptive type which describing a particular practices and challenges on a particular project at one point in time. It also includes a background of what the study is about; this study is mainly a survey one that combined secondary data sources with primary data will be collected from the field using structured and semi-structured questionnaire as well as focus group discussion and key resource persons discussion. Thus quantitative and qualitative data are collected from these sources. To ensure support or otherwise of facts and issues that are gathered. So the research approach for this study is mixed approach. The basis for selecting a mixed approach for this study is because the nature of the research problem required both qualitative and quantitative data sets. In fine, it can, indeed, increase credibility of scientific knowledge by improving both internal consistency and generalizability through combining both quantitative and qualitative methods in the same study. It is not aimed merely at validation but at deepening and widening one's understanding.

3.2. DATA TYPES AND SOURCES

3.2.1. Data Types

Both qualitative and quantitative data types are collected. Primary data are collected through survey, structured question and key resource persons discussion. Secondary data are quantitative and qualitative in their form and collected from MCDP organization, donors (CARE Ethiopia, H&M Conscious Foundation, Save The Children Canada, etc.), DOT Ethiopia, governmental organizations both at Sub city and district (Woreda) level such as Bureau of Trade and Industry Office, Women and Children Office, Cooperative development office, reports, documents, books, publications and other available source from records.

3.2.3. Data Sources

Sources of data for this study are both primary and secondary sources. A primary source includes CEO, program manager, HQ Program M&E Officers, project manager; project M&E, project officers and key resource persons (Finance, HR, and Resource mobilization). And also from officers and experts from partner organizations and Secondary sources includes reports and documents in different partners etc.

3.3. THE STUDY AREA

This study is conducted in Addis Ababa, the center of African Union, which is also considered as the capital of Africa. According to the Ethiopian Population and Housing Census conducted in 2007, the total population of the city is estimated to be 3,384,569 where women constitute 52 per cent of the population (CSA, 2007). In Addis Ababa, unemployment, low family income, poor housing conditions, poor access to basic facilities such as water, electricity and mobile network, disempowerment, etc. are some of the major challenges of the residents that make their living conditions rather difficult. Addis Ababa is divided in to 11 Sub-Cities/Kifle Ketemas/, and 118 Woredas.

Addis Ababa is the diplomatic capital of Africa with more than 90 embassies and consular representatives, which makes it the fourth diplomatic center in the world. The city has been serving as the Headquarters of the United Nations Economic Commission for Africa (UNECA) since 1988 and the former Organization of African Unity (now the African Union) since 1963.

Meheret Ayenew (1999, 1) wrote, “Addis Ababa is a fast growing urban center that is beset with problems afflicting most cities in the developing world, including extensive poverty, joblessness, inadequate housing, severe overcrowding/congestion and undeveloped physical infrastructure.”

According to Sandra Dierig (1999), pollution, poverty and environmentally induced hazards are among the major problems threatening the health and life of the majority of the city’s inhabitants, particularly the urban poor.

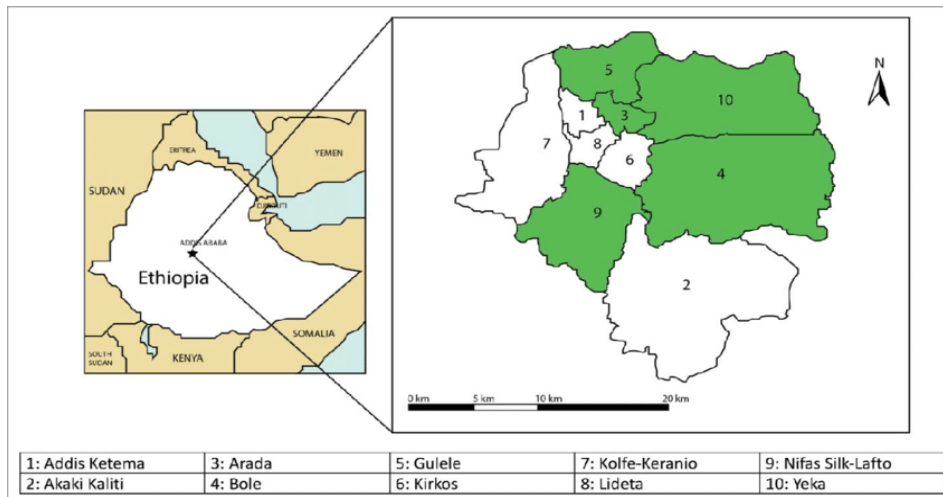


Fig 3.1: Map of Addis Ababa city (*africaguidemaps.com, 2018*)

3.4. TARGET POPULATION OF THE STUDY

The target populations for this study are all of the employees and the management of the organization under this study. Organization of Mission for Community Development Program (MCDP) was undertaken its main projects in Addis Ababa City. There are about 11 of them are working in Addis Ababa City. The Projects whose operations wide and holistic development thematic areas including Child Development Program, Entrepreneurship and Trade, Enhancing Sustainable Natural Resource Management & Resilience of Women, Prevent Unsafe Migration, Creating Opportunities for Women in Enterprise Development, School and SHG as an Approach to address Child Vulnerability, Income Generating Activities (IGA), Community Based Organization (IDDIRS) for Development, Support for Victims of Child Trafficking & Child Labor and Information & Communication Technology for Girls' Education & Women Entrepreneurship. Projects working in all these areas are considered to the study so as to obtain a holistic and broader view of the research topic.

3.5. THE RESEARCH SAMPLE AND SAMPLING TECHNIQUE

It is mentioned above that the target population of this study was all of the employees and management body of the organization. According to the information gathered from the Administration and Finance head department of MCDP, there are 52 employees who are responsible to planning, implementing, coordinating, managing and supporting the overall

projects implementation of the organization. Therefore the target population of the study was 52 respondents in number from which the data was collected.

According to Kothari (2004) Census inquiry needs to be emphasized that when the universe is a small one, it is no use resorting to a sample survey. Census is a complete enumeration of all items in the ‘population’ and the all population is taken and census was used to conduct the research. It can be presumed that in such an inquiry, when all items are covered, no element of chance is left and highest accuracy is obtained. Thus, the Census inquiry was employed this technique will be appropriate to use because the target population for this study will be limited in number. In all over the organization, project managers are interviewed using structured questionnaire and semi-structured. Total of 52 respondents are interviewed in different grounds. This comprised 1 CEO, 1 Program manager, 5 HQ Program M&E officers, 11 Project managers, 11 Project M&E, 16 Project Officers, 7 key resource persons. In addition it enables the highest accuracy on the finding of the study. Therefore all of the target population was addressed for information inquiry on the subject under study.

Table 3.1: Sample Size Breakdown

Sample category	Number of sampled members	Percentage
CEO	1	1.9
Program Manager	1	1.9
HQ Program M&E Officers	5	9.7
Project Managers	11	21.1
Project M&E	11	21.1
Project Officers	16	30.8
Key resource persons	7	13.5
<i>TOTAL</i>	<i>52</i>	<i>100</i>

Source: Survey data, 2021

3.6. DATA COLLECTION PROCEDURES AND TECHNIQUES

This work relied mainly on primary and secondary sources of data but more heavily on primary data as the research was purely a survey type which utilized structured questionnaire and semi-structured guide. The structured questionnaires are made up of close and open-ended questions administered directly and indirectly to mainly program/project managers. The semi-structured

guides are used for focused group and key resource personnel discussion. Closed-ended and open ended questions are also used.

