



ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF PUBLIC ADMINISTRATION AND DEVELOPMENT
MANAGEMENT

AN ASSESSMENT OF PROJECT MONITORING AND EVALUATION PRACTICE
IN OROMIA PASTORAL AREA DEVELOPMENT COMMISSION: THE CASE OF
PASTORAL COMMUNITY DEVELOPMENT PROJECTS AT FENTALLE AND
MIESO DISTRICTS

BY:
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Districts**

**A Thesis Submitted to Department of Public Administration and
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List of Abbreviations

ADMADE	Administrative Management Design Program
CSA	Central Statistical Agency
FDRE	Federal Democratic Republic of Ethiopia
IDA	International Development Association
IFAD	International Fund for Agricultural Development
M & E	Monitoring and Evaluation
MDA	Mieso District administration
MoFED	Ministry of Finance and Economic Development
MoFA	Ministry of Federal Affairs
MoI	Ministry of Information
MST	Mobile Support Team
NGO	Non Governmental Organization
OPADC	Oromia Pastoral Area Development Commission
PCDP	Pastoral Community Development Project
PFE	Pastoralist Forum Ethiopia
SCM	Steering Committee Members
SNNPR	Southern Nations, Nationalities and Peoples Region
UN	United Nations
UNDP	United Nations Development Program

ABSTRACT

This study was basically initiated with general objective of assessing the Pastoral Community Development Projects monitoring and evaluation practice of OPADC in relation to the implementation of PCDPs at Fentalle and Mieso districts. To achieve its objective, the study employed descriptive research approach and both primary and secondary data were used. Questionnaires, focus group discussion, interview, and document review were, therefore, used as data collection tools. Furthermore, it employed both stratified and judgmental sampling techniques. The generated data was analyzed using quasi- qualitative approaches.

The study examined checklists, questionnaires, focus group discussion, field visit and observation, review of administrative records, interview, simulation game, cost-benefit analysis and case studies set by OPADC as PCDPs monitoring and evaluation gathering tools and techniques. It was found out that efficiency, effectiveness, relevance, impact, sustainability, environment and socio-economic impacts have been employed by the OPADC as PCDPs evaluation criteria's and lack of project evaluation principles and standards, that were not included in monitoring & evaluation manual.

Moreover, the result of study indicated that OPADC employed all stages of evaluation and the tasks that were carried out mostly in monthly, quarterly, mid-term and annual bases in planned manner in regional level while at specified districts level the monitoring and evaluation process were unplanned and irregular. Additionally, most of, regional and district level PCDPs steering Committee members were not involved in monitoring and evaluation; they were only based on reports they obtained to assess the performance of the project. Hence, the study revealed that the PCDPs monitoring and evaluation process was participatory involving stakeholders through meetings and discussions held at different stages.

It was also disclosed that some completed projects like Grain Mills with shops have not been functioning due to poor management. The other finding is that there were limited human resources both in terms quality and quantity to conduct monitoring and evaluation at both specified districts. Especially, there were no engineers in both districts to handle construction projects monitoring and evaluation. Competition over projects resource was also other obstacle identified by this study.

The study recommended that OPADC should conduct PCDPs outcomes evaluations; OPADC needs to reconsider the human resource structure; To avoid, competition over project resources, OPADC should provide adequate resources for district PCDPs coordination office; and OPADC should improve its monitoring and evaluation manual by including projects monitoring and evaluation principles and standards

CHAPTER ONE

INTRODUCTION

1.1. Background

According to MOI (2004), Ethiopia has a total surface area of 1.1million square kilometers. As PFE (2007) and CSA (2003) state that pastoralists in Ethiopia inhabits almost the entire lowlands of the country, which covers more than 61percent of the total landmass of the national territory. The pastoral areas of the country covers about 71million hectares of land of which 64 percent is arid, 21 percent is semi-arid and remaining 15 percent is sub-humid .According to CSA (2011), Ethiopia's total population is estimated to be about 84,320,987. As PFE (2007) suggests, pastoral population makes up roughly about 12-15 percent of the total population of the country.

Lister (2003:3) noted that, "Pastoralist, their lifestyles, governance and production systems have historically been misrepresented, misunderstood and marginalized by nation-states". However, currently there has been fundamental change in thinking toward pastoralist and their way of life and system of production approaches to development and the role of nation states in pastoral development.

Lister (2003) added that there is a set of circumstances that have commonly been experienced by pastoralist, traditionally marginalized, in their relationship with their relative public authorities, including geographical distance from government, lack of basic infrastructures, mobile lifestyle, cultural and linguistic difference, harsh terrain and climate which make service delivery too difficult.

As elsewhere in the world, pastoral community in Ethiopia have been socially and politically marginalized and their ways of life and economic system were rudimentarily separated from the macro-economy of the country. Ecologically, the pastoral areas of Ethiopia are commonly affected by unpredictable and erratic rainfall, fragile environment and recurrent drought which cause the reduction of water and pasture and resulting in livestock mortality and serious food insecurity.

