



**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF PROJECT MANAGEMENT**

**EFFECT OF MONITORING AND EVALUATION ON PROJECT  
PERFORMANCE: A CASE OF RIGHT TO PLAY, ETHIOPIA**

*A Research Project Report Submitted in Partial Fulfillment of the Requirements  
for the Award of the Degree of Master of Arts in Project Management*

**BY**  
**ESULALEM ABEBE**  
**GSD/4025/10**  
**Advisor**  
**Birhanu Danu (PHD)**

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**By**  
**Esulalem Abebe**  
**GSD/4025/10**

**Board of Examiners**

External: Dr. Desta Takele

Signature

Date:

Internal: Dr. Solomon

Signature

Date:

Advisor: Dr. Birhanu Danu

Signature

Date:

## **DECLARATION**

I, Esulalem Abebe, declare that this work entitled “Effect of Monitoring and Evaluation on Project Performance: A case of Right to Play, Ethiopia.”A Research Project Report Submitted in Partial Fulfilment of the Requirements for the Award of the Degree of Master of Arts in Project Management is an outcome of my own effort and study. All sources of materials used for this study have been duly acknowledged. I have produced it independently except for the guidance and suggestion of the research advisor. This study has not been previously submitted for any degree in this University or any other University. It is meant for the partial fulfillment of the MA in Project Management Degree.

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**Esulalem Abebe**

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**Date**

## **Supervisor Declaration**

I the supervisor, declare that this project work entitled “Effect of Monitoring and Evaluation on Project Performance: A Case of Right To Play, Ethiopia” is conducted by Esulalem Abebe for the partial fulfillment of the requirements for the award of master’s degree in Project Management. To the best of my knowledge, it is his original work. It has not been submitted partially or in full to any educational institution or to this university for an award of a degree and not presented in any projects by any means.

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Birhanu Danu (PhD)

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Date

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## ABSTRACT

*M and E helps track project performance at any given time and provides reasons for an observed project situation. In this study M&E was defined by its activities: Logical Framework, monitoring and evaluation plans, baseline surveys, monitoring and evaluation training, Stakeholders' analysis and involvement and M&E reports and lesson learned while project performance was considered as the degree of goal achievement.*

*The objectives of the research were to establish how Logical framework influence project performance, to establish how M&E plans influence project performance; to determine how baseline survey influence project performance, to assess the influence of M&E training on project performance; to assess how stakeholders' analysis and involvement influence project performance; and establish the influence of Monitoring and Evaluation reports and lesson learned on project performance. To achieve the study objective, a descriptive design along with quantitative approach was employed. Primary data collected through survey questionnaire from 25 RTP's project staff members selected. The results of the findings are presented using tables, charts and percentages. In conclusion, the research has shown that M&E has a directly proportional influence on project performance. However, installing a workable system around the leaderships to continuously capacitate M&E staff and reinforce the tools to be used by project managers is highly recommended. The study further recommends that all stakeholders in projects should be involved in M&E activities to enhance ownership and accountability.*

**Key Words: Project, Project Monitoring, Project evaluation, Monitoring and evaluation, NGOs**

## List of Abbreviations:

CSFs-Critical Success Factors

ETC- Ethiopian Telecommunication Corporation

IFC- International Finance Corporation

LFA – Logical Framework Approach

M & E- Monitoring and Evaluation

MA-Master of Art

NGOs- Non-Governmental Organizations

OECD- Organization for Economic Co-operation and Development

PERT - Program Evaluation and Review Technique

PMBOK-Project Management Body of Knowledge

PMER - Planning, Monitoring, Evaluation, and Reporting

PERT - Program Evaluation and Review Technique

PMI- Project Management Institute

PPM - Program Logic Mode

PPM -- Project Planning Matrix

RBM-Result Based Management

RTP- right to Play

SPSS- Statistical Package for Social Scientists

UNDP-United Nations Development Programme

UNICEF- United Nations Children’s Fund

UNDP - United Nation Development Program

WBC - Work break down structure

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# CHAPTER ONE

## INTRODUCTION

This chapter deals about background of the study; statement of the problem; objectives of the study; significance of the study; scope of the study; limitations of the study; operational definition of key terms, and organization of the study.

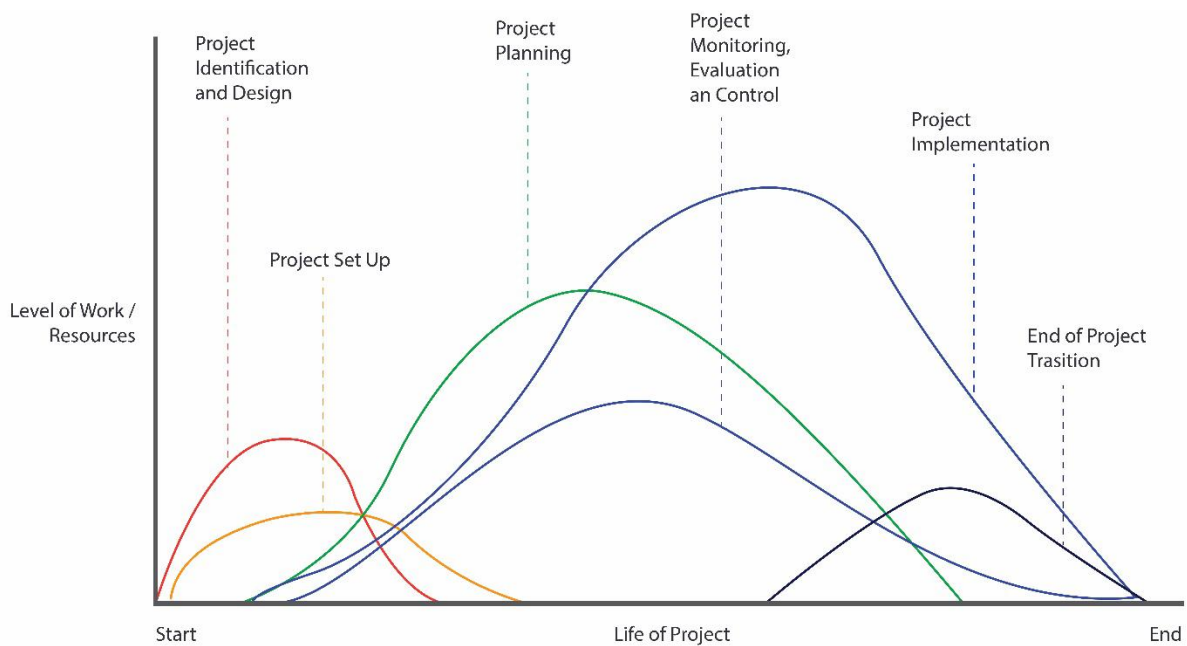
### 1.1 BACKGROUND OF THE STUDY

Development projects form a special type of projects that provide socio-economic assistance to the developing countries, or to some specially designated group of target beneficiaries but those projects are projects of anomaly characteristics. These projects differ from industrial or commercial projects in several important ways, the understanding of which has strong impacts on how the projects can be managed and evaluated. The fact that the intervention is made in uncontrolled environment makes it hard to net out the intervention effect. The environment in which the project runs is full of both external and internal difficult and polluting variables. Unlike experimental intervention where all things are under strict control like in the cases of laboratory experiments, such developmental interventions are confounding, if not impossible, to be conducted in a controlled environment. Besides these the impact resulted from the intervention of a developmental projects seem intangible or immeasurable at the first glance. Outcomes, goals and impact of developmental projects are expected often to take place in the long run- Sometime after the intervention had completed. So, impact observation takes time and patience. (IFRC, 2014) hence, it is a highly skill-demanding expert work to know if the project was relevant, effective, efficient and sustainable.

A project can be divided into six phases (Nelson & Cropper, 2016). These simple phases make up a project life cycle include: Project Identification & Design which is the first stage and need or opportunity that is assessed, analyzed, and ultimately developed into a project during this phase that we begin answering the critical question ‘Are we doing the right project?’ Get it wrong here, and the project will be wrong for a long time – even if all of the work of the project is planned and implemented well. Get it right, and you may be half way there. Next phase Project setup and during this phase that the project is officially authorized and its overall

parameters are defined and communicated to the main project stakeholders. It is also during this phase that the project team establishes the high-level project governance structure. Then comes Project Planning phase of the project, at this planning phase the team develops a comprehensive and detailed implementation plan that provides a model for all the work of the project. This plan is revisited throughout the life of the project and updated (if necessary) to reflect the changing contexts of the project. The fourth phase is the project Implementation/execution, this phase of project implementation is to lead and manage the application of the project implementation plan: Leading the team, dealing with issues, managing the project team and creatively integrating the different elements of the project plan. The next phase is Project Monitoring, Evaluation and Control, this phase extends through the entire life of the project and continually measures the project's progress and identifies appropriate corrective actions in situations where the project's performance deviates significantly from the plan. Last phase in project life cycle involve End of Project Transition/closure; this phase includes implementing all the transition activities that need to occur at the end of a project, including (but not limited to) confirming the deliverables with beneficiaries, collecting lessons learned, and completing the administrative, financial and contractual closure activities.

Figure 1: Project Phase Interactions



Source; (Nelson & Cropper, 2016)

Performance is gauged with objective achievement of project goals (Kerzner & Saladis, 2017)).(Miller, 2007)views performance measurements as a way assessing efficiency and effectiveness of a program and its impact.

Timely and accurate data about the effects of different project interventions is the key to steering the project in the desired direction. Hence, we need strong M&E system and factors affecting its efficiency. The greatest contribution that Monitoring and Evaluation makes to organizations' project success is a resource to improve the performance of organizations project management culture.

Future of an organizations' project success lies in using Monitoring and evaluation wisely. Hence, organizational project success can be improved by using appropriate M & E by providing management with more relevant, timely information to support their decisions.

The main purpose of this research paper is to look in to view of the forgoing and considering that M&E is a key component of project management that gives control over the main parameters that define a project; scope, quality, resources, completion time and cost (Kohli, 2017), this research, in light of the success stories at RTP seeks to demonstrate the influence of M&E on project performance & success. The evidence that will be generated in this study can stimulate organizations to practice M&E for right reasons and still for others to start practicing and consequently enhance project performance and success.

## 1.2. STATEMENT OF THE PROBLEM

According to (Mebrahtu, 2002)monitoring and evaluation of projects in Ethiopia is very critical because a lot of government and donor funded resources are provided to organizations to implement various projects. Not only does best practices require that projects are monitored for control but also project stakeholders require transparency, accountability for resources use and impact, good project performance and organizational learning to benefit future projects.

The development project undertaken by NGOs in the 1990s was estimated to have cost 2.3 billion Birr and was believed to have benefited 26 million people in the country (Kassahun, 2002). Similarly, in the period 1997-2001, NGOs benefited a total of 23.2 million people in five regions of Ethiopia. A total of 360 projects were implemented by 271 NGOs (188 Local and 83 International) in development programs. These NGOs spent a total of USD 392, 222,200 of

which 90% was spent on development programs and the remaining 10% on relief and rehabilitation operations (Relief, 2005).

Despite their tremendous involvement and contribution, the success of NGO projects was not as intended. A recent McKinsey-Devex survey indicated that 64% of donor-funded projects fail (Ika, 2012). The Standish Group's CHAOS Summary (Carlton, 2017) revealed a decrease in project success rates in 2008, with 32% of all projects succeeding (delivered on time, on budget, with required features and functions); 44% were challenged (over budget, late, and/or with less than the required features and functions); and 24% failed compared to the corresponding figures of 35%, 46% and 19% respectively for the year 2006. Consistent with this, (Ika, 2012) revealed that while the World Bank has invested more than US\$5 billion in more than 700 projects in Africa over the past 20 years, its project failure rate was found to be over 50%. The failure rate was found to be greater than the 40% failure rate observed in other poor regions of the world showing that African projects are lagging behind.

Compared with public sector organizations, NGOs have received less research attention at the empirical level thus making the NGO related literature somewhat underdeveloped (Ahsan & Gunawan, 2010); (Ika, 2012). In particular, very little has been written on international development project success, success criteria, critical success factors and factors affecting success of international NGOs projects in Sub-Saharan Africa (Khang & Moe, 2008); (Ika, 2012). International NGOs operating in Ethiopia, the significant majority of whom are engaged in playing an intermediary role between international donors and local implementing agencies are not exceptional to this. They had not often been the subject of such studies in many parts of the world in general and that of Ethiopia in particular. Furthermore, NGOs are extremely diverse group of organizations, which can make meaningful generalization very difficult. NGOs play different roles and take very different shapes and forms within and across different country contexts (Riddell et al., 2007). The internal and external environments in which international NGOs operate vary from organization to organization. This calls the need for a closer investigation and understanding of correlates of project success at individual organization level.