Most of the questions of this research are closed-ended to enable the researcher obtain the exact information needed for the study purpose, the rest of the questions are open ended to elicit information. Therefore, questioner prepared to ask project coordinators and key resource persons. And, at the same time interview with CEO, program manager & project managers are undertaken with the management committee members of the organization.

3.7. DATA ANALYSIS

To transform the raw data into information for useful and meaningful purposes, there was the need to put the data into manageable form, thus creating summaries and categories and applying Statistical inferences. From here, the following was done to finally analyze the data in order of the research objectives and questions.

The data was then code thus classifying and categorizing the data into manageable and analyzable form. The quantitative aspect of the data was analyze using statistical software known as, SPSS Statistics version 20 while the qualitative aspect was analyzed and interpreted by way of transcription as well as logical and deductive narratives mainly with the aid of tables, graphs and charts.

3.8. ETHICAL CONSIDERATIONS

According to Gregory (2003), research that involves human subjects needs to provide preeminence to the consent of the person participating in the study. In this context the researcher informs the respondents about the aim of the study and they was participating based on their own willingness. Privacy and confidentiality was maintained. In the beginning all legal permissions will be secured, as per the work plan and schedule procedures was following by effectively undertaking the research process.

3.9. VALIDITY AND RELIABILITY

To ensure reliability of the research, the data collecting tool was also pretested at Mission for Community Development program (MCDP) before the actual data collection activities have started. The researcher did a pretest with 4 Mission for Community Development program staff

to check on the reliability of the questionnaire. Also using the developed interview guide, 2 M&E staff of MCDP has been interviewed and some of the questions used to guide the interview have been modified, the irrelevant once were removed and few additional questions were added after evaluating the responses received from the interview. Because of small sample population sizes the staffs which were part of the pilot test were also part of the main study.

CHAPTER FOUR

RESULT AND DISCUSSION

This section focused on analysis, interpretation and discussion. The collected data was compiled and subjected to statistical tools analysis. The primary data which was collected through questionnaires were analyzed by SPSS version 20 is critically essential in order to have a precise output of the analysis.

4. Data Collected From Questionnaire

In this study, out of 52 questionnaires and interview that were conducted to respondents, 51 were returned, giving a response rate of 98.0%. According to Mugenda and Mugenda (2003) a 50% response rate is adequate, and a response rate greater than 70% is very good. Hence the response rate was satisfactory. This response rate can be attributed to the data collection procedures, where the researcher pre-notified the potential participants and applied the drop and pick method to allow the respondents sufficient time to fill the questionnaires.

Table 4.1: Response Rate

Questionnaires and interview Administered	Questionnaires and interview filled& returned	Percentage
52	51	98.0%

Source: survey data, 2021

Section 4.1: General Background Information of Respondents

In the next page Table 4.2 presented the general profile of the respondents. These include sex, age, educational status and working years in the organization.

Table 4.2: Sex, Age, Educational status of Respondents and Duration of work experience

Characteristics	Frequency	Percent (%)
Sex of respondents		
Male	32	62.7%
Female	19	37.3%
Total	51	100%
Age of respondents		
19-29	13	25.3%
30-64	38	74.7%
65 and Above	-	0%
Total	51	100%
Educational status		
BA/BSc	40	78.4%
MA/MSc	11	21.6%
Other	-	0%
Total	51	100%
Duration of work experience		
0-5 Years	28	54.9%
6-10 Years	21	41.2%
11-15 Years	2	3.9%
More than 15 Years	-	%
Total	51	100%

Source: survey data, 2021

Table 4.3: Report on the Mean, Std. Deviation, Minimum and Maximum age number of the respondents

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	51	25.00	60.00	41.1176	10.73806
Valid N (listwise)	51				

Source: survey data, 2021

As it is indicated in Table 4.2 out of the total 51 respondents of 32 (62.7%) were male and 19 (37.3%) were female. From this, we can understand that the numbers of male respondents were greater than female head of respondents. Also the numbers of female employees are less than male employees in the MCDP organization.

The age group of the respondents indicated in table 4.2 above, about 13 (25.3%) of respondents are in the age group 19-29, 38 (74.75%) of respondents are in the age group 30-64 and there is no respondents in the age group 65 and above. In general, the data clearly shows that, majority of respondents were in the age group of 30-64 were more matured with different work experience which was taken as a good opportunity to effective implementation of project monitoring and evaluation.

In table 4.3 indicates, the mean age of sampled households was 41.1 years with the standard deviation of 10.73806. The minimum and maximum age of the sampled household heads was 25 and 60 years, respectively.

When we see the educational status of the respondents, about 40 (78.4%) of the respondents have BA/BSc, the 11(21.6%) respondents have MA/MSc degree holders in different specialists and there is no other educational status regarding to sampled respondents only. Here the data indicates that the numbers of respondents who hold Bachelor of art or science are greater than that of other with significance difference. And this might imply that majority of our respondents are appropriate and capable of understanding the questionnaires and all about project M&E implementation process.

As shown above in table 4.2, MCDP staffs were asked to show their work experience in the organization and indicated 28 (54.9%) of them have 0-5 years of work experience. 41.2% of the respondents have 6-10 years of work experience and 3.9% of the respondents have 11-15 years of work experience in the company and none are more than 15. This indicates majority of the staff assigned in the project have more than five years of work experience or can be said adequate number of senior staffs were assigned in the project.

Section 4.2: The Current Monitoring and Evaluation practice of the organization

In these section the question was intended to find out the current Monitoring and Evaluation Practices applied in MCDP Projects, to accomplish this question sub questions were asked to the respondents such as stakeholders involvement, if existing M&E information provide to program managers/officers to assist in decision-making and planning, if existing M&E implemented produces useful management report and if existing M&E plans are there indicators that are clearly linked to the objectives of the project.

4.2.1. Stakeholders involvement

The first question for this section try to determine which stakeholders were involved in monitoring and evaluation practices. The respondents were investigated for the existing monitoring and evaluation practice. Table 4.4 shows the findings.

Table 4.4 Stakeholders involved in monitoring and evaluation

	Frequency	Percent	Valid Percent
beneficiary	2	3.9	3.9
community	3	5.9	5.9
Donor	5	9.8	9.8
Valid M&E staff	32	62.7	62.7
Project staff	9	17.6	17.6
Total	51	100.0	100.0

Source: survey data, 2021

As shown on figure 4.1 all project staff were involved in about 17.6% of monitoring and evaluation practices of projects executed by MCDP, followed by the only monitoring and evaluation staff (62.7%). 9.8% reported that donors were involved as they were the one who

finance of these projects, and they were there to track use of their resources. The figure also shows that small number of respondents reported that the major stakeholder involved in the monitoring and evaluation of projects were community, and beneficiaries each with 3.9% respondent rate while community was involved 5.9%. This shows that projects executed by respondents did not fully demonstrate strong downward accountability to the beneficiaries and community as a result this could also prevent sustainability of project results.