Pastoral areas of the country are also characterized by high level of poverty, illiteracy, inadequate basic infrastructures, unsustainable livelihood, poor human and institutional capacity. Not only these, poor service delivery, and conflict over pasture and water, low income, shortage of water and pasture, poor coverage of animal's and human health services as well as lack of clarity of policy and strategies for pastoral community development. Donors-driven non-sustainable development projects are major additional challenges affecting pastoral community development in Ethiopia (MoFED, 2002, Sora, 2007, and Eshetu 2007).

The current government of Ethiopia has changed the perception towards the pastoral development and formulated pastoral development policies, and strategies. As a result, the Pastoral Community Development Project comes into being, emanated from the pastoral area development policies and strategies of the current regime.

According to Berhanu et.al. (2011) implementation of development project is important to reduce poverty and achieve sustainable livelihood in pastoral areas. The success and speed with which development project is achieved depends in part on the performance of the institution working to promote the development project. Thus, any institution working in implementing

development project is concerned with the need to assess and understand its performance and to improve relevance, effectiveness and efficiency of project through monitoring and evaluation. In addition, Berhanu et.al. (2011) stated that, currently, the focus of management changes from activities to result. As a result, the focus of project monitoring and evaluation also changes from focusing on assessing inputs and progressive monitoring to the assessment of the contribution of intervention to development project outcomes or changes.

In Ethiopia, in general and in Oromia National Regional State, in particular, there is a research gap regarding pastoral community developments intervention projects monitoring and evaluation to make significant change in community livelihoods.

Therefore, this study is designed to assess the project monitoring and evaluation practice set by OPADC to monitor and evaluate PCDPs in the two districts. For this assessment the indicators used to project implementation monitoring and evaluation at grassroots levels were carefully studied to identify the existing practices and gaps and to indicate the means of filling the gaps based on findings of the research.

1.2. Statement of the Problem

Project management is an important tool for the success of any development project in general. Thus, management knowledge and skill is an ingredient of the project, to enhance and control the provision of these projects to the public at the right time, quantity, quality and costs; within a given scope and risk situation.

Challenging economic conditions and the time of heightened accountability, and the importance of operational excellence may perhaps be at an all-time high. Capital owners cannot afford to make bad decisions and must

proactively manage their capital project to ensure value and organization success; every investment must be aligned with strategic objectives. Failure to deliver expected results will deplete resources and erode productivity.

Unlike previous days, pastoralists in Ethiopia nowadays demand accelerated, fair and sustainable socio-economic development. The successes of the projects are very crucial to achieve the demand of the local community across pastoral areas of the country. It is also understood that projects monitoring and evaluation is critical if such development objectives and success to be achieved.

Different community development projects could be initiated to transform social, political and economic wellbeing of the community in particular area but unable to achieve the intended objectives and goals; equivalently effective project monitoring and evaluation system are also required.

Currently, there has been high demand for achieving development projects results and demonstrate effective monitoring and evaluation system to maximize organizational performance in Ethiopia to bring tangible change in community livelihoods. This calls for having effective project monitoring and evaluation practice in place for sustainable improvement and quality of performance in any organizational activities.

Regarding the research that deals with the pastoral community development projects monitoring and evaluation practice and gaps, there is research gap in Ethiopia, in general, and Oromia National Regional State, in particular. One existing study, entitled "pastoralist extension history of Ethiopia" which was conducted by PFE et.al.(2010) itself, in most cases, reflect only many pastoral extension service projects did not yield the desired results in accordance with the targeted development goals and objectives as they were subjected to too

much emphases placed on the technical and technological aspects of the projects. They neglected the socio-cultural and ecological aspects of the pastoral production system.

That is, the mentioned study tells only about the failure of those projects rather than their monitoring and evaluation practices. Therefore, this study will be conducted in order to fill the existing research gaps in areas of PCDPs monitoring and evaluation system by assessing the existing project monitoring and evaluation practices, identifying gaps and provide appropriate and alternative recommendations in relation to the two mentioned PCDP projects districts.

1.2.1. Research Questions

In attempting to address the issues mentioned under the statement of the problem, the study attempted to respond to the following research questions:

- Does the OPADC put in place the tools, techniques, criteria and standards for monitoring and evaluation of PCDPs that are under implementation in Fentalle and Mieso districts?
- How often, does the monitoring and evaluation task take place in Fentalle and Mieso districts?
- Is there cooperation and co-ordination between commission, district level professionals, projects steering committee and beneficiaries in the process of PCDPs evaluation and monitoring in relation to the two districts and is there a set of mechanism for the stakeholder's participation?
- How is the monitoring and evaluation result being reported and to whom they report and implement to take corrective majors?

- Does OPADC conduct PCDPs both inputs and outcomes in relation to Fentalle and Mieso districts and what are the major gaps observed in the process?

1.3. Objectives of the Study

In consideration of the above stated statement of the problem, this study entailed the following general and specific objectives.