Further projects fail despite heavy presence of monitoring and evaluation activities. This therefore raises serious issues as to whether the monitoring and evaluation employed is effective enough to achieve project success. The monitoring team perhaps may be lacking the necessary

capacity or strength to carry out their work effectively, or they may be approaching their work using incorrect methodologies. The project monitoring team may also be lacking understanding influence of monitoring and evaluation on project performance and success. It is upon this that this study seeks to investigate influence of monitoring and evaluation on project performance in the case of RTP.

### 1.3. RESEARCH QUESTIONS

The purpose of this study is to investigate the following research questions

1. To what extent does the use of Logical Framework influence the level of Project performance in RTP?
2. How do monitoring and evaluation plans influence project Performance in RTP?
3. To what extent does baseline surveys influence project Performance in RTP?
4. How does monitoring and evaluation training influence project Performance in RTP?
5. To what extent does Stakeholders' analysis and involvement influence the level of Project Performance in RTP?
6. To assess how M&E reports and lesson learned are used to enhance Performance of RTP projects?

### 1.4 OBJECTIVE

#### 1.4.1 General Objective

The general objective of this study is to assess the influence of M&E on project performance of International NGO's by taking RTP as a case study and to provide a roadmap towards a better M & E management practices as per the findings.

#### 1.4.2 Specific objective

The specific objectives of the study are:

- i. To establish the extent to which use of Logical Framework influence the level of Project Performance
- ii. To assess the extent to which monitoring and evaluation plans influences the level of project Performance

- iii. To evaluate extent to which baseline surveys influences the level Project Performance.
- iv. To assess the extent to which monitoring and evaluation training influences the level of project Performance.
- v. To assess the extent to which Stakeholders analysis influences the level of project Performance.
- vi. How can M&E reports and lessons learned be used to enhance Performance of RTP projects?

## 1.5 SIGNIFICANCE OF THE STUDY

Since there are considerable changes in the way monitoring and evaluation is practiced as international NGO's are utilizing result based monitoring and evaluations for effective results of development interventions. This paper will intern assist International NGO's who undertake development projects to implement components of an effective monitoring and evaluation and undertake successful M&E.

The research finding will help RTP to witness the gaps in the monitoring and evaluation practices and take measures by using the analysis and recommendations of the research to enhance the success of future development projects.

The research will also serve as reference point and a useful source of literature for researchers and students who want to conduct further studies on Monitoring and evaluation of projects.

The research will also be useful for donors, Government organizations and civil societies who want an insight in to the Monitoring and evaluation system in International NGO's of developing countries.

The research will have theoretical and practical significance. It validates whether the study organization achieves the benefits of M & E systems documented in existing literature. It is used as a proof to test existing M&E system theories. It has also practical significance by indicating effective ways of integrating M&E in the organizations. It also identifies challenges that require managerial intervention to improve M&E system utilization. There will be a great deal of significance on such study as it evaluates the organization's M&E practice against its intended purpose and show the performance of the current M&E practices in the organization. This may help the organization to see what need to be improved regarding to its M&E practices. In

addition, it paves a way for more research to take place in improving M&E practices within the company and in other similar companies.

## 1.7 SCOPE OF THE STUDY

This study will assess Effect of Monitoring and Evaluation on Project success in International NGO organization, RTP using literature review and international M & E standard checklist and provide a roadmap towards a better M & E practices. The scope of the study is limited to this organization. The result may be limited to the sample size and location which the data will be collected.

## 1.8 DEFINITIONS OF SIGNIFICANT TERMS USED IN THIS STUDY

<b>Baseline survey:</b>	This is a survey done on the target community prior to project implementation to establish the status quo of the situation to be addressed by the project.
<b>Evaluation:</b>	Is a systematic and independent assessment of an ongoing or completed project its design, implementation as well as results. Evaluation gives evidence as to why targets and outcomes are being achieved or not achieved. It seeks to address issues of causality.
<b>Monitoring and evaluation plans:</b>	A written plan on how project monitoring and evaluation will be conducted specifying details such as, who will be in charge, who will collect information and so on.
<b>Monitoring:</b>	Is a continuous function that gives information on where a project is at any given time relative to respective targets and outcomes
<b>Project performance:</b>	The degree of project goal achievement within the stipulated project period and budget
<b>M&amp;E Logical Framework</b>	A logic model that describes the key features of the project (objectives, indicators, measurement methods and assumptions) and highlights the logical linkages between them.
<b>Stakeholders' Involvement</b>	Establishing and sustaining multiple inclusive channels for sustained dialogue strengthens the engagement of communities in programming.
<b>Dissemination of</b>	It is the culmination of your data analysis process, recognizing that the ways

**Findings:** you choose to include information in your reports is the final stage of interpretation.

**Documentation & use of lessons** Having a culture that encourages intentional reflection and processes that support this culture.

**Learned**

## CHAPTER TWO

### LITERATURE REVIEW

This chapter presents a review of literature on M&E and its Effect on project success. It focuses on the manner in which the concept of M&E has been adapted into project management. The first part of this chapter sketches out definition of M&E, Difference between Monitoring & Evaluation, and the Evolution of M&E and modern approach in M&E in project management. This is followed by a discussion on M&E activities: M&E logical framework, M&E Planning, Baseline surveys, M&E training, stakeholders' analysis and M&E reports and lessons learned in light of their Effect on project performance/success. From the discussion of M&E activities, a theoretical framework of this study is then presented followed by the corresponding conceptual framework.

#### 2.1 Definition of Monitoring and Evaluation

Monitoring and Evaluation (M&E) is a process whose main aim is help improve project Performance and achieve expected or planned results. The objective of monitoring and evaluation is to improve current and future management of inputs, outputs, outcomes and impact in projects and programs being executed by assessing the progress, performance and results of projects and programs, or even institutions, and organizations, whether international or local NGOs, government or individuals(Office, 2002). Successful monitoring and evaluation requires participation of different players or stakeholders(R Edmunds & T Marchant, 2008). Monitoring and evaluation should be part and parcel of program and project design. This means that it should be embedded in every project and program and should not look like it is imposed later on (Coalter, 2009). Therefore, project monitoring and evaluation should be part and parcel of the project cycle from conception to termination and beyond.

There has been a growing desire for development effort to be more effective in the utilization of scarce or limited resources and funds. For this to happen, projects and programs must be well managed or executed for better outputs or results. According to (Coalter, 2009) and (R Edmunds & T Marchant, 2008), the main objectives of monitoring and evaluation are;

a) Align monitoring and evaluation with results based management

- b) Promote evaluation environment and learning around results in the process of execution.
- c) Simplify policies and procedures used in project/program implementation.
- d) Support internal and external accountability of a program/project.
- e) Build organizational or program/project capacity.
- f) Promote empowerment of beneficiaries and stakeholders of the project and program.

Monitoring and evaluation help improve performance and results. The overall purpose of evaluation is measurement and assessment of performance meet outcomes and outputs also called results. Traditionally, monitoring and evaluation focusses on assessment of inputs and implementation process. Today focus has shifted to assessing contributions of various activities to a given development outcome with such factors as outputs, participation, policy, procedures, brokering or coordination Project management uses information gained through monitoring and evaluation to improve strategies, programs and activities(R Edmunds & T Marchant, 2008).

## 2.2 DIFFERENCES BETWEEN MONITORING AND EVALUATION

Monitoring and evaluation are important management tools that are necessary to track the progress and facilitate decision making for present and future interventions. Monitoring and Evaluation is a combination of two processes which are different yet complementary (Gorgens & Kusek, 2009). It is a process of systematically collecting and analyzing information of ongoing project and comparison of the project outcome/impact against the project intentions(Hardy et al., 2009). Monitoring and evaluation systems is a set of components which are related to each other within a structure and serve a common purpose of tracking the implementation and results of a project. However, there are lots of differences between them. Some major differences between monitoring and evaluation are listed below:

### 2.3.1 Monitoring

Monitoring is the systematic and routine collection of information about the programs/projects activities. It is ongoing process which is done to see if things/activities are going on track or not i.e. it regularly tracks the program and is to be done starting from the initial stage of the projects. This tools provides information about the current status and thus helps to take immediate remedial actions, if necessary. The main focus of the monitoring is input, activities and output. To monitor the project we gather data through regular meeting, interview, and monthly and

quarterly reviews etc. usually quantitative data is collected. What we get from this stage helps us for evaluation also.

### 2.3.2 Evaluation

Evaluation is the periodic assessment of the programs/projects activities that are done on a periodic basis to measure the success against the objective i.e. it is an in-depth assessment of the program. Evaluation is to be done after certain point of time of the project, usually at the mid of the project, completion of the project or while moving from one stage to another stage of the projects/programs. Mainly done by the external members but sometimes it may be also done by internal members of the team or in a combined way. Basically, it recommends, information for long term planning and lessons for organizational growth and success. The focus is also on outcomes, impacts and overall goal of the project. To evaluate the project we gather both qualitative and quantitative data through survey.

## 2.4 HISTORICAL DEVELOPMENT OF MONITORING AND EVALUATION

### 2.4.1 Introduction to evolution monitoring and evaluation

In the early days of project management practice, the focus was on the planning and execution of an individual project. Emphasis in the 2010s is on linking multiple projects with corporate organizational level strategies to enhance corporate competitiveness and performance. As a result projects are viewed as investments that form part of portfolios of projects. Organizations handling multiple projects need to make complex decisions to structure portfolios and to allocate resources to the individual projects, based on several criteria that include the strategic relevance and relative priority of each project. Computer systems have become essential in supporting these decisions. Despite some excellent developments in IT systems, software alone does not provide the ultimate answer to managing multiple projects – people skilled in the science and art of project management will always be required to make decisions (Steyn, 2010). The history of monitoring and evaluation is generally integrated with the history of program/project evaluation. The evaluation history is as long as the history of human activities which is full of problem identification, generation of alternatives and selecting the best solution. The basic rationale of evaluation is to provide information needed for action or decision making and therefore

contributes to rationalization of the process of decision making (Kabeyi, 2020). Evidence suggests that evaluation of personnel dates back to about 2200 B.C. in China. A number of developments in the first half of 20th century like the growth and refinement of theories and methods in social sciences, methods to improve evaluation of student achievement and the action research movement but Kurt Lewis made significant contribution to modern era program evaluation (Kabeyi, 2020). Rapid expansion of government social programs of 20th century after the great depression of 1930s, the crash of stock market and collapse of banks had crippled the economy. After World War II, rapid economic growth in the US further contributed to the development of monitoring and evaluation (Kabeyi, 2020).

The beginning of 1960s saw evaluation grow and flourish as a profession through legislation and funding. Between 1968 and 1978, evaluation was so popular that in the US alone, 100 federal statutes advocated for evaluation of in the field of education alone. Additionally, state and governments funded program evaluation hence legitimizing evaluation as a core practice in project management and by 1980s there was a lot of financial motivation through funding for people to carry out project and program evaluations. With rapid rise in demand for evaluations, governments looked to evaluators in private sector and academia to fill the demand. At this time most evaluation related activities were in private sector aimed at improving profitability. The demand led to new training programs to train highly needed evaluators with relevant skills (Kabeyi, 2020).

The 1970s and 1980s also so the transition of evaluation into a profession. Indicators included the creation of professional codes of conduct, professional publications, and professional societies. This includes journals like Evaluation Review, American Journal of Evaluation, Evaluation and program planning, New Directions for Evaluation as well as two professional societies. They were Evaluation Network (ENet) and Evaluation Research Society which were founded in 1970s. In 1986, ENet and ERS merged to form American Evaluation Association. In 1994, AEA facilitated development of guiding principles for professional evaluation (Kabeyi, 2020).