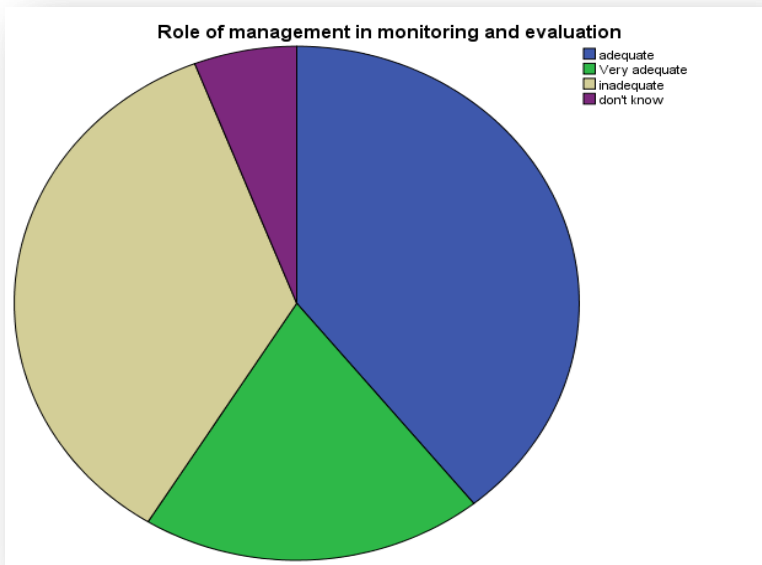
The figure further illustrates that while significant number of respondents (62.7%) reported that only the projects monitoring and evaluating staff is involved in the projects M&E activities actively, this implies that there is a huge burden on the monitoring and evaluation staff as M&E is a group effort and not a one department function.

4.2.2. Computerized monitoring and evaluation system of the organizations.

The result indicates that majority 42 (82.4%) of the respondent says their organizations doesn't use a computerized monitoring and evaluation system while 9 (17.6%) of the respondent says the organizations have a computerized monitoring and evaluation system. Such that the organization do not use much computerized monitoring and evaluation system. This indicates that the information obtained is likely to be inaccurate and not timely.

4.2.3 Management role towards implementation of monitoring and evaluation system.

Figure 4.2 Management role

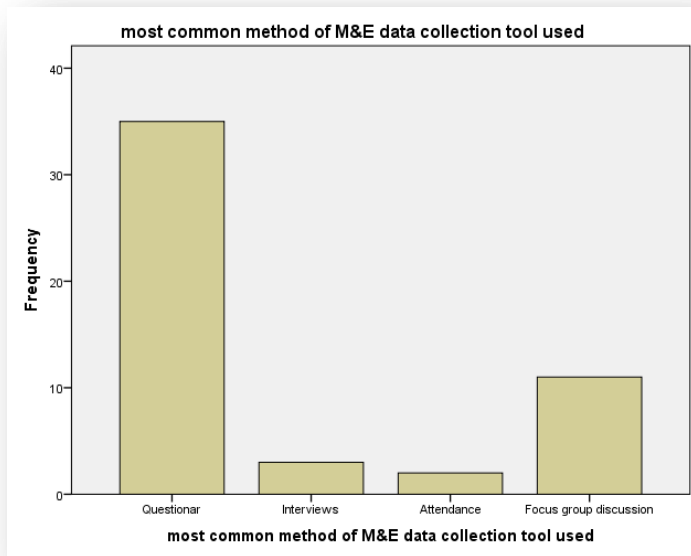


Source: survey data, 2021

Majority (39.2%) of the respondent indicate that there is an adequate role of management in their organizations monitoring and evaluation. The Figure also shows that 13.1% of the respondents rate the role of management is very adequate. It further shows that 41.2% and 5.9% of the respondents rate the role of management involvement towards the implementation of the monitoring and evaluation system as inadequate and do not know. With significant number 41.2% respond of inadequacy and approximately 52.3 % (39.2%+13.1%) respond of adequacy it indicates that there is a moderate amount of engagement of top-level management in the monitoring and evaluation practice of the organization.

4.2.4. Most common method used during M&E data collection. The figure below shows the findings as follows:

Figure 4.3 Most common method



Source: survey data, 2021

Figure 4.3 shows 68.6% of respondent of organizations use questioners to collect data. The study also found that 21.6% of the respondents use focus group discussion as a monitoring and evaluation data collecting method for their projects. The figure further shows that 5.9 % of respondents use in depth interviews to collect monitoring and evaluation data of their projects. Consistent use of attendance form will enable the project manager and other decision makers to the reach of the project activities in terms of the number of peoples. In addition, figure 4.3 also shows that only 3.9 % of the respondents were use attendance forms as monitoring and evaluation data collection method for their projects. This method could also have given the project managers an in-depth understanding of project implementation.

4.2.5. Availability of written M&E plan for project organization

Table 4.6 Availability of M&E plan

	Frequency	Percent	Valid Percent
Valid Yes, for all projects	4	7.8	7.8
Valid yes for some projects	39	76.5	76.5
Valid Not sure	8	15.7	15.7

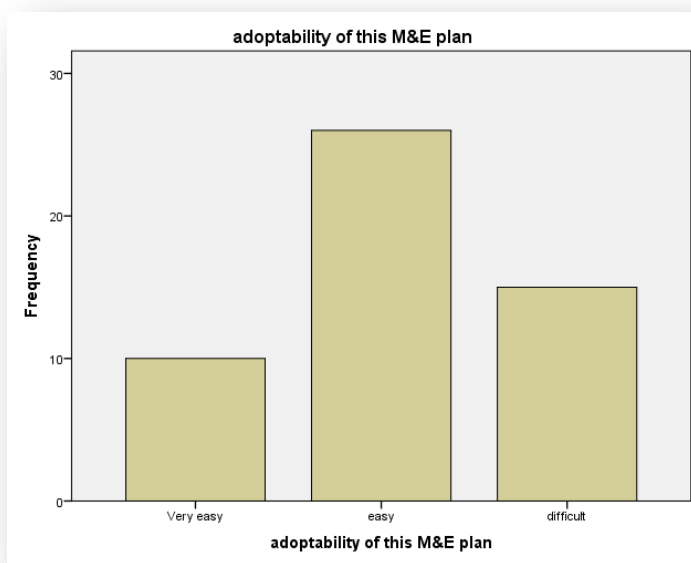
Total	51	100.0	100.0
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Source: survey data, 2021

Majority of the respondents 39 (76.5%) responded that they have an M&E plan for some of their projects. 4 (7.8%) respondent says yes for all projects had monitoring and evaluation plan. The remaining 15.7% are not sure about the existence of the M&E plane. This indicates the absence of project M&E plan for some projects because if it had been there they should know it and utilize it.

4.2.6. The adoptability rates of the plan. The figure below shows the findings as follows:

Figure 4.4: Adoptability of M&E plan



Source: survey data, 2021

Figure 4.4 shows that 10 (19.6%) of the respondents indicated that the M&E plan of the organization is very easy to adopt while 26 (51.0%) indicated that the plan they had is easy to adopt. The remaining 15 (29.4%) indicated that the monitoring and evaluation plan is difficult to adopt.

The number of respondents of the organization that rated the plan to be difficult (29.4%) is a significantly high number as a result it puts the practicality and the implementation of the plan in questionable state.