1.3.1. General Objective

The general objective of this study was to assess the PCDPs monitoring and evaluation system by taking projects monitoring and evaluation practice of OPADC in relation to the implementation of PCDPs in Fentalle and Mieso districts.

1.3.2. The Specific Objectives

Based on the general objective of the study, this study had the specific objectives listed below:

- To identify the projects monitoring and evaluation tools, techniques, criteria and standards set by OPADC for PCDPs that were implemented in Fentalle and Mieso districts;
- To assess the project monitoring and evaluation tasks; and result reporting mechanisms to take corrective measures;
- To identify whether there was cooperation and coordination mechanism between different stakeholders, in the process of PCDPs evaluation and monitoring and set of mechanism put in place for the stakeholder's participation and;
- To identify the major gaps and forward alternative recommendations.

1.4. Significance of the Study

Despite the paradigm shift toward effective and efficient development project monitoring and evaluation practice in various countries of the world, such as a

practice is not yet well developed in Ethiopia, in general, and in pastoral areas of Oromia, in particular. Thus, this study is believed to fill the existing gaps for effective projects monitoring and evaluation in pastoral community of the country and has the following significance:

- The research findings would be serving as a useful source of information for pastoralists, pastoral development planners, practitioners, researchers and academician who are engaged in pastoral development endeavors;
- The research findings would be serving as a useful mirror for OPADC to enhance pastoral area development projects by filling identified projects monitoring and evaluation gaps and;
- The research findings would also be a useful source of information for researchers, graduate program students, public policy formulators and analysts while conducting studies on related topics.
- The research has also great methodological contribution for the upcoming post graduate students in that they can adapt the methodology employed in this study to their own researches.

1.5. Scope of the Study

As indicated above the study is meant to assess project monitoring and evaluation practice of OPADC in relation to the pastoral community's development projects being implemented only in Fentalle and Mieso districts PCDPs implemented in the first and second phases(2003-2013). Regarding the scope of analysis, the study employed mostly descriptive techniques and has tried to investigate the issue as deep as possible.

1.6. Limitation of the Study

The study districts, Fentalle and Mieso, which are selected for the purpose of this study, are found far from Addis Ababa. As a result, financial and time constraints were the main limitation of this study while disseminating and gathering questionnaires and conducting focus group discussion. Moreover, as project beneficiaries are living in far areas from districts capital cities as well as their mobility is very high, it was too hard to obtain as many focus group discussion participants as possible. However, attempts were made to overcome all of the limitation.

1.7. Organization of the Study

This thesis has five chapters. The first chapter of the study is concerned with the introductory part of the study, whereas the second chapter was devoted to related literature review (both theoretical and empirical) that include conceptual framework that is associated with pastoralist, community driven development and concepts of project management. The third chapter concerned with the description of the study areas and research methodologies. The fourth chapter presents result and discussion and summary of the major findings. While the last one, Chapter Five comes up with conclusions and recommendations.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1. Theoretical Literature Review

2.1. 1. Overview

This section deals with the review of related literature gathered from different secondary sources such as published articles, books and related websites. In this regard, efforts were exerted to include as much significantly related literatures as possible by reviewing available documents that clearly exhibits points, targeting at the attainment of the research objectives. To this end, the following core conceptual frameworks like pastoralism in Ethiopia, community driven development, theory of community development, government pastoral development policies and strategies in Ethiopia, PCDP in Ethiopia, an overview of project monitoring and evaluation practice were presented and analyzed. Much effort has also been made to include available empirical literature review.

2.1.2. Pastoralism in Ethiopia

The studies conducted by Mohammed (2004) and Assegid (2007) depicted that pastoralism in Ethiopia is one of the oldest socio-economic systems, in which livestock husbandry in open grazing areas represents the major means of livelihood. Pastoralism in Ethiopia is a way of livelihood for more than 12-15 million of the total population, who live in the underdeveloped periphery areas of the country, mainly northeast, southeast, south and southwest of the country. According to Dawit (2000) and Coppock (1994), pastoral and agro-pastoral population of Ethiopia is composed of Nilotic and Cushitic groups. Mohammed (2004) and Assegid (2007) added that there are about 29

different pastoral ethnic groups in the country. Some of the largest pastoralist groups are Hamar, Nyangatom, Afar, Dasenech, Somali, Borena and Gujii (Oromo) Arbore, Mursi, Kereyu (Oromo), Bodi, Maale and Tsemaco.

From the nine federal regional states of the country, Afar and Somali regional states are entirely pastoral regions. In Oromia National Regional State, in Borena, Guji, Bale, East Shoa and West Harerghe administrative zones there are about over 33 pastoral districts. In SNNPRS, in South Omo and Bench Maji zones alone there are about 12 pastoral districts and in Gambella Regional State there are about 4 pastoral districts while in Benshangul-Gumuz and Dire Dewa make up the remainder (Mohammed, 2004).

Mohammed (2004) pointed out that Pastoralism in Ethiopia provides huge economic values and pastoralist livestock herds have been estimated at 27 million cattle, 24 million sheep, 18 million goats and 1 million camels. Pastoralist account for 42 percent and 100 percent of the total livestock and camel population of the country respectively.