#### 2.4.2. Evolution of Monitoring and Evaluation in Project management

There has been some form of project management from the early civilization, but project management in its modern sense and form began in 1950s. Even though people have been

managing projects for years, the term project management emerged at the end of the 20th century. However, a number of concepts that are important in modern project management can be traced to the protestant reformation in the 15th century. These among others include liberalism, capitalism, views that focus on individual or private wealth to improve society, Newtonianism in which people consult science for solutions. In this sense, Fredrick Taylor who is considered as the father of scientific management made significant contribution to early project management (Andersen, Birchall, Jessen, & Money, 2006). Project management has been evolving over many years and 1950s literature began to reflect the evolving theory and practice of project management. Project management has shown it's a rich heritage throughout its development of artifacts and cultural enhancements around the world. As the science of project management evolved, in complexity and application, monitoring and evaluation processes likewise got greater importance, in terms of methods and techniques from simple control tools, to sophisticated mechanisms, that combine one or more methods of tracking project progress(Andersen et al., 2006).

One of the challenges facing M&E is that it means different things to different people, and that they are disciplines that have been in a state of evolution. M&E began as a branch of applied research with much of the initial emphasis being placed on evaluation. But this view was soon challenged by those who saw it much more as a management tool. This school of thought placed the focus of the M&E reporting systems on project-level budget management and performance budgeting, and the users were mainly those with a financial or management interest in the project. By the early 1990s, there was a shift in focus from projects to sectors. A sector-wide approach (SWAP) became increasingly popular as a means of promoting and coordinating sector-wide and national development planning. Monitoring and evaluation became functions of sectorial ministries and appropriate M&E units were established at the ministerial level. In this period, expertise and skills were primarily on the data collection and processing side, not on the analysis of the data which often requires a good knowledge of the subject matter and related government policies. The analysis undertaken was primarily descriptive and the analysis of crucial links between specific poverty policies and their outcomes in living standards was missing. One had to turn to universities and research centers to find the appropriate analytical capacity. Still, useful capacity for poverty analysis was created during this period, and a number of excellent poverty assessments were prepared (R Edmunds & T Marchant, 2008)

### 2.4.3 Modern Evolution Approaches of Monitoring and Evaluation Processes within the Context of Project Management

Currently, on the background of amplifying the concerns for using efficient mechanisms for monitoring and evaluation of the projects, there emerged and manifest a set of approaches for upgrading the use of monitoring and evaluation mechanisms, taking into consideration the fact that both internal and external stakeholders of a project are aware of the impact of exerting complete and coherent processes of monitoring and evaluation of the project results. In this context, professional literature reflects three major approaches that manifest within the exertion of monitoring and evaluation processes and that generate a significant positive impact also on the tools used for exercising these two utterly important processes.

#### 1) Correlation of monitoring processes with the project lifecycle

Starting with the project lifecycle, defined by (Committee & Institute, 1996), the theoreticians and the practitioners came to the conclusion that each stage of the project lifecycle has certain features that demand using some monitoring and evaluation tools, to the detriment of others, in terms of their advantages and disadvantages. Furthermore, the correlation of the monitoring and evaluation processes with the project lifecycle does not only regard the differentiate selection of the tools used for exerting monitoring prerogatives, but also regard the intensity of which these processes are exerted, through relating to other processes that are specific to the project management cycle.

#### 2) Correlation of the monitoring and evaluation tools in complex mechanisms designed to these projects exertion

Each of monitoring and evaluation methods and techniques previously mentioned, individually approached, represent tools that facilitate the exertion of monitoring and evaluation processes and that substitute both the traditional direct observation (the oldest monitoring method) and the direct comparison (the oldest evaluation method). Each of these tools, presents advantages and limits, their individual use being efficient only on short term. On the other hand, using an unstructured mix of monitoring and evaluation tools is not indicated, this process being time consuming, and in most of the cases, human resources and financial consuming.

In these circumstances, the professional theory and practice put the problem of identification a sequence in using certain monitoring and evaluation tools, sequence that, through the combination of its elements, determines a monitoring and evaluation mechanism applied within a project, based on the principles of synergy effect. This approach manifests more and more significantly in the context of project management, the monitoring and evaluation mechanisms being organized either in terms of project team preferences, or in terms of the specific of the developed project. The emergence of new professions in the context of project management with attributions in monitoring and evaluation sphere.

Taking into consideration the fact that the monitoring process can prove time consuming and needs also capacities and personal abilities for its exertion in an efficient and compliant way, specialized companies in providing with services designed for project management generate qualified personnel in exerting monitoring processes. Additionally, more and more financing bodies (World Bank, EBRD, European Committee, commercial banks, credit cooperatives, etc.) double the guarantees claimed before grants through a monitoring process of the way the offered grants are used.

An eloquent example is represented by the situation of the projects that are financed from European funds, where to each project there is allocated a monitoring responsible, and within Management Authorities there are established committees/ departments or even monitoring directions of projects implementation, being thus emphasized their importance in the context of modern project management. The materialization of these approaches leads to diminishing the negative impact currently exerted by a set of chronic factors on the efficiency of the projects monitoring and evaluation processes, respectively:

- a) Lack of experience of the project managers and of the project implementation team regarding the correct and complete use of the monitoring and evaluation tools and mechanisms;
- b) Inefficient use of budgets allocated for the exertion of the monitoring and evaluation processes, fact that makes them look insufficient in relation with the real existing needs within projects;
- c) the mentality of traditionalist project managers, who consider the monitoring and evaluation processes as being preponderantly bureaucratic, that take much time and do not generate added

value, reason why they subvert the role and the importance of these two processes in the good development of the projects;

d) Unsuitable combination of the methods and techniques, into inefficient

e) or illogical mechanisms, without realizing a correlation of the tools with the project lifecycle, with its dimensions, with its specific elements, or with other relevant factors for the correct definition of a monitoring and evaluation mechanism;

f) Concision lack and SMART objectives set, that lead to the impossibility of drawing some performance objectives;

g) Lack of a methodology for the collection of records and data regarding the projects implementation, so that these may be used as historical data sources for future similar projects;

h) Lack of project managers' involvement in the stage of fundamental monitoring of a significant information volume derived from the compliance monitoring of others similar projects.

The emergence and the dissemination of the three approaches, along with the obvious endeavors for repositioning the monitoring and evaluation processes in the context of project management represent sufficient arguments in order to justify the need for further study of the monitoring and evaluation mechanisms, thus to identify their applicability and vulnerabilities, so that the monitoring and evaluation processes can be developed in efficiency circumstances and to achieve the goal for which they are included in the project management cycle. Modern project which started in 1950s has been evolving subject to a number of developments in technology and applications. According to (Seymour & Hussein, 2014) this developments can be used to divide evolution of project management into four as follows;

a) 1950-1957: First era characterized by advances in transportation and communication which affect logistics management.

b) 1958-79: Second era characterized by advances and application of management science

c) 1980-1994: This is second era characterized by innovation and development of the personal computer and application of related software and technologies.

d) 1995-to present: Advanced technology continues to influence project management in all fronts and functions

Therefore the evolution of project management has been influenced by developments in transport and communication, advances and application of management science, the invention and increased use of the personal computer and related software and continuous influence and application of modern high technologies in all functions of project management.

## 2.5 M&E LOGICAL FRAMEWORK AND PROJECT PERFORMANCE

Logical Framework, also referred to as Logframe is logic model that describes the key features of the project (objectives, indicators, measurement methods and assumptions) and highlights the logical linkages between them.

Monitoring and evaluation should be aided by a coherent structured conceptual framework. The framework aids in identifying the logic behind project elements and performance measurement, how they are related and the underlying assumptions. One of the best practices that have been adopted because of its structured approach is the use of the logic framework approach (LFA) as a tool to aid both the planning and the monitoring and evaluation functions during implementation (Aune, 2000) and (FHI, 2004). Vann open (1994) as quoted by (Aune, 2000) argues that the LFA makes the planners of the project from the start to think in terms of measuring performance by identifying the measures and criteria for success during the planning stage. This gives it great leverage in that from the beginning the project design hence implementation are integrated with performance measurement through identification of indicators that will demonstrate how the project is performing during implementation.

## 2.6 M&E PLANS AND PROJECT PERFORMANCE

The primary tool used for detailed planning is the performance management plan (PMP), also referred to as the monitoring and evaluation plan. All projects should have a PMP regardless of their size, complexity or value. PMPs tell you specifically what will be monitored and evaluated, and how these activities will take place.

Most scholars of project monitoring and evaluation argue that planning for M&E should be done just at the very point of project planning (CHITKARA, KOHLI, Sandhu, SINGH, & SINDHU, 2017) while a few contend that it should be created after the planning phase but before the design phase of a project or intervention (Nyonje et al., 2012). Despite this difference in opinion

however, almost all scholars agree that the plan should include information on how a project should be assessed (Cleland & Ireland, 2007).

Most plans also include a list of the partnerships and collaborations that will help achieve the desired results; and a plan for the dissemination and utilization of the information gained (Eden, Landshoff, Olive, & Polkinghorne, 2002); (Wysocki & McGary, 2003); (Mackay, 2007); (Alcock, 2009); (Nuguti, 2009). This demonstrates that planning for monitoring and evaluation takes care of all aspects that need to be in place so that there is early detection of progress or lack thereof.

While PMPs vary in format, regardless of the template you use, your PMP should answer the following questions:

- How are the indicators defined?
- Who is responsible for M&E activities?
- When will M&E activities take place?
- How will data be analyzed?
- How will data be used?
- The format of the PMP should be simple and clear.

It is most often a table, into which is first inserted relevant information pulled directly from the project Logframe, and then completed as the team plans its work in detail. If necessary, written explanations can be added as accompaniments to the PMP table.

Literature also reveals that there are important considerations for an M&E plan: categories these considerations into resources - how much money and time will be needed to conduct the activities. Capacity - does the project have internal capacity to carry out the proposed monitoring and evaluation activities; including analysis of data collected? Other considerations made and also acknowledged by (Baron, Armstrong, & Muszczyanko, 2012) are Feasibility- Are the proposed activities realistic? Can they be implemented? Timeline - Is the proposed timeline realistic for conducting the proposed activities? Ethics - What are the ethical considerations and challenges involved with implementing the proposed activities, and is there a plan in place for addressing those considerations? Has a protocol been submitted for review to a research ethics

committee? With these considerations, it can be said that M&E planning is complete in terms of coverage for the purposes of giving an oversight on project direction during implementation.

## 2.7 BASELINE SURVEY AND PROJECT PERFORMANCE

A baseline survey is a study that involves analyzing the prevailing situation in order to discover where to start a project. It is recommended that implementers carry out this survey before kicking off a project since this acts as a reference tool for use in all future activities. This tool could be used by those managing the project while making future decisions. They assist in identifying the more important areas in a project which is important especially in a project with a number of goals. The outcomes of such a study can indicate the areas where more emphasis is needed and where little emphasis is required.

As a rule, a baseline study must be conducted before project implementation, since doing so when a project is already ongoing would not give a true status of it since an ongoing project will have an impact even if it be little (Shihemi, 2016). This will give the managers a benchmark against which to tell whether the project was successful or not. In case a project is still a long way, and there was no baseline, the implementers may conduct one. Nevertheless, if there was no baseline study and the project has come to completion there will be only a few options for evaluating the success of the program.

A well conducted M&E planning at the inception of a project provides one with data (Sakr, Baas, El-Haggar, & Huisingh, 2011). A baseline survey, is conducted during the inception of a program to identify the prevailing circumstances, (von Bertrab & Zambrano, 2010). In such a survey, the performance indicators are also defined. This becomes the basic unit against which program progress is measured (Frankel & Gage, 2007). It acts as a benchmark for assessing the subsequent activity efficiency and attainment of desired outcome (Kissi et al., 2019), a very big contribution to influencing project performance.

(Weymann et al., 2018) argues that without a baseline, it is not impossible to assess the impact of a project. A baseline study informs decision makers on the project's impact has had on the target beneficiaries. These writers further argue that the M&E tools used during a baseline study are the same tools used during evaluation in order to ensure that you compare "apples to apples". (Weymann et al., 2018) argues that conducting a baseline minimizes time and other resources for designing evaluation tools. Donors also require that a baseline survey be conducted

to form part of the implementation process(Abeyrama). This enables the donor in future, to monitor the outcomes of the project as it continues. For some organizations however, this requirement is the only motivation for M&E and therefore they miss on its importance (Nyonje et al., 2012).