4.2.7. Reason for non-existence of written M&E plan some project. The table below shows the findings as follow:

Table 4.7 Reason behind the absence of a written M&E plan

	Frequency	Percent	Valid Percent
Lack of budget	32	62.7	82.1
It is irrelevant	4	7.8	10.3
Valid Lack of expertise	3	5.9	7.7
Total	39	76.5	100.0

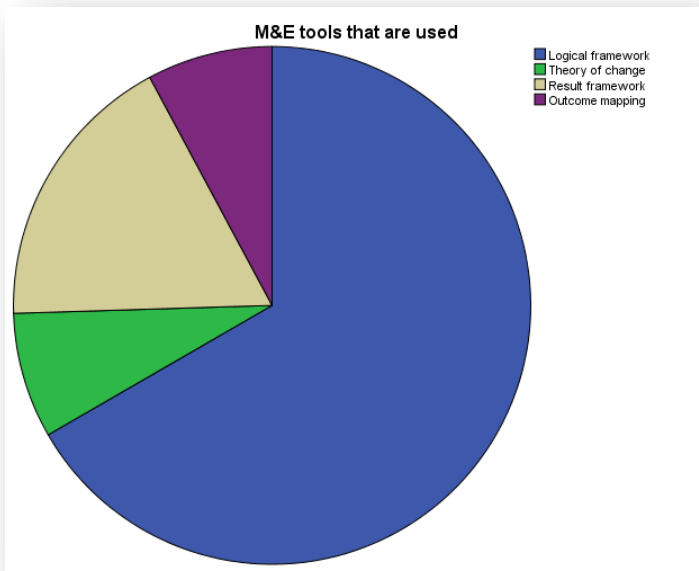
Source: survey data, 2021

Of the total 51 respondent, 39(76.5%) indicated that there is no M&E plan for all projects. 32 (62.7%) of the respondent stated that the reason for not having a written M&E plan as lack of budget while 4(7.8%) mentioned that thinking of developing the plan to be irrelevant. And the remaining 3(5.9%) respondent says because of lack of expertise.

4.2.8. Type of planning and M&E tools used by the organizations.

Majority (66%) of the respondent in the organization answer the logical framework as a planning, monitoring and evaluation tool. This shows the popularity of the model in the MCDP projects. The second most used tool with (17.6%) respondent was the results frame work. The figure below further shows that equal number (7.8%) of respondent use the theory of change and outcome mapping as a planning, monitoring and evaluation tool.

Figure 4.5 Type of M&E tool used



Source: survey data, 2021

4.2.9. Form of evaluation that the organization conduct.

Table 4.8 Type and form of evaluation

	Frequency	Percent	Valid Percent
Ex-ante evaluation	10	19.6	19.6
Mid-term evaluation	30	58.8	58.8
Terminal/Summative evaluation	6	11.8	11.8
Impact evaluation	5	9.8	9.8
Total	51	100.0	100.0

Source: survey data, 2021

Respondents were asked to indicate the type of project evaluation carried out by the organization. Accordingly, as indicated in the above table (58.8%) said midterm evaluation,(19.6%) said ex-ante and (11.8%) summative evaluations and the remaining (9.8%) respondent said impact evaluations carried out by the organization. As indicated in the strategic plan document of the enterprise evaluation of overall activities is conducted bi-annually as a whole and this indicates that projects are also evaluated two wise per annum.

Section 4.3: Monitoring and Evaluation Effectiveness

This section shows findings to the questions that required determining the effectiveness of monitoring and evaluation of projects implemented by the MCDP. Findings to each of them are discussed next:

4.3.1. M&E plan that guides the organization’s M&E activities and the plan contents

Table 4.9 Monitoring and Evaluation Plan and Contents

	Frequency	Percent	Valid Percent
Agree	4	7.8	7.8
Neutral	5	9.8	9.8
Valid disagree	32	62.7	62.7
strongly disagree	10	19.6	19.6
Total	51	100.0	100.0

Source: survey data, 2021

As indicated in the table 4.9, majority of the respondents are disagree with the availability of M&E plan document and the contents included in the plan with (62.7%) for all items. This indicates the absence of separate project M&E plan. In searching the organizations M&E plan document the researcher also found out that the organization has no separate and comprehensive M&E plan document and hence these corroborates the response given by the respondents. An interview held with management members also indicated that the organizations have no separate M&E plan document. However, the importance of M&E is described in the strategic plan document of the organizations and in the annual plan documents in few paragraphs.

4.3.2. The Project M&E lesson learning and documentation system

Table 4.10 Lesson Learning and Documentation system

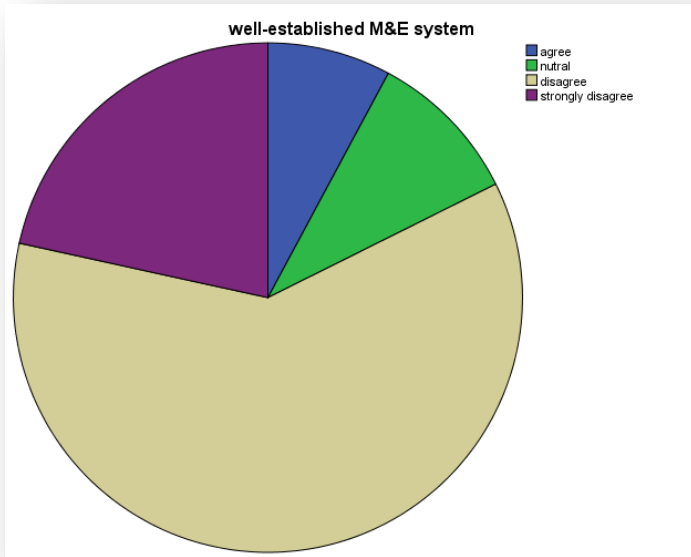
	Frequency	Percent	Valid Percent
strongly agree	3	5.9	5.9
Agree	3	5.9	5.9
Neutral	12	23.5	23.5
Valid Disagree	28	54.9	54.9
strongly disagree	5	9.8	9.8
Total	51	100.0	100.0

Source: survey data, 2021

Respondents were asked to explain their extent of agreement regarding the organization’s project M&E lesson learning and documentation system availability. Accordingly, 23.5% of the respondents were neutral whether the organization has project M&E lesson learning and documentation system, 54.9% disagree and 9.8% strongly disagree with this idea. From this it is possible to say that the organization has no well-established project M&E lesson learning and documentation system. The response obtained from interviewees also supports this idea. According to the interviewees there is no separate project M&E lesson learning system except the monthly and annual project progress reports which are part of the organization’s general performance report. The review of the organization’s document also indicates that there is no separate project M&E lesson learning and documentation system or practice except the monthly and annual performance reports.

4.3.3. Well-established Monitoring & Evaluation system

Figure 4.6 Project M&E System



Source: survey data, 2021

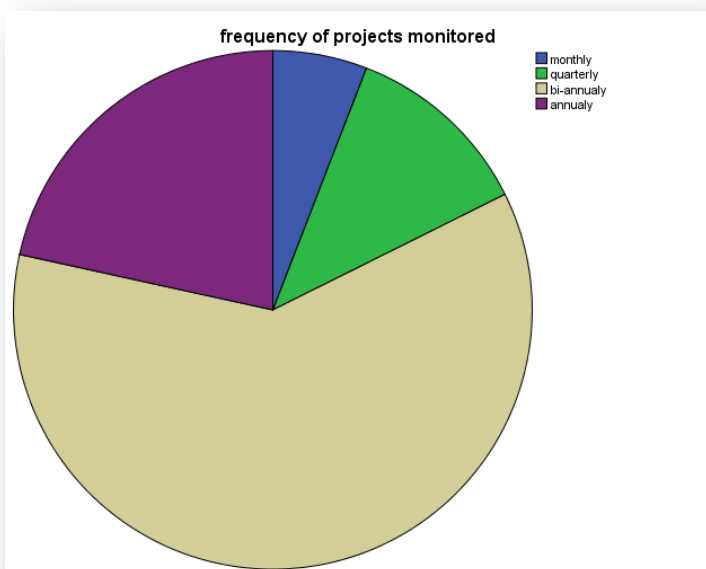
Respondents were also asked to give their level of agreement regarding the availability of well-established project M&E system. Accordingly, (60.8%) of the respondents were disagree about the availability of well-established M&E system while (21.6%) of the respondents were strongly disagree with this idea. And the rest (9.8) & (7.8) were neutral and agreed respectively. This indicates that the organization has no well-established project M&E system which is clearly known, owned and practiced by the staffs who conduct project monitoring and evaluation.