According to OPADC (2013) pastoralists and agro-pastoralists of Oromia, constitute about 12-15 percent of the total population of the regional state and live in arid and semi-arid areas of the region. The production system covers about 37 percent of the total land areas and comprises about 30 percent of the total livestock resource of the region.

2.1.3. Community Development

Buni (1992) defines community development as the process that involves changing the living standards of community from less desirable to a more desirable level. It is a joint effort rather than individual to empower peoples way of life from less to higher level of living standards by using their own

resource, skills and knowledge. By quoting Clifford (1966), Buni (1992), noted that community development focuses on technical assistance at the village level that help people to work together for better livelihoods. From the above definitions one can conclude that community development is a means of achieving development objectives and goals set by community themselves at grassroots level.

2.1.3.1. Need for Community Driven Development Intervention

A study by Belayhun (2009) showed that community-driven development is needed because of the fact that the old approach of top-down leadership and donor motivated plan has not brought about a significant change for Africa's poverty reduction. Thus, in reality community development and integrated rural development failed due to poor response both from government as well as donor funding system. This trend could not halt poverty continuation despite generous aid. Belayhun (2009), elaborated that, from this practical past lesson, the new approach has been designed to integrate social and other funds with empowerment for sustainable community development. This requires the local government to establish permanent institutional structure and active participation of the local community. Moreover, Mansuri and Rao (2004) stated that community-driven development, are among the fastest-growing mechanism for channeling development assistance. Community-based development is an umbrella term for projects that actively include beneficiaries in their design and management, and community-driven development refers to community-based development projects in which communities have direct control over key project decisions.

Dongier et. al. (2001) view community-driven development as a mechanism for enhancing sustainability, improving efficiency and effectiveness, allowing

poverty reduction effort to be taken to scale, making development more inclusive, empowering poor people, building social capital and strengthening governance.

2.1.3.2. Community Development Theory

According to Tan (2009), theory of community development summarized as the organization of community agencies, the developing of local level competences, political action for change, structural change, socio-economic integration, institutional change and renewal. Community-based development is collective problem solving self-help and empowerment. It refers to developing social capital and capacity building.

As Tan (2009) quoted the idea of Perkins (1982), community development work rationally, speaks of the 3 Rs: Relocation, Redistribution and Reconciliation. Tan (2009) called these 3Rs as tenets of community development and combined with a strong underlying force on the building of indigenous leadership. Adding that relocation refers to placing the change agent into the community seeks to serve while the staff should live alongside the poor serving people in their localities. This indicates that community development model is not viewed as one of expertise and outsider but of collaboration with the community.

Concerning the second R, Tan (2009) stated that as marginalized population and community lack resources, working on behalf of disadvantaged community development strives to future the redistribution of resources. Reconciliation as one of the conscious components of the community development work affirmed the belief in the dignity and worth of all persons and helped to repair the marginalized community.

To summarize community development issues, Tan (2009) quoted the following Chinese poem, serving the people:

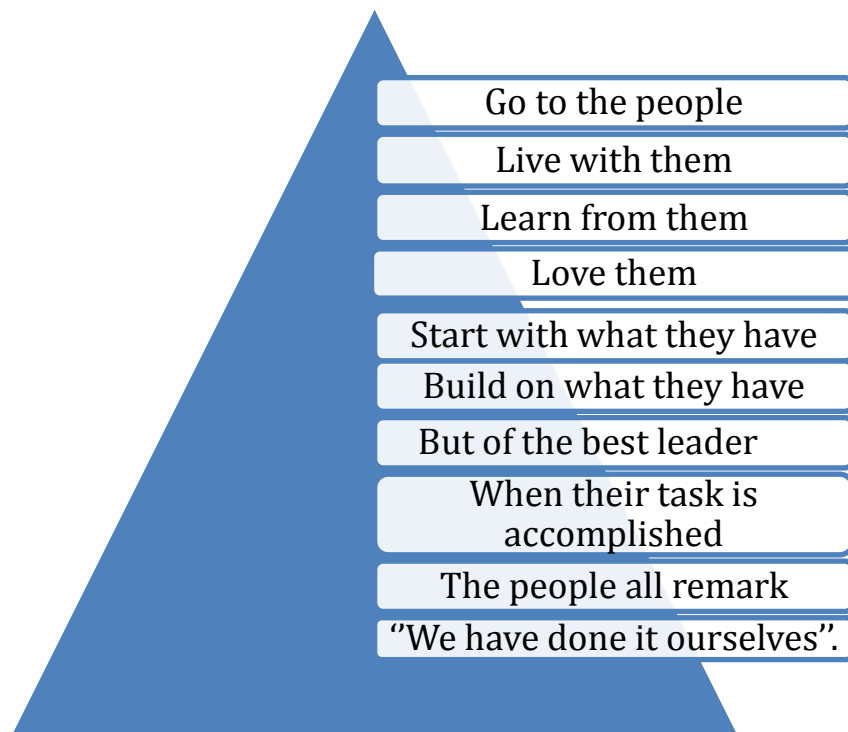


Figure 2.1: Chinese poem notifying community-based development (source: modified from Tan, 2009).