In their Paper “Monitoring and Evaluating Urban Development Programs, A Handbook for Program Managers and Researchers”, (Bamberger & Fujita, 2008) state that a baseline study must be conducted before project implementation. Doing so when a project is already ongoing would not give a true status of it since an ongoing project will have an impact even if it be little. This will give the managers a benchmark against which to tell whether the project was successful or not. In keeping with best practices, a baseline study must be conducted before project implementation (Bamberger & Fujita, 2008).Mid-term reviews, project completion reports and other evaluations are the actual benchmarks against which comparisons are made with regard to the information provided by the Baseline Study (Garbero, 2016).

An M&E system provides an important tool for the allocation of all the necessary resources in and guides in the best way of achieving results. The main reason for collecting baseline information is to scale up the quality of implementation and improve development results. It should also address the concerns of all stakeholders. When this fails to be the case, then it becomes purposeless or there could have been something wrong with the methodology. When it satisfies the demands of only a single stakeholder, there is need to widen the scope of the study in order to make it more useful and relevant(USAID, 2012).

It is also necessary that prior to the baseline survey, measurable indicators for measuring what has been done be identified (Undp, 2012). They are important during the design of the questionnaire and preparation of the evaluation tool. One other consideration to be made is the target population(Dickson et al., 2014). Like for any other activity in project implementation, for one to carry out a baseline survey, funds are needed. Researchers agree that funds are required for conducting a baseline survey. Funding dictates the scope of the baseline study (Armonia et al, 2006).

Feedback received from the local staff as the project is still ongoing affords a chance for those benefitting from the project to have a say in project activities thereby contributing to the quality of monitoring information (Blackaby, Partasides, Redfern, & Hunter, 2009).A study on the

Effect of monitoring and evaluation on project's performance found that if you implement a project without a baseline study, you will face serious issues while tracking its progress (Rogito, 2010). According to (Rogito, 2010), in the best practice a baseline should be planned and done a year prior to the main project in order to obtain real time information.

## 2.8 M&E TRAINING AND PROJECT PERFORMANCE

Regardless of how experienced individual members are, once a team to implement a project has been identified, training and capacity building for M&E reporting is important. This, it has been observed, enhances understanding of the project deliverables, reporting requirements and builds the team together (Wysocki & McGary, 2003).

Regarding M&E training, M&E resource and capacity assessment carried out earlier during project planning helps identify initial capacity gaps in M&E as well as the resources needed to conduct M&E training. Thereafter, training needs assessments can be informal based on knowledge of staff experiences and performance or can be a more formalized process(Personal & Education). The route to choose depends on the size and complexity of the project being implemented. On larger projects with more staff, it is important to be sure the training plan is very well tailored to staff capacity gaps, as there will be a limited number of opportunities to engage with individual staff members. With training needs identified, there is need to develop an M&E training and capacity building plan that include topics to be covered and persons to be trained (Alcock, 2009). It is important to note that not all management and staff members need training in all the topics or at the same level of detail. M&E being a new professional field, it faces challenges in effective delivery of outcomes. There is therefore a great demand for skilled professionals, capacity building of M&E systems, and harmonization of training courses as well as technical advice (Gorgens & Kusek, 2009).

The technical capacity of the organization can greatly determine how to produce evaluation's lessons (Waithera & Wanyoike, 2015). Creating enough supply of human resource capacity is crucial in order to achieve sustainability of the M&E system and should be done progressively. This calls for recognizing that "growing" evaluators needs technically oriented M&E training and development, though this can be achieved through workshops. Both formal training coupled with on-the-job experience are work together in creating capacity for evaluators (Gladys, Katia, Lycia, & Helena, 2010)).

Human capital ought to be matched with clear job description; if there is a gap, then skills improvement should be planned for. Those who are engaged in projects out in the field, managers need to provide effective support (Fergusson et al., 2012). Organizations must always strive to make better their staff in order to produce results. This support to the field officers together with the increased expectations and opportunity may prompt the officer to enhance his output (Mwirigi et al., 2014)

An important factor that influences the success of a project is staffing. (Acevedo-Garcia, Sanchez-Vaznaugh, Viruell-Fuentes, & Almeida, 2012) they posit that in order for a project to succeed, the implementers of a project must be committed to it and they must empathize with the project beneficiaries. If the staff have the requisite training and are reasonably remunerated and are working in decent conditions, the project is likely to succeed. Also, staffing is a concern for M&E since it calls for specialized skills in project management.

In development INGOs, there are a number of challenges when implementing or managing M&E activities. There is insufficient M&E capacity where staff are engaged by several projects at a time. They also take on the M&E work of too many individual projects which overextends their M&E capacity resulting in rapid burnout. This adversely affects their capacity for M&E development.

Creating enough supply of human resource capacity is crucial in order to achieve sustainability of the M&E system and should be done progressively. This calls for recognizing that “growing” evaluators needs technically oriented M&E training and development, though this can be achieved through workshops. Both formal training coupled with on-the-job experience are work together in creating capacity for evaluators (Hernández, Acevedo, Varela, & Otero, 2014).

## **2.9 STAKEHOLDERS' INVOLVEMENT AND PROJECT PERFORMANCE**

Stakeholder involvement in determining the success of a project and achievement of project goals has gained momentum as an upcoming strategy for development projects since 1970s. Modern development scholars have been advocating the addition of stakeholder involvement in development projects as they consider the declared objectives of any project cannot be completely accomplished unless people seriously take part in it.(Asaduzzaman, 2008)in his study Governance in practice: Decentralization and people's participation in local Development of Bangladesh. In his study he found that people's participation projects were not attainable for a

long period of time. His study however, underscored that clientelism which is an immediate result of the undemocratic political culture of Bangladesh, is a noteworthy danger to individuals' cooperation in neighborhood advancement programs/ventures. In addition, the study found out that political interference in stakeholder involvement and bureaucratic resistance a major downfall of this participation, politicians take community project for their own mileage in Bangladesh.

Neighborhood elites shape conspiracy with nearby organization for their own advantages and sidestep the necessities of the mass. The aim of monitoring and controlling of a project is to assess project performance by providing convenient information and feedback to the management from all levels assisting the project management to achieve the objectives of the project. It is in this manner essential that every one of the partners who are part of the task or the last recipients be engaged with outlining the M&E instruments as proposed by (AQWAM, 2012) (Shurie, 2013) completed an investigation community factors that affected M&E community development funds in Dujis, Constituency. Objectives studied were; to determine the extent to which society was engaged with developing M&E tools of CDF projects in Dujis Constituency, Garissa County, to determine factors that impacted procedure of selection of CDF M&E board of trustees in Dujis constituency Garissa County, analyzed how social practices affected Monitoring and Evaluation of the CDF Projects in Dujis constituency Garissa County. Lastly, to recognize frameworks for improving M& E of the CDF stretches out in Dujis Constituency-Garissa County. The researchers embraced descriptive survey design in carrying out the research. Findings of the study demonstrated that the public did not partake in creating M&E tools in their territory. For instance lion's share 5(71.4%) of the advancement council showed that the public did not take an interest in planning. The adjacent community was proposed to be involved in the CDF panel decision process and minorities and marginalized to be considered in election process, project plan, Performance and Monitoring and evaluation exercises and that gender balance in advisory group ought to be set up.

Community level of education, tribalism in venture dissemination thwarted community participation. Religious components where a couple of individuals were of the supposition that the errand was used draw them into changing their religious status and culture was likewise an impediment where by and large ladies portrayal in any open movement was not respected. There is additionally absence of political goodwill in project evaluation. (Shurie, 2013) examined

stakeholder involvement in area which can be categorized as marginalized communities and the findings may hold water in that setting of responded but this creates a room to investigate if other communities in different environmental setting are influenced different during projects implementation.

(Njama, 2015)in his study tried to break down the determinants affecting viability of an observing and assessment framework for AMREF Kenya WASH program. The investigation was guided by the following goals; to build up how much accessibility of M&E funds impacts the effect of M&E framework, to assess the degree to which partners involvement influence the viability of M&E structure and to decide the degree to which organizational leadership impacts the adequacy of M&E framework. The study adopted a descriptive survey research design. The findings of the investigation on partner inclusion demonstrated that partners support, association is mainly on lower level activities yet sufficient in higher level activities. These are essential factors that add to the achievement and manageability of any community activity. Now and again, the participatory procedure will promote change in individual attitudes and community standards, since the project development and implementation process necessitates that community members reflect and analyze their own attitudes, beliefs, and behaviors.

## 2.10 DISSEMINATION OF M&E FINDINGS, DOCUMENTATION OF LESSONS LEARNED AND PROJECT PERFORMANCE

There should be a monitoring and evaluation findings dissemination plan. Monitoring and evaluation findings should be disseminated to the stakeholder by way of a report to the other depending on his requirement, communication or report to the community and beneficiaries and to the implementing staff to improve on their implementation practices and strategies (Strosnider et al., 2006).

Reporting is an integral part of monitoring and evaluation and is a systematic and timely provision of essential information at periodic intervals. Reporting on results or findings is used for both internal management purposes and for external accountability to stakeholders. The reporting provides program/project managers and stakeholders with an opportunity to reflect on what worked or what failed, thus enabling learning and correction actions to feed into the next stages or phases (Roger Edmunds & Tim Marchant, 2008).

Lessons learned from the implementation should be captured and documented for incorporation into the subsequent projects and sharing with other stakeholders. The lessons would include what went right in implementation and what went wrong and why so that the mistakes are not repeated in the subsequent projects (Pasta et al., 2013). These lessons should be shared with the implementing staff. Sustainability of the project should be determined. It is not easy to determine sustainability, but the level of the communities' involvement can give an indication of the continuation of the project activities even at the end of funding period.

This is an instructive example based on experience that is based on the experience to a general situation rather than to a specific circumstance. Lessons learnt from an activity through evaluation are considered as evaluative knowledge which stakeholders are more likely to internalize if they are involved in the evaluation process. Lessons learnt can reveal good practices and strategies that can be adopted or bad ones to be avoided (Ahmed, Kulesa, & Malik, 2002). Monitoring and evaluation are typically the core processes used in learning from experience. Learning implies an analysis method or process that requires evidence as basis. Monitoring and evaluation in this case provides pointers or indications of how to do things better through better understanding of what worked better. Therefore monitoring and evaluation brings together information and teach (Roger Edmunds & Tim Marchant, 2008).

## 2.12 THEORETICAL FRAMEWORK

There are different theories on monitoring and evaluation, each identifying own paradigm and concept on M&E. (Kothari, 2004) defines theory as a set of properly argued ideas intended to explain a phenomenon by specifying variables of the laws that relate the variables to each other. Since projects are change agents, this study was guided by the theory of change and realistic evaluation theory.

### 2.12.1 Theory of Change

The theory of change, first published by Carol Weiss in 1995, is defined quite simply and elegantly as a theory of how and why an initiative works. It focuses not just on generating knowledge about whether a project is effective, but also on explaining how and what methods it uses to be effective. The theory of change provides a model of how a project is supposed to work. In other words, it provides a road map of where the project is trying to reach. Monitoring and evaluation tests and refines the road map while communications helps in reaching the

destination by helping to bring about change. Further, the theory of change provides the basis for arguing that the intervention is making a difference (Setlhako & Msila, 2013). This theory suggests that by understanding, what the project is trying to achieve, how and why, project staff and evaluators will be able to monitor and measure the desired results and compare them against the original theory of change (Alcock, 2009).

This theory however falls short since project success is much more complex (Babbie & Mouton, 2006). It is important to understand success beyond just knowing “what works”. Experience has shown that blindly copying or scaling an intervention hardly ever works (Greig, Taylor, & MacKay, 2007). An important task for monitoring and evaluation is to gather enough knowledge and understanding in order to predict – with some degree of confidence – how a project and set of activities might work in a different situation, or how it needs to be adjusted to get similar or better results, hence influencing project performance (Collins et al., 2011).

### 2.12.2 Realistic Evaluation Theory

It is first published by Pawson in 1997, provides a model centered on finding out what outcomes are produced from project interventions, how they are produced, and what is significant about the varying conditions in the which the interventions take place (Pawson, Greenhalgh, Harvey, & Walshe, 2004). Realistic evaluation deals with ‘What works for whom in what circumstances and in what respects, and how?’ (Pawson et al., 2004). The model allows the evaluator to understand what aspects of an intervention make it effective or ineffective and what contextual factors are needed to replicate the intervention in other areas. Realistic evaluation seeks to find the contextual conditions that make interventions effective therefore developing lessons about how they produce outcomes (Fukuda-Parr, Lopes, & Malik, 2002).