4.3.4. Frequency of Monitoring & Evaluation activities of the organization. The figure below shows the findings:

Figure below shows that while 5.9% of respondent says the organizations used to assess their monitoring and evaluation activities on monthly basis while 11.8% monitoring activities were carried out quarterly. The findings also indicate that 21.6 % of the respondents were conducting monitoring and evaluation activities annually followed 60.8 % monitored activities bi-annually.

Failure to carry out continues and proper monitoring means that organizations were unable to identify the progress of the projects they implement that could lead to failure of the overall development objective of the projects could occur.

Figure 4.7 Project M&E frequency



Source: survey data, 2021

4.3.5. Use of M&E input for decision making. The table below shows the finding as follow:

Table 4.11 Use of M&E input

	Frequency	Percent	Valid Percent
Valid yes always	39	76.5	76.5
Valid yes sometimes	10	19.6	19.6
Valid No	2	3.9	3.9
Total	51	100.0	100.0

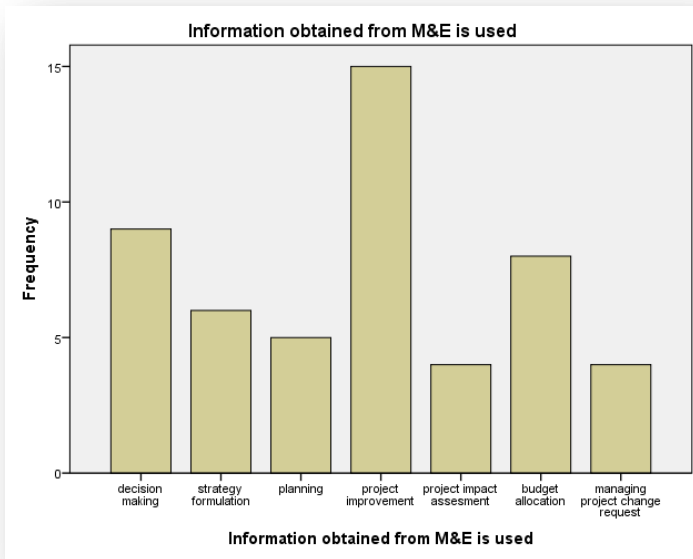
Source: survey data, 2021

Majority of respondents (76.5%) reported that the organization always utilize monitoring and evaluation findings as input for decision making while 19.6% responded they sometimes use the findings. The table further shows that only 3.9% reported that they don't use M&E findings as

input for decision making. This indicates that the organization refer to monitoring and evaluation findings for various decisions making as indicating that inputs from M&E are valuable.

4.3.6. Information obtained from M&E is used for. The figure below shows the fining as follow:

Figure 4.8 M&E Information Use



Source: survey data, 2021

Respondents were asked to indicate the use of information obtained from project monitoring and evaluation. Accordingly, as indicated in figure above M&E information is used for project improvement, decision making, budget allocation and planning as replied by 29.4%, 17.6%, 15.7% and 9.8% of the respondents. For the same question 7.8% of the respondents said M&E information is used for managing project change request and 11.8% of the respondents said that M&E information is used for strategy formulation and 7.8% project impact assessment. According to the interviewees from project M&E is mainly used for project improvement, decision making and budget allocation while the interviewee from strategic planning and finance directorate emphasizes that project M&E information is used for budget allocation and planning. In the strategic plan of the enterprise it is indicated that information obtained from M&E is used for the next time improvements, for the next year annual plans and medium term strategic plans.

Section 4.4: The Main Challenges during implementation of M&E Activities

4.4.1 Human Resource Capacity

Human resource capacity determines the organization's M&E effectiveness. Nabris (2002) said that M&E carried out by untrained and inexperienced people is bound to be time consuming, costly and the results could generated prove impractical and irrelevant.

In this regard respondents were asked to give their level of agreement regarding the issues related to human resource capacity. The response presented in table 4.12 below.

Table 4.12 Human Resource Capacity Related Issues

Issues	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total
	N	%	N	%	N	%	N	%	N	%	
Human resource	9	17.6	34	66.7	-	-	6	11.8	2	3.9	100
relevant training	-	-	6	11.8	-	-	30	58.8	15	29.4	100
motivation system	3	5.9	5	9.8	4	7.8	29	56.9	10	19.6	100
experience sharing	5	9.8	8	15.7	5	9.8	25	49.0	8	15.7	100

Source: survey data, 2021

As indicated in the above table, 66.7% and 17.6% of the respondents agree and strongly agree respectively with the idea that says the organization has adequate skilled human resource who can bearing M&E while 11.8% and 3.9% respectively disagree and strongly disagree with this idea. The majority of the staff of the organization agree about the adequacy of human resource capacity which shows the organization have sufficient human resource capacity.

In this regard 29.4% of the respondents strongly disagree and 58.8% disagree with the idea that says personnel who bear M&E get relevant training on a regular basis. Only 11.8% agree on the idea. M&E personnel do not get relevant training on a regular basis according to the majority of

the respondents. This indicates that the organization do not give personnel trainings for who conduct project M&E on a regular basis.

Another human resource related issue respondents were asked to give their agreement was availability of motivational systems. Accordingly, 56.9% of the respondents disagree and 19.6% strongly disagree that there is a motivational system for M&E staff. On the other hand 7.8% of the respondents were neutral and the remaining 9.8% and 5.9% respectively agree and strongly agree that there is a motivational system for M&E staffs. The result indicates there is poor motivational system for staff members.

M&E best practice experience sharing is another issue respondents were requested to give their level of agreement regarding the idea. Accordingly, 49% of the respondents disagree and 15.7% strongly disagree with the idea that says M&E best practice experience sharing undertaken to enhance M&E staff capacity. On the other hand 15.7% of the respondents agree and 9.8% strongly agree that there is M&E best practice sharing within and between other organizations to enhance the capacity of M&E staff. The remaining 9.8% of the respondents were neutral whether there is an M&E best practice sharing within and between other organizations to enhance the capacity of M&E staffs. The result shows that lack of sharing within and between other organizations to enhance the capacity of M&E staff.

In this regard, the interviewees were believed that the organization has adequate human resource capacity that can conduct project M&E especially technical staffs. However, the organization's M&E staffs didn't get project M&E related trainings on a regular basis. Rather the training is provided to the M&E staffs rarely. Absence of motivational system for project M&E staffs and M&E best practice experience sharing are the areas of the organization's weakness that the interviewees were admit.