2.1.4. Pastoral Development Policies and Strategies in Ethiopia

Bearing the challenges of the pastoral community development in mind, the current government has formulated policy on pastoral development. The pastoral development policy of Ethiopia was formulated in 2002 by Ministry of Federal Affairs of Federal Democratic Republic of Ethiopia. Accordingly, MoFA (2002) describes the major policy direction of the government on pastoral communities as the following. Enhancing voluntary sedentarization along the banks of the major rivers as the main direction of transforming pastoral societies into agro-pastoral systems, from mobility to sedentary life, from scattered population to small pastoral town and urbanization. In

strengthening sedentarization, government decided to enhance Micro and Small-Scale enterprise development in the urban centers and off-farm activities in the rural areas.

Mohammed (2004) added that, the government states to undertaking integrated development based on irrigation and focused on livestock production, complemented by static and mobile education and health services as well as rural roads, rural energy, water supply, and rural telecommunication services. Moreover, it has been stated that there is commitment from federal government to provide, concrete Federal's support for programs ownership by the regional states and communities, with capacity building to enable them to lead development at all levels.

The additional policy issues are: allowing, enabling and coordinating the private sectors and NGOs to play a positive role in line with the policy direction and within the framework of the broad program and strategies, after mobilizing their own resources.

Finally, government stated that the importance of tapping indigenous knowledge and skills on animal husbandry and rangeland management. According to MoFA (2002), based on the above major policy direction, the following strategies have been adopted by the government for pastoral area development. These include sedentarization of mobile pastoralist on voluntary basis, consolidation and stabilization of those who are already settled or semi-settled through improved water supply, pasture and social services. The other basic strategies are careful selection of viable and reliable river courses for future sedentarization based on irrigation and linking these places through roads and other communication lines. Provision of mobile

social services, including health and education, holistically for those that continue to be mobile is also another strategy set by the government.

As stated by MoFA (2002) the other strategies include ensuring Public participation in all affairs, democracy and good governance to bring about lasting peace through protection of individual and group rights to extricate the society out of vicious circle of poverty. And finally, it has been set as strategy, decentralization of power to low levels of administration and Provision of continuous capacity building as a means to achieve development. As stated above, the government pastoral policy aims at sedentarization of pastoralist along the banks of perennial rivers. Thus, the pastoral policies and strategies of the government indicate that there is high commitment to settle all pastoralists in the country on voluntary basis.

For the implementation of the laid down policy objectives, the initiation of program and projects on overall pastoral community development are the most important issues. To materialize this, the FDRE has mandated the Ministry of Federal Affairs to coordinate and facilitate the program with due commitment to ensure equitable development in the pastoral and agro-pastoral areas of the country.

Accordingly, the government of Ethiopia in collaboration with the World Bank and the International Fund for Agricultural Development has embarked implementing the 15-year Pastoral Community Development Program with objective of establishing effective models of public service delivery, investment and disaster management in pastoral areas to address pastoral community priority needs, improve their livelihoods, alleviate poverty and reduce their vulnerability (MoFA, 2002).

2.1.5. Monitoring and Evaluation of Public Projects in Ethiopia

Public sector projects monitoring and evaluation at different stages of projects cycle are the most crucial function to enhance the quality of project management and ensure the efficiency and effectiveness of the development intervention made by the government. As a result, this section tries to provide bird's eye-view of the Ethiopia's experience of the public sectors projects monitoring and evaluation practices.

As the MoFED (2008) disclosed, public sectors projects monitoring and evaluation practice manifested different features from regime to regime. Under this part of the study, the *Dergue* and Federal Democratic Republic of Ethiopia (FDRE) regimes public sectors projects monitoring and evaluation features shall be discussed.

During the *Dergue* regime, the centrally planned command economy, the Central Planning Commission was responsible for the overall monitoring and evaluation of public sectors projects activities. Quarterly, bi-annual and annual progress reports, field inspection interviews and discussions held with public sectors projects implementers were used as the basic tools of data gathering for projects monitoring and evaluation (MoFED, 2008). As the Ministry of Finance and Economic Development indicates, the overall public sectors projects monitoring and evaluation of the past system had suffered from the following basic limitations. These where, public sectors projects monitoring and evaluation system was too rigid, and lack dynamism and project managers had limited autonomy of decision making. On the other hand, there was delay of monitoring and evaluation feedbacks to both managers and implementers. There was high cost of project monitoring and evaluation and outcome evaluation did not get attention.

In the early 1990's, the responsibility of coordinating and consolidating public sectors projects monitoring and evaluation was provided to the Ministry of Planning and Economic Development. During this period, the Ministry had developed the standard formats that were used for both financial and physical project performance data collection and communication. Minimal field trip to conduct projects monitoring and evaluation and poor feedback system were some of the weaknesses of the public sectors projects monitoring and evaluation system of the period (MoFED, 2008).