This theory therefore will in a big way influence the concept of predicting the outcome of a project although it is not exhaustive on what may affect the performance of a program.

### Empirical Study

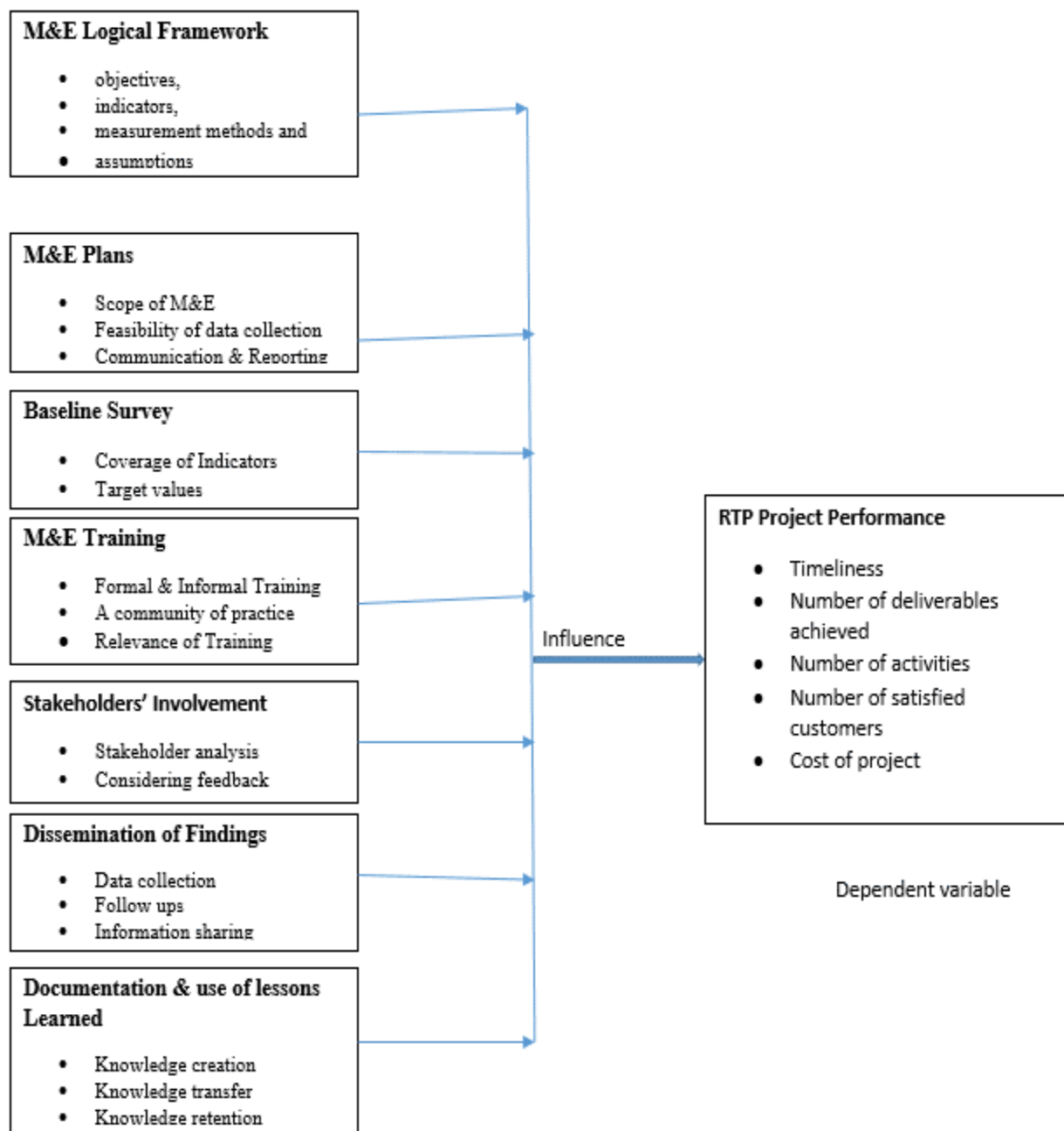
There is a rich body of literature that examines project success, majority of which seems to agree that M&E is a major contributor to project performance and success. A study by (Waithera & Wanyoike, 2015) on effect of project M & E on performance of youth funded agricultural business projects in Bahati Sub-County, Nakuru found level of training of Monitoring and Evaluation, stakeholder participation and M and E reports

play a major role in determining the success and performance of youth funded programs/projects. However, the mentioned study did not look at how selection of M&E tools and techniques and how an M&E plan will affect or contribute towards project success. A study by (Morgan et al., 2013) how M & E affects performance of Projects in public sector, found that M & E has a great impact on the success of public funded project. In another study by (Ogolla & Moronge, 2016), Factors of effective M&E of government funded water projects in Kenya: A case of Nairobi County found out that stakeholder involvement, budgetary allocation, managerial skills and project team influenced monitoring and evaluation of projects. This study by (Ogolla & Moronge, 2016) excluded the objective of M&E plan towards achieving project success. This study will be a step in the right direction since it will try to give an insight of M & E Factors Influencing performance and Success of Development Projects in Starehe Sub-county, Kenya.

Overall, through M&E, status of various parameters of project performance are continuously provided, availing an opportunity to make necessary adjustments to achieve project objectives.

## 2.13 CONCEPTUAL FRAMEWORK

Conceptual framework is a symbolic representation of concepts and their relationship. It comprise of two types of variables; the dependent variable and the independent variable. The independent variable in this study is the Monitoring and Evaluation practices. The dependent variable is the performance of RTP projects in Ethiopia. The specific components of the independent variables for this study: M&E logical framework, M&E Plans, Baseline Survey, M&E Training of staffs, Stakeholder involvement in M&E, Dissemination of M&E findings and capturing & Documentation of Lessons learned, M&E planning.



Independent variables

**Figure 2: Conceptual framework**

**Source: self**

The framework depicted the relationships between monitoring and evaluation and project performance. It is conceptualized that M&E logical framework, M&E Plans, Baseline Survey, M&E Training of staffs, Stakeholder involvement in M&E, Dissemination of M&E findings and capturing & Documentation of Lessons learned, and techniques will influence project success.

Project performance, which in this study, means the degree to which results have been achieved (Krzysztof, Potkańsk, &Stanisław, 2011), consists of timeliness, number of deliverables achieved, number of activities, number of satisfied customers and cost of project (Acharya, Kumar, Satyamurti, &Tandon, 2006). Information on all these sub-components of project performance, are interestingly considered at project planning design. During project implementation, all that is done is monitoring whether an activity has been done on schedule and if not evaluation provides a reason why and project management on the other hand can adjust the project plan accordingly.

## CHAPTER THREE

### RESEARCH METHODOLOGY

The purpose of this research is to assess Monitoring & Evaluation practice in international NGO organizations, RTP. It is a type a descriptive research that tries to explore M & E practices in an effort to understand accurate and more in-depth of its feature in a business organization context.

#### 3.1 BACKGROUND OF THE STUDY AREA

Right to Play is an international humanitarian organization that uses sport and play to promote holistic development of children and youth in the most disadvantaged areas of the world. RTP running different projects since 2004 in Ethiopia.

Vision: A compassionate world where every child can reach his or her potential.

Mission: To work with others to tackle the injustices of poverty affecting children specifically, in Ethiopia we work with others to ensure every Ethiopian child experiences a positive early childhood that gives them the best start to life.

Right to play is committed to improving the lives of these children and to strengthening their communities by translating the best practices of sport and play into opportunities to promote development, health and peace. Right To Play programs foster healthy physical, social and emotional development of children and build safer and stronger communities. Like many NGOs operating in the country, RTP has been running projects in different parts of Ethiopia; Oromia, Somalia and Asosa.

Once the importance of the RTP project intervention is acknowledge the study will see factors influencing M&E.

#### 3.2 STUDY DESIGN

The researcher utilized Questioner and Document analysis to address the research questions as primary and secondary data collection methods. After collecting the data, the data will be analyzed and a road map to M & E practice compliance will be provided as per the findings.

### 3.3 Target Population

Population can be defined as all the members of a real set of people or hypothetical event or objects to which a researcher believe that the number of the participants are representative to generalize the results of the study. The study targeted Right To Play, Ethiopia. There are a total of 30 respondents, representing both program teams and supportive teams were targeted. The researcher conducted questioners by addressing all the employee as their number is below 100. However to supplement this information, the study also analyzed documents starting from project proposal to end of project evaluation reports.

### 3.5 STUDY INSTRUMENT

The researcher for this study has attempted to find and work on both primary and secondary data. Accordingly a questionnaire was prepared by the researcher which is relevant to the subject monitoring & Evaluation practices of the Right To Play, Ethiopia Projects. For the secondary data sources document analysis were utilized by this study.

The respondents had been contacted at RTP main office at Addis Ababa and they were briefed about the subject questionnaire and the purpose of the research and handed over to the respondents to complete.

The researcher assessed and analyzed documents to assess the level of M & E practice and how policy, procedures and standards are implemented. The source was be the manual, written documentation on M&E and tools.

### 3.6 DATA COLLECTION PROCEDURES

First the sample questionnaire was distributed to the program teams in the study organization to test whether the questions was easily understood. After getting feedback from the group, the questionnaires were personally distributed by hand to all staffs, and then the researcher collected the filled questionnaires for analysis.

### 3.7 DATA ANALYSIS

Data analysis is a process of inspecting, cleansing, transforming and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision making.

Raw data will be collected using closed ended questioner and document analysis from the sampled organization and the data will be edited, coded and utilized for analysis using data analysis tool, SPSS. The data analysis will include analytical statistics, frequencies and percentages using tables and pie chart as a method of presentation.

### 3.8 ETHICAL CONCERN

The data which will be collected from the sampled organization's respondent will only be used for this study and confidentiality will be maintained in all the process and the questioner will not indicate any thing about filling the identity of the respondent. Moreover, all works of other authors used for this study will duly acknowledge both in in-text citation as well as in the references section of the study.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

The study was to investigate the Effect of Monitoring and Evaluation practices on performance of projects in International NGO, Right To Play. This chapter therefore presents the results of statistics analysis, presentation and interpretation.

#### 4.1. Response rate of respondents

*Table 4.1 Respondents' response rate*

<i>Questionnaires Distributed</i>	<i>Questionnaires Returned</i>	<i>Percentage</i>
27	25	92.6

*Source: Own survey, 2021*

As shown in table 4.1 above, about response rate, 27 questionnaires were distributed to respondents and 25 were appropriately filled and returned with the rate of 92.6%. The response rate was considered acceptable for analysis to make conclusions for the study (Mugenda & Mugenda, 2003). (Lietz & Zayas, 2010) who also asserts that a response rate of above 70% is deemed to be very good.

The researcher personally administered the questionnaires, thus there was a high response rate (92.6%) as shown on above Table 4.1. The researcher also got a chance to clarify the respondents' queries at the point of data collection with the necessary care not to influence the outcome. This also reduced the effects of language barrier, hence, ensuring a high instrument response and scoring rate.

#### 4.3 Demographic Information

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

**Table 4.2: Respondents profile**

No	Factors	Categories/ Characteristics	Quantity	%age
1	Sex	Male	10	40%
		Female	15	60%
2	Position	Administration & logistics	7	28%
		Conceptualization and project planning & managing	13	52%
		Data collection and documentation	4	16%
		ICT coordination	1	4%
3	Educational level	Diploma	11	44%
		Graduates	8	32%
		Postgraduates	6	24%
4	Work experience	3	6	24%
		4	11	44%
		5	1	4%
		6	7	28%

Source: Survey study (2021)

As shown in table 4.2 above, concerning gender distribution of respondents, (40%) were females whereas 15 (60%) males. This shows that there were more male respondents than females who took part in Right To Play, Ethiopia projects.

The education level of the respondents was sought and the respondents were asked to indicate their level of education which is key in enabling the respondent answer the questionnaire adequately. The study findings are as presented in Table 4.2 above:

Most of the respondents were diploma 11 (44%) and degree holders 8 (32%) followed by post graduate holders 6 (24%). Post graduate and Degree holders combined were 14(56%). The Post graduate holders were mainly the manager, head of departments and thus they were capable of making gainful contribution to monitoring and evaluation of RTP projects as exhibited by the majority of the respondents. The respondents had diploma level education and above. There was no primary and secondary level of education from the respondents. Thus means majority of the sampled staff had enough knowledge to respond decisively to the questions asked and to manage the project the organization implementing.