4.4.2 Project M&E Budget Allocation

In this study respondents were asked to give their judgment regarding project M&E budget allocation of the organization and their response is presented in the following figures and tables.

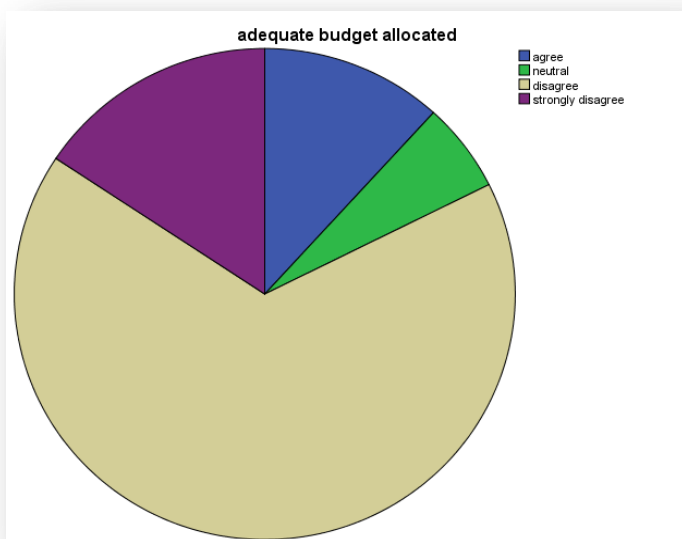
Table 4.13 Allocation of Project M&E Budget

	Frequency	Percent	Valid Percent
Separately	13	25.5	25.5
included in the total	35	68.6	68.6
Valid project budget			
i have no idea	3	5.9	5.9
Total	51	100.0	100.0

Source: survey data, 2021

As shown in the above table according to 68.6% of the respondents said project M&E budget is included in the total project budget. While 25.5% of the respondents said it is allocated separately. On the other hand 5.9% of the respondents neutral about how project M&E budget is allocated in the organization.

Figure 4.9 Project M&E Budget Adequacies



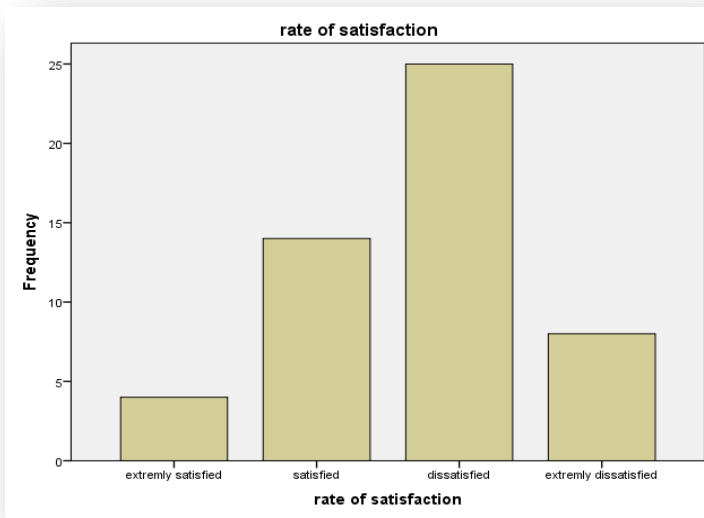
Source: survey data, 2021

As indicated in figure 4.8, (66.7%) of the respondent disagreed and 15.7% strongly disagreed regarding the adequacy of the organization’s project M&E budget. On the other hand 5.9% were neutral while 11.8% of the respondents were agreed that the organization’s project M&E budget is adequate. This shows that the organization have less amount of budget for project M&E execution.

According to the interview Project M&E budget is a big problem in the organization. The budget is allocated in the overall annual operational budget on budget codes is inadequate for the M&E work. So, in this regard there is big problem as replied by the interviewees. In addition to these, before it is spent the M&E budget must be requested by the employee’s immediate manager/director, verified by strategic planning and finance directorate and approved by deputy CEO. With this procedure, the experts are not happy since they believe that the process is bureaucratic and takes time to finish the process immediately and go to their work.

4.4.3 Project M&E Management Support

Figure 4.10 Satisfaction Level to Management Support



Source: computed from survey data, 2021

Respondents were requested to indicate their level of satisfaction regarding the management support given to M&E. As we see from the above figure 49.0% of the respondents were dissatisfied and 15.7% were extremely dissatisfied with the support given to M&E by the

management. On the other hand 27.5% were satisfied while 7.8% were extremely satisfied with management support given to M&E. the result shows most employees are dissatisfied by the management support given to project M&E and some employees are satisfied.

Table 4.14 Top Management Response to Project M&E Results

	Frequency	Percent	Valid Percent
strongly agree	1	2.0	2.0
Agree	25	49.0	49.0
Neutral	2	3.9	3.9
Valid Disagree	18	35.3	35.3
strongly disagree	5	9.8	9.8
Total	51	100.0	100.0

Source: survey data, 2021

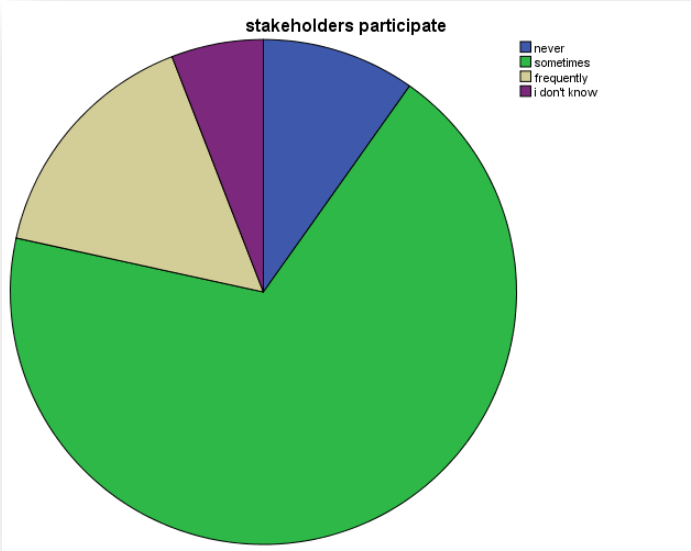
As table above indicated, 49.4% of respondent agreed and 2.0% respondent strongly agreed that top management is committed to project demands and improvements which are identified through M&E. On the other hand 35.3% and 9.8% of the respondents respectively disagree and strongly disagree with the idea of top management commitment to respond to project demands and improvements that are identified through M&E while 3.9% of the respondents were neutral with this idea.

In relation to management support the interviewees were said that the organization’s top management is not committed and given attention to project M&E related issues. However, sometimes quick decisions may not be taken regarding project related issues which are identified through M&E. Some issues take longer time to get decision because they may need support from higher managements.

4.4.4 Stakeholder Engagement and Project M&E

Stakeholder participation significantly affects the effectiveness of monitoring and evaluation (Mwangi, 2015; Oloo, 2011). In this regard respondents were asked to indicate how frequently stakeholders participate on the organization’s projects M&E and whether they perform their responsibility properly. The response presented in the following figures.

Figure 4.11 Stakeholders Participation on the Project M&E



Source: survey data, 2021

As indicated in the above 4.11 figure 68.6% of the respondents said that stakeholders participate on the organization’s project M&E sometimes. while 15.7% of the respondents said stakeholders participate frequently on the organization’s project M&E. Seven 9.8% of the respondents said stakeholders never participate on project M&E and 5.9% said are neutral about how frequent the stakeholders are participate on the organization’s project M&E activities.