MoFED (2008) added that during the early 1990's, the responsibility of conducting externally financed projects monitoring and evaluation was given to the Ministry of External Economic Cooperation. The ministry had no its own projects monitoring and evaluation system and was relied only on adopting donors driven projects monitoring and evaluation philosophy like field visit, review meeting and periodic monitoring. And the observed major challenges were: review meetings were conducted only on annual bases which created long interval to take corrective measure on time, monitoring activities were dependent only on progress reports that had obtained from projects implementing sectors and monitoring and evaluation lacked comparative analysis of what was planned and achieved.

Following the decentralization process in the country, during the Federal Democratic Republic of Ethiopia, public sector projects monitoring and evaluation system has begun to be conducted at both regional and federal levels. As a result, the planning and program departments both at the Federal Ministry of Finance and Economic Development and Regional Bureaus of Finance and Economic Development are mandated to play a role of coordinating and consolidating projects monitoring and evaluation (MoFED,2008). At the federal level, the MoFED has developed standard

guidelines and formats for federal public sectors to conduct public sectors development projects monitoring and evaluation accordingly. In addition, Proclamation No.41/1993 vested power and responsibility on the Ministry of Finance and Economic Development to following up and evaluate the implementation of capital budget, external assistance, loan and Federal subsidies granted to the regional states.

2.1.6. Pastoral Community Development Project and Its Phases in Ethiopia

2.1.6.1. Pastoral Community Development Projects in Ethiopia

The PCDP is initiated by the Government of FDRE to coordinate and facilitate pastoral community development at federal level. The Federal Democratic Republic of Ethiopia has mandated the Ministry of Federal Affairs to formulate pastoral development policies and strategies in 2002 based on the country's rural development policies and strategies (MoFA, 2009). To implement the formulated pastoral policy and strategies of the country, the Ministry in collaboration with pastoral communities, their respective regional states and other stakeholders has initiated the Pastoral Community Development Program. The Ministry then has set the following vision and mission in relation to this program.

The vision of the MoFA (2003: 8) is “to see a stable, better-off and disaster resilient pastoral and agro-pastoral communities. The mission statement is “to improve the livelihoods and reduce vulnerability of the pastoral and agro pastoral communities in PCDP districts through sustainable community driven development intervention”. According to MoFA (2003), the main aims of the PCDP are establishing effective models of public services delivery, investment and disaster management in the arid and semi-arid Ethiopian

lowlands, those addressing pastoral communities' priority needs and decrease their vulnerability.

As a result for the sake of funding, the government of Ethiopia in collaboration with International Development Association (IDA) and International Fund for Agricultural Development (IFAD) have started a 15-year Pastoral Community Development Program. The program has been divided into three phases of 5 year for each. The 15 years PCDP interventions are designed to empower the community, district and regional government to better manage local development in pastoral areas mainly in the four regions: Oromia, Afar, Somali and South Nations and Nationalities and People.

Unfortunately, the MoFA after designing the pastoral community development program as a national program agreed with donors to implement the program in a project approach and has established Federal Pastoral Community Development Projects coordination unit within the Ministry and has changed the name pastoral community development program into Pastoral Community Development Projects.

As it has been stated by the MoFA (2003), in the project document, PCDP is a holistic and multi-sectoral in its nature and designed to solve overall problems of the pastoralist community in Ethiopia. It is a community- driven development project. From the multi-sectoral point of view, the subproject embraces sectors such as water development, education, human and animal health, community roads, small scale irrigations, and rangeland development, natural resources conservation, agricultural and other activities.

2.1.6.2. Pastoral Community Development Projects Phases in Ethiopia

According to MoFA (2008) the PCDPs have been implemented in three phases: the first phase was from 2003-2008, the second phase is 2009-2013 and the third phase is beyond 2013-2018. The first phase of PCDP was commenced from September 2003-2008 and the second phase was implemented from October 9, 2008-2013.

According to MoFA (2008), during the first phase, PCDP implementation took place in 32 districts of the four regions. These were 14 districts of Somali, 9 districts from Afar, 7 district from Oromia and 2 districts from SNNPR. Concerning the number of implemented projects during the first phase about 1804 subprojects were implemented in the regions. That is, about 540 sub-projects in Somali, 357 in Afar, 583 in Oromia and 304 in South Nations Nationalities and People.

The implementation of the second phase of the PCDP was commenced on October 9, 2008 and lasted till 2013. The second phase PCDP cover 55 districts (32 existing 23 newly added districts) from the regions. That is, 21 districts in Somali, 14 in Afar, 14 in Oromia and 6 in South Nation Nationalities and People Region (MoFA, 2003).

As it has been mentioned in different project documents, the project districts were selected on the basis of the following criteria for both phases of the PCDP implementation. These are adequate security condition for implementation, supervision, monitoring and evaluation, road and communication accessibility, population, poverty and level of vulnerability as measured by food security needs, and the need to minimize overlap with districts where similar activities are being supported by other project (MoFA, 2003).