Work experience determines how one is able to execute their job responsibilities with ease. It also informs the degree to which the staff is able to deliver on their roles as per their descriptions

increasing efficiency at the workplace. Also it informs the extent of trainings and supervision required by the staff. The study found out that 32% of respondents had experience between five and six years in their current position. About 68% of the respondents have between 3 and 4 years. The experience in position was able to inform the choices and perceptions of the respondents in answering the questionnaire. An experience of over three years was adequate enough to provide answers to the research questions. This is also shown in the above table 4. 2. This gives the responses on the work experience at the current position for the sampled respondents.

The study also sought to find out the role played by each respondent to know the effects they have on the monitoring and evaluation practices in the project they are running. Majority of the sampled respondents at 52% were participated Conceptualization and project planning & managing at the selected projects. Of the total respondents, 16% were participated as Data collection and documentation roles. Among the total participants, 7 (28%) were working in the project by supporting the logistic and administration roles.

Figure 4.2 shows the responses in terms of current role in the project by the respondents.

#### **4.5.1 USE OF LOGICAL FRAMEWORK AND PERFORMANCE OF RTP PROJECTS**

The first objective of this research was to establish to what extent did the use of Logical Framework influenced the level of Project performance in RTP. To achieve this objective the respondents were asked to state their experience regarding to Log Frame usage in M & E, extent of application of Logical Framework, Logical framework as a Projection of Project implementation and Completion, Range of input in the Logical Framework, Assessment of the expected output or the Logical Frame work, Evaluation of time schedule of Project outcomes, Range of activities in the Logical Framework, Application of Logical Framework Matrix in relation to strategic plan and Expectations in relation to Logical Framework. Their response to various components is summarized in Table 4.3 and 4.4.

**Table 4.3: Logframe usage**

Response	Frequency	%age
Don't know	4	16%
Yes	21	84%
<b>Grand Total</b>	25	100%

**Source: Research data (2021)**

The usage of Log frame at RTP is quite clear. The majority of the respondents 21 (84%) responded yes and has information about the exercise of Log Frame at RTP. 4(16%) responded by stating they didn't have a good information about the usage of the log frame.

**Table 4.4: Logframe Components**

S.No	Statements	N	1	2	3	4	5
1	Extent of application of Logical Framework	25	17 (68%)	4 (16%)	4 (16%)	0	0
2	Logical framework as a Projection of Project implementation and completion	25	13 (52%)	8 (32%)	4 (16%)	0	0
3	Range of input in the Logical Framework	25	16 (64%)	5 (20%)	4 (16%)	0	0
4	Assessment of the expected output or the Logical framework	25	12 (48%)	9 (36%)	4 (16%)	0	0
5	Evaluation of time schedule of Project outcomes	25	17 (68%)	4 (16%)	4 (16%)	0	0
6	Range of activities in the Logical Framework	25	12 (48%)	9 (36%)	4 (16%)	0	0
7	Application of Logical Framework Matrix in relation to strategic plan	25	14 (56%)	7 (28%)	4 (16%)	0	0
8	Expectations in relation to Logical Framework.	25	14 (56%)	7 (28%)	4 (16%)	0	0

**Source: Research data (2021)**

*Key: 1 = very high; 2 = high, 3 = not sure; 4 = low and 5 = very low*

Thus Effect of logical framework on project performance was very clear from the frequency and percentages. Table 4.4 the findings have been analyzed according to the responses from the respondents. 56% rated logical frame as very high 27% rated as high, translating to a total of 84%. The findings were explained systematically according to each of the variables embodied in typical Logical framework as follows:

#### 4.5.1.1 EXTENT OF APPLICATION OF LOGICAL FRAMEWORK

Logical framework is analytical and systematic approach to project implementation and completion respondents were asked to rate its Effect on project performance.

84% noted that the application logical frame works can fast-track project performance, perceived, as roadmap of the project.

17 (68%) of respondents noted that the extent of application of logical frames is very important since it can assist them to implement the project in a realistic way and 4 (16%) of them were believe its importance is high. Only 4(16%) of the respondents not sure about application of logical framework for the performance of the project.

#### 4.5.1.2 LOGICAL FRAMEWORK AS A PROJECTION OF PROJECT IMPLEMENTATION AND PERFORMANCE

Logical frame work analysis worked out properly in a participatory approach, would give the goals and specific objectives, clearly defined inputs and relevant, activities within specified time lines and show the outcomes at completion of the project. 21(84%) percent noted that being familiar with aspects of logical frame would make team remain in touch with realities of the project and lead to a projection of its completion. This is an approach that most of the funding organizations now recommend. Therefore, should be worked out involving all stakeholders.

#### 4.5.1.3 RANGE OF INPUT IN THE LOGICAL FRAMEWORK

Inputs should be worked out in a realistic manner in view of the project from the implementation stage to completion including construction, funds, and labor, and legal fees, ethical and environmental requirements. 16 (64%) noted that the range of inputs is very important since it can assist them to implement the project in a realistic way. 5 (20%) of respondents also believe that the range of inputs is highly important and 4 (16%) of respondents were not sure its Effect. The inclusion of these entities such as material, labor is very crucial as it ensures project completion and performance.

#### 4.5.1.4 Assessment of the expected output in the Logical Frame work.

Expected output shows the picture of operation of the project after completion, its services and sustainability.21 (84%) of participants noted the importance of ensuing expected output as stipulated in logical frame so that they could handle situations that came about during implementation that they could be used for making prompt adjustments but 4(16%) of respondents were not sure about assessment of the expected output in the logical frame work. Assessment of expected outputs, outcomes of the project serve as a constant reminder to RTP. The possible benefits of the project if completion within defined times it becomes a driving force.

#### 4.5.1.5 EVALUATION OF TIME SCHEDULE OF PROJECT OUTCOMES

The expected outputs and outcomes should be in clear focus since that was the target. It should be very clear to sponsors and community so that all are motivated to achieve the output and the impact there after. Eighty four percent of the participants were scaled high and very high the need be conversant with outcomes of the project since that can motivate them to work harder to complete the project as planned. The respondents were very clear about the importance of time in relations project completion and costs of inputs, since they cannot be separated. Only 4(16%) of the participants were not sure about the impact it could have regard to performance of the project.

#### 4.5.1.6 Range of activities in the logical framework

Project implementation involves a range of activities that includes specific tasks, works and programs to be undertaken during project lifetime should be well worked out. The strength, weakness, opportunities and threat (SWOT) should be worked to help stakeholders have a strong picture of the project. 21(84%) observed that activities give a reality of under taking of the project that can contribute to performance of the project. Here also only 4(16%) of participants

not sure whether range of activities in the logical framework is helpful or not for improving the performance of the project.

#### 4.5.1.7 Application of Logical Framework Matrix in relation to strategic plan.

A logical framework matrix is a table that should be understood by all concerned stakeholders. 21(84%) of the respondents preferred to have a logical framework matrix to have clear strategic plan and 16% of the remaining not sure the association of the log frame and strategic plan of RTP.

#### 4.5.2 Use of Monitoring and Evaluation plans and performance of RTP Projects

M&E planning and project performance was also reported as influencing performance of RTP education projects. The respondents were asked to state if they were aware of M&E Planning and the table 4.5 below shows the responses.

**Table 4.5: Respondents knowledge on M&E Plan**

Response	Frequency	%age
No	4	16%
Yes	21	84%
<b>Grand Total</b>	<b>25</b>	<b>100%</b>

Source: Research data (2021)

The research revealed that 84% of respondents were familiar with M&E plan and 16% of respondents from the respondents were not aware of M&E plan. The respondents were further asked to rate if RTP has a written monitoring and evaluation plan that guides project execution for every project. Table 4.5.1 shows the finding of the research.

*Table 4.5.1: Every projects have M and E Plan*

Response	Frequency	%age
Agree	6	24%
Neither agree nor Disagree	4	16%
Strongly agree	15	60%
<b>Grand Total</b>	<b>25</b>	<b>100%</b>

Source: Research data (2021)

60% and 24% of the respondents strongly agree, agree respectively that RTP has a written M and E plan for every project. Only 16% of the respondents were neither agreed nor disagreed with this statement.

The research also asked the respondents to state their experience regarding to the components of M and E plan and their respond summarized below in table 4.6

**Table 4.6: Respondents’ knowledge on M and E planning Components**

Statements	Frequency	%age
Data to be collected	25	100%
Frequency of data collected	21	84%
Individuals in charge of M&E	25	100%
Plan for distribution of findings	21	84%
Budgets and logistics	25	100%
Roles and responsibilities of staff in M&E activity	21	84%
Schedule for M&E	21	84%

Source: Research data (2021)

Regarding M and E plan components on the statements data to be collected, Individuals in charge of M&E, budgets and logistics all respondents agree that those components are incorporated in the M and E plan for RTP projects. For Frequency of data collected, plan for distribution of findings, Roles and responsibilities of staff in M&E activity, schedule for M&E all but 16% of the respondents knew that the M&E plan in RTP incorporates those components as well. The study by (Phiri, 2015) concluded that exercises like M&E planning which are done before project intervention helped to direct the project and increased the success rate of the project these findings are echoed in this study as well.

#### 4.5.3 Use of Baseline Survey and Performance of RTP Projects

The third objective of the study was to investigate the effect to which usage of M&E baseline surveys influence the performance of RTP, Ethiopia. The respondents were asked to state whether baseline study is done prior to project implementation. Table 4.7 shows the responses as indicated below:

*Table 4.7: Baseline surveys done before intervention*

Respond	Frequency	Percent
YES	21	84%

No	4	16%
Total	25	100%

**Source: Research data (2021)**

According to the findings 84% of the respondents agreed that baseline surveys are done prior to the intervention and 16% respondents don't agree that baseline surveys are done prior to the intervention for all projects conducted in RTP. The respondents were further asked to state if they had participated in baseline survey at RTP projects. Table 4.8 shows the finding of the research.

**Table 4.8 Respondents participation in baseline survey**

Respond	Frequency	%age
No	13	52%
Yes	12	48%
Grand Total	25	100%

**Source: Research data (2021)**

As indicated in the above table 48% of the respondents had participated in the baseline survey conducted in RTP. Whereas 52% of them were not take part in the baseline survey in the organization.

The research also asked the respondents to state their experience to what extent the effective baseline surveys did enhances the project performance and their respond summarized here below in the table 4.9

**Table 4.9: Baseline survey rated by Respondents**

Respond	Frequency	%age
Large extent	10	40%
Little extent	4	16%
Very large extent	11	44%
<b>Grand Total</b>	<b>25</b>	<b>100%</b>

**Source: Research data (2021)**

44%, 40% of respondents' response rated as very large extent and large extent respectively but 16% of them believed that the contribution of the baseline survey to enhance the performance of the project is little extent. The findings of this study are comparable to a study by Phiri (2015) found out that baseline survey has positive impact on the management of projects and helping to rightly place projects to the beneficiaries.

#### 4.5.4 Monitoring and Evaluation training and performance of RTP projects

One of the objective of this study was to establish how training in Monitoring and Evaluation (M&E) by implementers influence performance of RTP projects. To achieve this objective the respondents were asked to state whether M&E training sessions/ workshops in the past 1 year conducted, M&E skills of the staff conducting M&E in RTP, and whether training of M&E staff influence performance of RTP projects. The study findings are divided into the following sub themes: Availability of skilled personnel, Number of times training of staff and Objective Training on specific areas of M&E. From table 4.2 on descriptive, it is evident that majority of the items (sub-variables) had a great influence on performance of RTP projects. The study used a five-point Likert scale with 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. The results were then tabulated as in table 4.10.

**Table 4.10 M&E skills of the staff conducting M&E**

Respond	Frequency	%age
Fair	8	32%
Good	17	68%
Grand Total	25	100%

**Source: Research data (2021)**

From the results, it was observed that 68% of the respondents agreed that the skills of M&E staff conducting M&E were good and the rest 32%( 8) also agreed that the skills of the M&E staff conducting M&E were fair.