Table 4.5: Stakeholders Performance in Project M&E Responsibility

	Frequency	Percent	Valid Percent
strongly agree	3	5.9	5.9
Agree	9	17.6	17.6
Disagree	29	56.9	56.9
strongly disagree	10	19.6	19.6
Total	51	100.0	100.0

Source: survey data, 2021

As indicated in the above table stakeholders did not properly perform their responsibility in the organization's project M&E according to 76.5% (56.9% disagree and 19.6% strongly disagree) of the respondents. On the other hand 17.6% of the respondents agreed that stakeholders fulfill their responsibility of monitoring and evaluating the organization's projects.

Regarding the engagement of stakeholder's interviewees believed that concerned stakeholders do not participate actively on the organization's project M&E. On top of that prompt response is not given to project M&E related issues because of the long bureaucratic chain they follow while project consultants and contractors actively involved on project M&E related activities. Especially, for consultant's project M&E is their day to day activity for which they are hired by the organization.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. INTRODUCTION

This chapter presents and discusses briefly the summary of findings, then offers a conclusion and recommendations, and finally gives suggestions for further research.

5.2. SUMMARY OF FINDINGS

The results of the study have revealed that most of the stakeholders were not consistently involved in the project monitoring and evaluation activities with the exception of the project and M&E staffs. Less involvement of the other stakeholders meant that the project implementers lost an opportunity of fully demonstrating downward accountability to all the other stakeholders most especially the community and the beneficiaries. This also implies that there is a huge burden on the monitoring and evaluation staff as M&E is a group effort and not a one department function.

The study found out that the organization did not have a computerized M&E system in place. This indicates that the information obtained is likely to be inaccurate and not timely. Technology and equipment that is employed to facilitate the M&E activities of the project is minimal. Inadequate equipment, poor technology within the organization cannot allow effective decision making.

It is evident that the MCDP has no separate project M&E plan document for all projects and has no well-established project M&E lesson learning and documentation system. It is important to note that the majority of project M&E process items, except risk & risk control process effectiveness, are applied during the project M&E practice of the organization.

From the in-depth interview, all M&E staff informed that even though all the M&E officers are educated and have no capacity problem, the organization has not any strategy to provide trainings to its M&E staff to develop their capacity in the field and learn new methods and systems to handle the M&E activities easily.

In addition, it was found that the organization had a practice of monitoring their activities bi-annually and annually. Also the organization uses the logical framework as an M&E tool next to the result framework. Therefore, the logical framework was found to be popular as a monitoring and evaluation tool relied on throughout the stages of the project life cycle. The result indicated that the enterprise conducts project monitoring Start-up evaluation and conducts mid-term evaluation most of the time. It is also important to note that observation, document review and checklist are project M&E information collection tool & techniques mostly used by the organization and the information obtained from project M&E is mainly used for project improvement, decision making, budget allocation and planning.

It is also important to note that project M&E budget allocated by the organization is not adequate according to majority of the respondents. The study also revealed that lack of stakeholder engagement and management support are the major factors that affect the organization's project M&E implementation. The other thing worth mentioning is that shortage of M&E personnel training, lack of management support, absence of motivational system and best practice experience sharing are the specific project M&E human resource capacity related components that were raised as a challenge.

5.3. CONCLUSION

This study focused on the Assessment of Practices and Challenges of Project M&E case of Mission for Community Development Program (MCDP) projects, it is amid that to figure out the practices and challenges of project monitoring & evaluation in the MCDP and also the necessary processes required to manage the challenges. The following conclusions are drawn from the above findings.

- The findings show that this organization did not engage all relevant stakeholders such as beneficiaries, government, donors and community in their M&E activities. Beneficiaries, community and government involvement in monitoring and evaluation practices of projects executed by organization was inadequate. It shows, also the organization did not participate the stakeholders actively who actually do the work especially the support activity.

- Inconsistence in the practice of monitoring and evaluation activities may have an implication of having the activities missed out. This is because the activities are done at the discretion of the project manager. This would result in ineffective and inadequate monitoring and evaluation of projects. Also the organization strategy has gaps to implement M&E activities properly.
- Furthermore, the role of management in monitoring and evaluation was inadequate. These organization don't fully demonstrate strong downward accountability to the beneficiaries, government and community as a result this could also deter sustainability of project results.
- The organization faced a challenge of inadequate finances to carry out monitoring and evaluation activities on the projects they implemented. Without adequate finances the projects would be forced to scale back on some of the monitoring and evaluation activities they were supposed to carry out. This would have an implication of inadequate and ineffective monitoring and evaluation of the projects the respondents implemented.
- The findings present the main challenges in chapter four as follows: lack of sufficient funding, lack of strategically implementation, not viewed as a priority, Lack of M&E staff training, Lack of stakeholder engagement and management support are some. It was clear that each of these challenges had a huge effect on their M&E practice.
- Other challenges were absence of regular Trainings and capacity building programs and data management, given to MCDP staffs and officials so as to have adequate skills or capabilities on how to monitor and evaluate their projects in an effective way. Human capacity/employees M&E knowledge, use of M&E tools and utilization of monitoring and evaluation information improve the implementation and use of the monitoring and evaluation system.

- Based on research objectives it was concluded that, the current M&E practices applied in MCDP projects are poor, this was due to the challenges facing the M&E practice, including low budget allocated for M&E activities in the projects. The finding evidently identified that the organization does not allocate enough amount of fund to the M&E activities. And without earmarking enough funds expecting functional M&E system is impossible.

5.4. Recommendation

Based on the findings of this study and the conclusion made, the study makes the following recommendations to address some of the key findings of the study:

- ❖ The findings of the research also highlight the fact that there is not much involvement of beneficiaries, government and community in monitoring and evaluation activities of organization executed organizations. As a means of nurturing sustainability these relevant stakeholders should be more involved in activities of the organization.
- ❖ Training programs should be necessary for the organization team leaders, project managers, project officers to develop their planning, monitoring and evaluation abilities, skills and knowledge. It is important for organization to continue enhancing their staff capacity through the provision of various formal and in-service trainings.
- ❖ The study result shows a serious lack of budget in monitoring and evaluation of projects implemented by the organization. There is need for asking fund from donors and other income generating activities of monitoring and evaluation. Hence it is advisable if concerned parties could help in filling the gap.
- ❖ The organization should provide enough resources both financial resource, human resources and physical resources like computer facilities in order to simplify the practice of M&E activities, allocation of funds for M&E should be done for undertaking M&E activities.

- ❖ The organization should purchase additional electronic data collecting instruments and its core process manual should concentrate more on using software programs in project monitoring and evaluation to obtain more accurate data, save time, and minimize error.
- ❖ The use of M&E plan in all projects, the establishment of an M&E section within the district, having the duty to supervise, monitor and evaluate projects regularly basing on the set indicators, for the aim of identifying the success, challenges facing the projects.
- ❖ Furthermore top-level management of the organization should support and keep teams motivation enhanced that enables team members to keep deadlines for reports and enhance sense of ownership. Schedule updates should also be made continuously for every change made either by assigning responsible teams or individuals that are dedicated for this or establishing a proper communication between each section of the project through project managers and team leaders.
- ❖ Identifying lessons learned and properly documenting them for future use and develop a strong culture of lessons learned documentation at every project performed by the organization. This can be developed through practicing a culture using previous projects as a reference for similar future projects. Duplicating design of one project for other similar projects that will improve a culture of properly recording each steps made in designing the first project, enhancing commitment of senior management to support implementing of best practices and to improve negative project trends, proper and official project closure activities should be performed etc.
- ❖ Finally, organization can control challenges related to monitoring and evaluation through adopting a participatory approach to M&E, by allotting more budgets to M&E activities. In addition, it can be concluded that building staff capacity, minimization the burden of data collection and reporting and development of an M&E plan as the major possible solution to enhance the organizations M&E system.