2.1.6.3. PCDPs Interventions at Fentalle District

The major interventions of pastoral community development project in the Fentalle district were basically aimed at establishing and strengthening early warning and response system and creating access to basic social and economic infrastructure depending on the community priority needs. In addition, the pastoral community development project supports the establishment and strengthening of pastoral saving and credit cooperatives to enhance pastoralists' access to saving and credit services and laying foundation for the sustainable micro financial institution in the district (OPADC, 2011).

The major pastoral community development project sub-components implemented in the district include pastoral early warning and response, primary schools, animal health posts, water supply schemes, grain mills, and establishment of rural saving and credit cooperatives. Accordingly, about 16 primary schools, 7 veterinary posts, 5 grain mills were constructed. As a result, more than 68,498 pastoralists have benefited from the projects.

Concerning the establishment of rural saving and credit cooperative and provision of loan, in Fentalle district in 2010, about 4 rural saving and credit cooperative were established. It constitutes about 202 members of which 52% of them were women. As a result, this sub-component of the PCDP in the district have managed to mobilize birr 163,104 saving and birr41, 120 shared capitals of their members, all provided birr 148,000 loans to 58 members of which 52 percent of them were women.

Generally, as information obtained from Oromia Pastoral Area Development Commission shows, that members of the rural saving and credit cooperative who benefited from the service have been engaged in different types of

income generating works like marketing of livestock product, livestock fattening and petty trading (OPADC, 2011).

The early warning and response sub-component of PCDP supports collection analysis and dissemination of relevant timely information on early identification of the onset of disasters in the district to design mitigation strategies. Thus, community data collections personnel were hired at *kebele* level and assigned for a cluster of 2-4 *kebeles* depending on the settlement patterns of the pastoralist in the district (OPADC, 2011).

2.1.6.4. PCDPs Interventions at Mieso District

At Mieso district, pastoral community development project implementation kick off during the second phase of the project in October 2008. Out of 46 rural *kebeles* of the Mieso district nearly 35 *kebeles* have been covered by pastoral community development project as financed sub-projects. The major sub-components or sub-projects of PCDP those implemented in Mieso district included human health posts, rural water supply, small scale irrigation, primary schools, veterinary posts, early warning and response, rural saving and credit cooperative and provision of loan (Mieso PCDP-II coordination office, 2014).

As the information obtained from PCDP II coordination office of the Mieso district indicated, since 2008 up-to-date about 53 sub- projects of PCDP have been planned and implemented in different rural *kebeles* of the district. The number of sub-components of PCDP planned and implemented in rural *kebeles* of Mieso district included 8 human health posts in 8 *kebeles*, 9 community ponds and 3 drinking water expansions in 12 *kebeles*, 5 small scale irrigation in 5 *kebeles*, 17 primary schools projects (2 new primary school construction in two *kebeles* and about 15 primary school expansion in 15

rural *kebeles*) and 11 veterinary posts constructed in 11 rural *kebeles* of the district. These sub-projects cost about Birr 4, 921,665.00 and all of them are fully completed and went operational. From the total implemented sub-projects of PCDP in the district about 52,838 pastoralists have benefited (out of which 28,285 are male and 24,553 are women).

In addition to the above mentioned sub-components of PCDP, about 14 pastoral saving and credit cooperatives have been established in the district and have been legally registered. These 14 pastoral saving and credit cooperatives embraced a total member of 952 (281 male and 671 Females) and received a total of 1,400,000 seed money (Mieso PCDP-II Coordination Office: 2014).

The second (PCDP-II) phase implementation began in October 2008 and to be completed in October 2013. But as practically observed and information obtained at PCDP-II coordination office of the Mieso district indicates that some few works of the project are still ongoing and the PCDP-II phase has not yet come to an end.

2.1.6.5. Relevance of the PCDP

As it has been stated under the background of the study it is well known that pastoral areas of the country is highly marginalized and known for being characterized by so many socio-economic problems in the past. Poor infrastructure, poverty, vulnerable livelihoods, recurrent drought and lack of social services are some of the manifestation of pastoral regions of Ethiopia (OPADC, 2013).

To alleviate these intricate and deep-rooted development problems of these areas, both the Federal and Regional governments have started implementing

holistic and multi-sectorial PCDPs development intervention, aiming at establishing effective models of public service delivery, disaster management and local capacity building that address pastoral community priority needs, improve their livelihoods and reduce their vulnerability to natural and manmade challenges (OPADC, 2013).

Regarding the relevance of the intervention, it's strongly felt that the intervention is appropriate and in line with the community priority regional and federal strategies and policies, addressing the felt needs and priorities of the local community. Thus, the project is relevant as contributing to local practice and customs of the beneficiaries and diversifying their livelihood through promoting the establishment of the rural livelihoods enhancement and supporting various income generation schemes. The design of the project emphasizes community-driven approach identification, and implementation of participatory approach in terms of cash, materials supply and labor, thereby created sense of owner-ship among beneficiary community (OPADC, 2013).