**Table 4.11: Training on M&E within a year**

Respond	Frequency	%age
No	25	100%

Grand Total	25	100%
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**Source: Research data (2021)**

From the table it is observed that no training provided for RTP staffs' in the last one year per the respondents' reaction and this need serious attention of the management teams

**Table 4.12 M&E Training and performance**

statement	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Availability of M&E personnel with proper training and experience is important for performance of RTP projects.	25	0	0	4 (16%)	8(32%)	13(52%)
The more the number of training times of staff on new developments in M&E the better the performance of the RTP project	25	0	0	4 (16%)	8(32%)	13(52%)
Objective training on specific areas of M&E is important in ensuring attainment of the expected project outcomes	25	0	0	4(16%)	7(28%)	14(56)
Average						

**Source: Research data (2021)**

From the results, it was observed that 84% of the respondents agreed that Availability of M&E personnel with proper training and experience is important for performance of RTP projects, in the contrary 16% of the respondents remained neutral. From the respondents 84% of them agreed that the more the number of times training of staff on new developments in M&E the better the performance of the project as well, whereas 16% of the respondents were neutral.

The same percentage of respondents (84%) indicated that objective training on specific areas of M&E is important in ensuring attainment of the expected project outcomes. The findings on

M&E training of staff are supported by (Rogito, 2010) who found out that M&E training increases the numbers of project goals achieved. The study discovered that absence of trainings in M&E is probably going to prompt project disappointment.

#### 4.4.5 Stakeholders' analysis, involvement and performance of RTP projects

The fifth objective of the study was Effect of stakeholders' analysis and involvement on performance of RTP projects. The researcher sought to find out how stakeholders' analysis and their involvement Effects on performance of RTP projects. The findings were recorded in the tables below

**Table 4.13: Stakeholder analysis, involvement and project performance**

<b>Statement</b>	<b>N</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Mean</b>	<b>Std.Dv</b>
Project stakeholders' power and interest identified and documented	25	11(44%)	6(24%)	8(32%)	0	0		
Stakeholders understand the mission, vision, and objectives of the project	25	11(44%)	6(24%)	8(32%)	0	0		
Stakeholders are involved in developing M&E tools	25	11(44%)	6(24%)	8(32%)	0	0		
Stakeholders are involved in monitoring and evaluation of the project activities	25	11(44%)	6(24%)	8(32%)	0	0		
Stakeholders participate in making budget plans and resource allocation	25	11(44%)	6(24%)	8(32%)	0	0		
Stakeholders' comment and suggestion are usually incorporated in the M&E process	25	11(44%)	6(24%)	8(32%)	0	0		
Participation of stakeholders are crucial to successful implementation of M&E and hence project performance	25	11(44%)	6(24%)	8(32%)	0	0		

**Source: Research data (2021)**

The study result displayed most of the stakeholder engagement factor groups indicated they were very crucial in monitoring and evaluation activities for project performance and success. The study shown for stakeholder engagement in project M & E, majority the stakeholders were identified, known and documented. Accordingly, on average 6(24%) responded they were agreed and 11(44%) were strongly agreed for stakeholders engagement in projects were identifies, known and documented. 8(32%) were not sure of it and no number of respondents disagree.

The study indicated 68% of respondents agreed about stakeholders understand the mission, vision, and objectives of the projects whereas 6(24%) answered they were not sure about mission, vision, and objectives of the projects they were working in.

From the results, it was observed that over 68% of the respondents agreed that Stakeholders' comment and suggestion are usually incorporated in the M&E process in RTP projects. But 32% of the respondents were not sure of it.

It is observed in the study 68% of the respondents believe Participation of stakeholders are crucial to successful implementation of M&E and hence project performance and 32% of them were not sure of it.

This result is in line with the study by (Karanja & Yusuf, 2018). Stakeholders understand the mission, vision, and objectives of the project as shown by a mean of 1.74 and a standard deviation of 0.27 which positively affects NGOs projects.

Minority of respondents 6 (32%) had neutral responses on the stakeholder involvement in developing M & E tools in the projects executed in RTP.

Out of 25 respondents 15 (68%) of the respondents accepted participation of stakeholders is crucial to successful implementation of M&E and hence project performance and 8(32%) not sure of it.

The finding of the study is in line with the study by (Callistus & Clinton, 2016) poor participation of stakeholders in monitoring and evaluation of NGO project delivery contributed to the many challenges faced in projects. (Mok & Shen, 2016)) Also by its researcher concluded that stakeholder participation in project cycle influences project performance.

#### 4.4.6 M&E Reports and lesson learned and performance of RTP projects

**Table 4.14: Existence of reports for M & E activities**

Respondents	Frequency
yes	25
Grand Total	25

**Source: Research Data (2021)**

Table 4.14 indicates whether there were reports produced after monitoring and evaluation activity and the qualities of the same reports. Respondents were requested to indicate if there were reports produced after M&E of RTP projects as seen in item 1 of Table 4.14. All respondents 25(100%) reported that reports were produced after M&E, and were disseminated to the concerned partners (stakeholders).

**Table 4.15: Components of M and E Reports**

Statements	High(1)	Medium	Low	Not at all(4)
Tailored to the Needs of the stakeholders	14	9	2	0
User friendly	14	8	3	0
Transparent	12	10	3	0
Free from jargon	14	11	0	0
With sound recommendation	14	11	0	0
Timeliness	14	9	2	0
With executive summary	14	11	0	0
With part of lesson learned	14	11	0	0
With standard reporting formats	14	11	0	0

**Source: Research Data (2021)**

Those who acknowledged the preparation and dissemination of reports were requested to rate the nature of the produced reports against the criteria of well-done reports. As shown in item 2 of Table 4.18, 92% of the respondents reported that these reports were tailored to the needs of the users to a high and medium extent. However, a significant minority [2(8%)] respondents said that the produced reports were tailored to the needs of the users to a low extent.

In the same table it is observed that 22(88%) of the respondents rated user friendliness of the produced reports as high or medium. However, user friendliness of the produced reports was rated as low by 3(12%) respondents. From this one can infer that when reports are not user friendly to the required extent, the report's audience will find it difficult to get what they need quickly.

Regarding transparency of reports was rated as high and medium by 22(88%) participants. Transparency of reports rated as low by 3(12%) respondent. This becomes very important when the transparency are high as it helps to share accountability among stakeholders and this directly influence the performance of the project as this echoed by (Pasta et al., 2013).

All of respondents 25(100%) from responding organization responded that M&E's reports were free from jargon to high and medium extent. When reports are not jargon free, they pose a high challenges to understand them, and decision making may be hampered and this can influence the performance of the project.

In the same table respondents rated the extent to which reports were incorporate sound recommendations to a high and medium extent.

Likewise, a strong consensus could be observed that respondents reported that timeliness of reports was rated high and medium extent. Only 2 (8%) of the respondents rated it to low extent. This shows that reports produced in/on time.

Respondents were asked to indicate if the reports produced after M&E contained executive summary or not. The data in the table disclosed that all the respondents indicated reports contained the executive summary to a high and medium extent. The inclusion of executive summary in the reports is a step forwards to save the time of busy officials.

According to same table above, the reports produced after M&E contained of lessons to be learned to a high and medium extent as responded by 25(100%) respondents. No participants rated the reports contained parts of lesson learned as low.

In the last statement, which stated the RTP reports was "With standard reporting formats" all the respondents rated is as high and medium.

#### 4.4.7 Project Performance

Respondents rated project performance on a scale of 1 – 5 in terms of success; 1 being ‘very poor’ and 5 being ‘very good’. One of the most important factor for the project performance is that whether projects fulfill the critical parameters, i.e., time, cost, number of project deliverables, number of activities implemented and General level of satisfaction of project performance. Accordingly the respondents were asked to determine their opinion on those parameters and the descriptive analysis of project performance in RTP factors are presented in the Table 4.19.

Accordingly, the majority of respondents 14(56%) and 10(40%) responded strongly agreed and agreed respectively on the timeliness of project delivery as factors basically affecting the performance of the project and 1(4%) participant was average.

Among the same respondents 15(60%) and 6(24%) were responded strongly agree and agree respectively on number of project deliverables as success factors for project performance and 4(16%) participants were average. For cost of project 17(68%) and 5 (20%) strongly agree and agree respectively and 3(12%) was neutral. For the General level of satisfaction of project performance 16 (64%) and 7 (28%) strongly agree and agree respectively but 2(8%) respondents were average. The findings of the study on the stated indicators agreed with findings of PMI (2013) which stated that besides the triple constraints, level of satisfaction and number of objectives achieved determine performance of a project. This respondent’s rate is disclosed in Table 4.16 below:

**Table 4.16: Project performance**

statement	N	Success rating (1 least & 5 most)					Mean	Standard deviation
		Very Good	Good	Average	Poor	Very Poor		
Timeliness of the project delivery	25	14(56%)	10(40%)	1(4%)	0	0		
Number of project deliverables	25	15(60%)	6(24%)	4(16%)	0	0		
Cost of project	25	17(68%)	5(20%)	3(12%)	0	0		

General level of satisfaction of project performance	25	16(64%)	7(28%)	2(8%)	0	0		
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Source: Research data (2021)

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 SUMMARY OF THE FINDINGS

##### 5.1. Summary major finding

This research papers primary aim is to know the Effect of monitoring and evaluation on project performance: Right To Play, Ethiopia a case study. Therefore this chapter presents the summary of the results of the study presented in chapter four, then making conclusions and finally forward recommendations.

The summary of the study are discussed below one by one:

##### **Logical Framework**

According to this study, RTP uses Log Frame during project design which is reviewed and updated continuously in consultation with the donors.

Extent of application of Logical Framework, Logical framework as a Projection of Project implementation and Completion, Range of input in the Logical Framework, Assessment of the expected output in the Logical Frame work, Evaluation of time schedule of Project outcomes, Range of activities in the Logical Framework, Application of Logical Framework Matrix in relation to strategic plan and Expectations in relation to Logical Framework.

The majority of the respondents 21 (84%) responded yes and has information about the exercise of Log Frame at RTP.

17 (68%) of respondents noted that the extent of application of logical frames is very important since it can assist them to implement the project in a realistic way and 4 (16%) of them were believe its importance is high.

21(84%) percent noted that being familiar with aspects of logical frame would make team remain in touch with realities of the project and lead to a projection of its completion. This is an approach that most of the funding organizations now recommend.

16 (64%) noted that the range of inputs is very important since it can assist them to implement the project in a realistic way. 5 (20%) of respondents also believe that the range of inputs is highly important. The inclusion of these entities such as material, labor is very crucial as it ensures project completion and performance.

21 (84%) of participants noted the importance of ensuing expected output as stipulated in logical frame so that they could handle situations that came about during implementation that they could be used for making prompt adjustments.

Eighty four percent of the participants were scaled high and very high the need be conversant with outcomes of the project since that can motivate them to work harder to complete the project as planned. The respondents were very clear about the importance of time in relations project completion and costs of inputs, since they cannot be separated. Only 4(16%) of the participants were not sure about the impact it could have regard to performance of the project.

21(84%) observed that activities give a reality of under taking of the project that can contribute to performance of the project.

21(84%) of the respondents preferred to have a logical framework matrix to have clear strategic plan.

## **MONITORING AND EVALUATION PLANS**

According to this study RTP has a written M&E plan like most NGOs. So, they can refer while doing monitoring and evaluation activities.

The research also tried to assess whether the components of the M and E plan included or not and the findings reveals that the M and E plan at RTP incorporates various required elements to guide Monitoring and Evaluation.

### **Baseline**

The study also found out that baseline data is used as reference in measuring output and income to commencing an intervention and moderately uses the data for follow up and monitoring progress purposes.

### **Monitoring and Evaluation Training**

This study has found out that most of the respondents believe continues M and E training improves the performance of the projects but there was no training on M and E within a year. These findings indicate that achievements of goals is highly depended on trainings and know how on how to monitor and evaluate a project. But there is training lack in RTP projects as M&E training not provided within a year.

### **Stakeholders' Analysis and Involvement**

This study has discovered that RTP involves most of the stakeholders.

### **M&E reports and Lesson Learned**

This study has discovered strength in dissemination of results and findings in relation to M&E guidelines and information to the concerned project stakeholders. There is also a good trend in documenting the lessons learned from the past projects and in experience sharing for the future endeavor in RTP, Ethiopia.