5.5. Suggestions for Further research

This study was focused on very limited points due to time, resource and methodological constraints. Thus, it is highly recommended if the following points are assessed on future researches in which this research constrained to cover them.

- ✓ Further research to identify the human capacity of organization and its influence on monitoring and evaluation systems
- ✓ Further research would be required to determine the actual impact of in appropriate monitoring and evaluation on the performance of organization executed projects.

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APPENDIX 1

Questionnaire

Dear sir/Madam

My name is Beza Tekeste. I am currently doing my MA Degree in Project Management at St.Mary's University. I have finished my course work and now I am doing my MA Project work entitled: Assessment of Practices and Challenges of Project Monitoring and Evaluation in the case of Mission for Community Development Program (MCDP) projects.

I believe that your work experience will greatly contribute to the success of my project work. So it's with great respect that I ask you to fill this questionnaire. I guarantee that your identity will be kept confidential and the information you provide only be used for academic purposes. I will be happy to share the findings of this research when it's completed.

Thank you in advance for taking your precious time to fill this questionnaire. Please try to answer all the questions openly, as your answers will have an influence on the outcome of the research. Your 30 minutes or less will greatly contribute to the growth and advancement of knowledge in the project monitoring and evaluation.

If you have any questions or comments, please don't hesitate to contact me. You can reach me by;

- Mobile: +251-963168704/ +251-913982186
- E-mail: bezatekestel16@gmail.com/bezatekestel16@yahoo.com

With best Regards,

BEZA TEKESTE

Introduction

Monitoring and evaluation help an organization to extract relevant information from past and ongoing activities that can be used as the basis for programmatic fine-tuning, reorientation and future planning. Without effective planning, monitoring and evaluation, it would be impossible to judge if work is going in the right direction, whether progress and success can be claimed, and how future efforts might be improved. This tool is therefore designed and used to collect data that conveyed the real practice and challenges of M&E under MCDP projects. .

Instructions

- Please just tick the bracket provided in front of each options for the question
- Write your opinion on space provided for those questions

Questionnaires

Section 1: Demographic profile of respondents

Please indicate the following by ticking (√) on the spaces in front of the response options:

1. Job position

2. Project Name.....

3. Sex Male Female

4. Age: 19-29 years 30-64 years 65 and above

 If other please specify.....

5. Educational status Diploma Degree Masters PhD and above

 If other please specify.....

6. How long have you worked in this organization?

 A. 0 – 5 year’s B. 6 – 10 year’s C. 11 – 15 year’s D. More than 15years

Section 2: Current monitoring and evaluation practice.

1, Does your organization have any M&E experience in the past two years?

A, Yes B, No

2, Major stakeholders involved in M&E of your projects?

A, All project staff B, Only M&E staff C, Donors

D, Community E, Beneficiary F, Other

3, Does your organization use computerized M&E system?

A, Yes B, No

4, How would you rate the role of management towards the implementation of the M&E system?

A, Adequate B, Very Adequate C, Inadequate

D, Very inadequate E, Don't know

5. What is the most common method of M&E data collection?

A, Questioners B, Interviews C, Attendance forms

D, Focus group discussion E, Other: _____

6. Does your organization have written M&E plan that guide project execution?

A, Yes, for all projects B, Yes, for some projects C, I am not sure

7. How would you rate the adoptability of this M&E plan?

A, Very easy B, Easy C, Difficult D, Very difficult

8. If your answer is no to Q. 6, what is the reason behind?

A, Lack of budget B, It is irrelevant C, Lack of expertise

D, Other, specify: _____

9. Which of the following planning and M&E tools does your organization use?

A. Logical framework B. Theory of change C. Result framework

D. Outcome mapping E. Most significant change

F. Others, specify: _____

10. Which type of evaluation do you normally carry out on the projects you implement?

A, Ex-ante evaluation (Start-up evaluation) B, Mid-term evaluation

C, Terminal/Summative evaluation D, Ex-post /Impact evaluation E, None

Section 3: Effectiveness of Monitoring and Evaluation

Instruction: Please, read each question and give appropriate answer regarding the monitoring and evaluation system of the organization.

You can put SA= strongly agree, A = agree, N =neutral, D =disagree and SD=strongly disagree

1. M&E plan that guides the organization’s M&E activities and the contents of the plan?

No	Questions	SA	A	N	D	SD
1	The organization has a complete M&E plan document that guides its overall monitoring & evaluation practice.					
2	M&E activities schedule clearly presented in the plan.					

2. The organization has project M&E lesson learning and documentation system.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

3. In general, the organization has a well-established M&E system.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

4. How often does your organization projects Monitored & Evaluate?

Weekly	Monthly	Quarterly	Bi-annually	Annually

Please, specify if other -----

5. Does your organization use inputs from M&E findings for various decisions making?

Yes, always	Yes, sometimes	No

6. Information obtained from M&E is used for?

Decision making	Strategy formulation	Planning	Project improvement	Project impact assessment	Budget allocation	Managing project change requests

Please, specify if it is used for other purpose -----

Section 4: Challenges in executing M&E

Instruction: Please, read each question and give appropriate response regarding the Challenges in executing M&E.

I. Human resource capacity for M&E

You can put SA=Strongly A=Agree N= neutral D=Disagree SD=Strongly Disagree

No	Questions	SA	A	N	D	SD
1	The organization has adequate skilled human resource that can bear M&E.					
2	Personnel who conduct project M&E get relevant training on a regular basis.					
3	There is a motivation system for personnel participating on the M&E activity.					
4	M&E best practice experience sharing undertaken within the organization or with other organizations to enhance staff capacity.					

II. Project M&E budget of the enterprise:

1. Project M&E budget allocated:

A, Separately B, Included in the total project budget C, I don't know

2. The budget allocated for M&E activities is adequate?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

III. Management support for M&E:

1. How do you rate your level of satisfaction in relation to management's support given to the M&E practice?

Extremely Satisfied	Satisfied	Neutral	Dissatisfied	Extremely Dissatisfied

2. Top management is committed to respond to project demands and improvements identified through M&E?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

IV. Stakeholder engagement on M&E:

1. How often concerned stakeholders participate on the organization's project M&E activities?

Never	Sometimes	Frequently	Always	I don't know

2. Stakeholders properly perform their responsibility in the organization's project M&E?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Other challenges, please specify

THANK YOU.

APPENDIX 2

Interview Guides

1. Do you think the organization have a well-established project M&E system?

2. If yes, is it effectively practiced or implemented?

3. If your answer for question 1 is no, what is the reason behind and how it affects the success of the projects?

4. What factors do you think affect the organization's project M&E effectiveness?

5. What ways (approaches) you can suggest to be used so as to improve Monitoring and Evaluation Practices of MCDP projects?