## **5.2 CONCLUSION**

Right To Play Ethiopia, to solve social and economic problems of citizens' of the country, has been initiated, designed and implemented play based learning projects in different parts of the country.

Right To Play planned to reach the project objectives through the implementation of its Innovation Methodology, Right To Play's Program Resources, Integration of Cross-Cutting Strategies; and Phasing Strategy.

- i. Right To Play's Innovative Methodology: The ultimate goal of Right To Play's programming is to foster behavior change. Behavior change involves acquiring skills to adopt and maintain behaviors and attitudes such as self-esteem, resistance to peer pressure, ability to problem-solve and a capacity for communication. Right To Play's methodology ensures that both children and communities are able to put into practice the skills and attitudes learned through our programs.
- ii. Right To Play's Program Resources: Right To Play's resource library includes over 29 program manuals with over 1200 activities that will be adapted and localized. These program resources use sport and play activities as a means to actively engage children in learning the life skills and knowledge critical for their healthy development.

But the role of monitoring and evaluation in these projects were not studied. Hence, this paper aimed at study of the role of monitoring and evaluation in Right To Play's projects. The objectives of the study were to examine the Effect of Monitoring and Evaluation on project performance: A case of Right to Play.

To explore Effect of Monitoring and Evaluation on project performance; the researcher assessed the extent to which use of Logical Framework Effect the level of Project Performance, the extent to which monitoring and evaluation plans Effects the level of project Performance, the extent to which baseline surveys Effects the level Project Performance, the extent to which monitoring and evaluation training Effects the level of project Performance, the extent to which Stakeholders analysis Effects the level of project Performance and the extent M&E reports and lessons learned be used to enhance Performance of RTP projects.

Research methodology employed for this study is descriptive research method and both primary and secondary data were used. The sampling techniques employed for this research were purposive sampling technique. The collected data was then analyzed using both quantitative and qualitative approaches by which the data gathered through structured questionnaires.

The study found out that the projects were highly Effectd by Logical framework, Monitoring and evaluation plan, baseline survey, Monitoring and Evaluation training, stakeholder analysis and involvement and M and E reports and lessons learned.

### 5.3 Recommendations

Based on findings the research came up with the followings recommendations.

It agreed that Logical frame work had significant Effect on project completion. RTP should be involved during its formulation in an analytical and practical approach and should therefore be worked out in a well-planned work-shop to achieve the immediate goal. It should be worked out by empowered stakeholders prior to the formulation of strategic plan.

Based on the findings that M&E planning has the highest correlation with project performance, it is here by recommended that the project team should adopt monitoring and evaluation planning to enhance performance of the project. The projects should have adequate M & E plan documents and shared the plan documents among staffs and stakeholders which help for successful projects implementation.

The study established that project management and staff members need training in all the topics or at the same level of detail. The M & E training help implementers and other data collector responsible for collecting and sharing information for the M&E system that they understand the rationale behind the system and their role in it. M &E training should also include a review of key performance indicators to be collected. The study recommends for the M&E training should include topics on roles and responsibilities. RTP should allocate sufficient budget for staff development and should provide training periodically on Monitoring and Evaluation.

The study recommends that there is need to enhance M & E reporting in the projects. The best accomplishment of future projects depends on the accumulated knowledge and experience of the past. RTP needs to develop a strong culture in preparing reports and sharing with stakeholders for interventions, documenting the past challenges, lessons learned and the best practices in the M&E process. This practice enhances the organizational learning and builds the organization M&E capability. Thus, all of the produced M&E reports should be timely and in line with the demand of users' satisfaction. It is also advisable to clearly separate and indicate in the reports that problems that require the attention of major stakeholders.

It was realized that a well-balanced stakeholder analysis would Effect project performance of the RTP, Ethiopia. Composition of stakeholders is crucial, because it affected early completion of the projects. All the stakeholders need to be clearly identified and their requirements documented. Each of the stakeholders' requirements needs to be prioritized and focus placed on those that are most critical to success.

At all levels there is a need to consider M&E as a dynamic and improving tool of project/program management. Thus, it is essential to steadily improve the system. To this end, RTP, Ethiopia has to take initiative of improving the existing M&E system by bringing major stakeholders together so that they can discuss on the issue.

Finally, RTP should conduct additional research activities wider in scope and depth on the practice of the M&E in its organization.

#### 5.4 Suggestions for further research

The current research focused on Effect of M & E practices on the performance of RTP, Ethiopia projects. Therefore, the study recommended that further studies to be carried out on the effects of

M & E practices in projects in other projects in Ethiopia. Moreover, the study established that of the variation in the dependent variable (performance of RTP, Ethiopia projects) could be explained by the independent variables (Logframe, M & E planning, baseline, M&E training, stakeholder involvement and reporting and lessons learned), thus, the study recommends that further studies should be conducted to assess other factors affecting performance of RTP, Ethiopia projects.

This study reveals many interesting areas where further research can be carried out. The researcher has also observed that there are a very limited secondary resources and publications about Right To Play, Ethiopia both within the organization, outside and also in the web. Thus this study can be used as a spring board to make more holistic research study in the future by addressing the limitations listed in this study.

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## Appendix B: Checklist

The researcher will analyze documents for evidence of the following

1- Available 2- Not available

Project stage	checklist	Rating scale	
		1	2
Inputs	Site plan		
	Availability of project plan		
	Availability of logical framework (indicators of goals, inputs, outputs, outcomes and activities)		

	<b>Availability of logical framework matrix</b>										
	<b>Availability of monitoring and evaluation plan</b>										
	<b>Availability of grant charts,( time schedules vs stages of implementation)</b>										
	<b>Availability of time schedule</b>										
	<b>Availability of stakeholders analysis</b>										
<b>Outputs</b>	<b>Completion time schedule</b>										
	<b>Adherence to operation schedule</b>										
	<b>Stakeholders involvement</b>										
	<b>Monitoring &amp; Evaluation reports</b>										
	<b>Audit reports</b>										
<b>outcome</b>	<b>Operationalization of the completed project</b>										
	<b>Sustainability of the completed project</b>										
	<b>Future development plans</b>										
<b>Location</b>	<b>Project description</b>	<b>Goals</b>	<b>Activities</b>	<b>Est. budget</b>	<b>Adjustment budget</b>	<b>Stakeholders</b>	<b>Starting date</b>	<b>Expected finishing date</b>	<b>Expected output</b>		

## Questionnaires

Dear respondent, please answer all questions objectively and as honestly as possible.

### A. General Information

Name \_\_\_\_\_ (Optional) Tel. \_\_\_\_\_  
(Optional)

#### 1. Gender (Please tick)

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

#### 2. Level of Education

Please indicate the highest level of education you have attained

<b>code</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Education level</b>	<b>Primary</b>	<b>Secondary</b>	<b>Diploma</b>	<b>Graduate</b>	<b>Post graduate</b>	<b>Any other</b>

3. **What is the primary objective of the organization?**

\_\_\_\_\_

4. **When was the organization established?**

a. Less than 10yrs	
b. 10-15yrs	
c. 16-20yrs	
d. 20-30yrs	
e. 31yrs and above	

5. **For how long did you participate in the Project?**

\_\_\_\_\_

6. **What was your role in the project?**

<b>a. Conceptualization and project planning &amp; managing</b>	
<b>b. Project financing</b>	
<b>c. Data collection and documentation</b>	
<b>d. ICT coordination</b>	
<b>e. Liaison and communication</b>	
<b>f. Administration &amp; logistics</b>	
<b>g. Others (specify)</b>	

**B. Project Performance**

7. **On a scale of 1-5 (1 being the most effective/successful and 5 least), what was the rating for project Performance in the following?**

<b>Item</b>	<b>Rating (1 least &amp; 5 most)</b>					<b>Comments</b>
1) Timeliness of project						

delivery						
2) Number of project deliverables						
3) Number of activities implemented						
4) Cost of project						
5) General level of satisfaction of project performance						

**Part one: Logical Framework of RTP**

8. RTP uses the Log frame in M&E?

<b>a. Yes</b>	
<b>b. No</b>	
<b>c. I don't know</b>	

9. By ticking in the space provide indicate the extent to which you feel the following aspects of RTP project implementation influence your respective Project Completion.

1 – Very high 2 – high 3 - Not sure 4 - Low 5 - Very low

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Extent of application of Logical Framework					
Logical framework as a Projection of Project implementation and Completion					
Range of input in the					

Logical Framework					
Assessment of the expected output in the Logical Framework.					
Evaluation of time schedule of Project outcomes					
Range of activities in the Logical Framework					
Application of Logical Framework Matrix in relation to strategic plan.					

10. What tools and techniques does RTP use to collect data? (You can select more than one *if it* uses more than one technique)

A. Questionnaire	
B. Interview	
C. Observation	
D. Case study	
F. Focus group discussion	
G. Document review	
H. All the above combination	

**Part Two: Monitoring and Evaluation plans of RTP**

11. Are you familiar with M&E plan? (Tick)

<b>a) Yes</b>	
<b>b) No</b>	

12. RTP has a written monitoring and evaluation plan that guides project execution for every project

A. Strongly agree	
B. Agree	
C. Disagree	
D. Strongly disagree	
E. Neither agree nor Disagree	

13. Is your M&E plan incorporating the following aspects that help in guiding M&E (*you can choose more than one*)

A. data to be collected	
B. frequency of data collected	
C. Individuals in charge of M&E	
D. Plan for distribution of findings	
E. Budgets and logistics	
F. Roles and responsibilities of staff in M&E activity	
G. Schedule for M&E	
H. I don't know	

**Part Three: Baseline**

14. Did you participate in the baseline survey?

<b>Yes</b>	
<b>No</b>	

**15. If so, what is your role?**

<b>a. Designing research tools</b>	
<b>b. Data collection</b>	
<b>c. Participated as respondent</b>	
d. Data capturing	
e. Database design	
f. Logistics and support	

**16. What extent does the effective baseline surveys enhances the project performance**

Very large extent	
Large extent	
Little extent	
Very little extent	
Not at all	

**Part Four: Monitoring and Evaluation training in RTP?**

**17. How would you assess the M&E skills of the staff conducting M&E in your institution?**

<b>Good</b>	
<b>Fair</b>	
<b>Poor</b>	

statement	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Availability of M&E personnel with proper training and experience is important for performance of RTP projects.						

The more the number of training times of staff on new developments in M&E the better the performance of the RTP project						
Objective training on specific areas of M&E is important in ensuring attainment of the expected project outcomes						

18. What extent does the effective capacity building enhances the project performance of projects in your institution

M&E training sessions/ workshops in the past 1 years conducted

yes	
No	

19. Using the scale provided, indicate extent to which you agree with the following statement as relating to capacity building and project Performance of RTP. 1 Strongly agree 2. Agree 3. Disagree 4.Strongly Disagree 5. Not at all

<b>Statements</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>The more the number of training times of staff on new developments in M&amp;E the better the performance of the RTP project</b>					
<b>Objective training on specific areas of M&amp;E is important in ensuring attainment of the expected project outcomes</b>					

**Part Five: Stakeholders’ analysis and involvement in RTP?**

**20. By ticking in the space provided indicate the extent to which you feel the following aspects of RTP project implementation influence your respective Project Completion.**

1 – Strongly agree 2 – Agree 3 - Neutral 4 - Disagree 5–strongly disagree

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std.Dv
Project stakeholders’ power and interest identified and documented							
Stakeholders understand the mission, vision, and objectives of the project							
Stakeholders are involved in developing M&E tools							
Stakeholders are involved in monitoring and evaluation of the project activities							
Stakeholders participate in making budget plans and resource allocation							
Participation of stakeholders are crucial to successful							

implementation of M&E and hence project performance							
Stakeholders' comment and suggestion are usually incorporated in the M&E process							

**Part Six: M&E reports and lesson learned in RTP**

21. Are reports produced after monitoring and evaluation works?

a) yes	
b) No	
c) I don't know	

22. If "yes", rate the reports produced by team of M&E on multilateral funded educational projects against the points in the table

	High(1)	Medium	Low	Not at all(4)
Tailored to the Needs of the stakeholders				
User friendly				
Transparent				
Free from jargon				
With sound recommendation				
Timeliness				
With executive summary				
With part of lesson learned				

With standard reporting formats				
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.....  
.....  
.....

**Thank you very much for sparing your time and for the valuable information you have given**  
**God bless you**