In general the in which the pastoral community development projects designed and implemented is different from the normal projects cycle. As a result, PCDPs have no project manager rather it designed to have project coordination unit within the regional level implementing organization and focal person at district level.

2.1.7. Concepts of Projects

According to Krzner (2002) projects are a complex of economic activities in which scarce resources are committed with expectation of benefits that exceed the cost of committed resources. They are expected to drive benefits and desirable if their benefits are greater than the cost incurred on them. They

are well organized forms of activities carried out to achieve defined goals, non-repetitive, and time bound.

In solving the existing socio-economic problem, project passes different stages of life cycle by which a project proceeds from its initial inception to the implementation and its closure. Different institutions and organizations apply different approaches of project lifecycle. According to the World Bank (2004) and Krzner(2002) approach, project lifecycle involves five stages such as project identification, project preparation, project appraisal, project implementation and project monitoring and evaluation.

2.1.7.1. Concepts of Project Management

As Krezner (2002:5) noted project management is an exciting managerial activity which involves “an art of creating the illusion that any outcome is the result of a series of predetermined, deliberate act when, in fact it was dumb luck”, in which all works all works has interdependence and inter-relationship with others. Krezner (2002) & Keeling (2000) state that the aim and objective of the project management are to achieve timely completion of the project within the allocated resources, time, specified quality and targeted outcomes for the benefit of the society.

As UNDP (2002) indicates in case of project management, generally the government is responsible for delivering the outputs of the project, its actual implementation, input management and sound administrative management. It also monitors implementation tasks carried out by other contractors. The project management develops the project work plan and the annual project report to the government, which provide critical information and lessons

learned regarding the effectiveness of the implementation strategy and the delivery of outputs. Project management may also contribute to the implementation of a partnership strategy developed by the government. The institution managing the project ensures the interface between the desired results and the expectations of the target beneficiaries, thereby, promoting a sense of ownership.

2.1.7. 2. Project Monitoring and Evaluation

Project monitoring and evaluation is the controlling process of project management tools for informed making and enhancing accountability. Despite their resemblance, they are identified by the following definitions:

I. Project Monitoring: can be defined as a systematic and continuous process of collecting, analyzing, and using information for the purpose of the management and decision making (MoFED, 2008). World Bank (2011: 25) added that it is “a continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds”. Moreover, Berhanu et.al.(2010) and MoFED (2008) stated that monitoring involves the collection of routine data that measures progress towards achieving projects objectives and helps to understand progress in the intervention performance over time. It is an internal project activities and an integral part of day-to-day activities which involves’ establishing indicators of efficiency and effectiveness, analyzing information and using information to inform day –to-day management.

II. Project Evaluation: According to MoFED (2008) and Berhanu et.al. (2010), project evaluation can be defined as a process that attempts to determine, as systematically and objectively as possible, the achievement of result in light of relevance, efficiency, effectiveness, impacts and sustainability of project activities. It is the process of determining the worth or significance of a development activity, policy or program to determine the relevance of objectives, the efficiency of design and implementation, the efficiency of resource use, and the sustainability of results. An evaluation should incorporate lessons learned into the decision-making process of both partner and donor.

The document released by the MoFED (2008) noted that project monitoring and evaluation are synergistic and indispensable project management tools and tend to be used as a single phrase, and in many ways closely linked. Thus, “there is not much point in doing monitoring if one cannot evaluate it, and one cannot evaluate something unless monitoring is conducted earlier” (MoFED,2008:23). Monitoring information is a necessary but not sufficient input to the conduct of rigorous evaluations. While monitoring information can be collected and used for ongoing management purposes, reliance on such information on its own can introduce distortions as it typically covers only certain dimensions of a project’s or program’s activities, and careful use of this information is needed to avoid unintended behavioural incentives.

2.1.7.3. Purpose of Project Monitoring and Evaluation

According to MoFED (2008), the major objective of projects monitoring and evaluation are to serve the following five basic purposes. These are to create good ground for day-to-day informed decision making in all matters of the project, provide information to key stakeholders, enable accountability

requirements to be met, help improve performance and achieve results and to enhance the promotion of institutional learning and knowledge sharing.

2.1.7.4. Differences and Complementarities of Monitoring and Evaluation

As Hunter (2009) depicted project monitoring is an on-going activity that tracks the progress of the project during its lifetime. Therefore, monitoring is an integral part of our day-to-day operational management. Hunter (2009) added that it is used to continuously assess the progress made with the project when viewed against its goals and objectives. Thus, project monitoring helps us to improve the efficiency and effectiveness of a project works. From the sentence one can understand that monitoring data does not provide the basis for attribution and causality for change, nor for evidence of how changes are being achieved. Monitoring cannot address the strengths and weaknesses in the design and implementation of a project.

Berhanu et al. (2010) stated that evaluation information is necessary to address questions of changes being achieved and issues related to strength and weaknesses of the project design and implementation that remain unanswered by monitoring activities. Hence, monitoring and evaluation are two different functions, and yet complimentary to each other. They further noted that evaluation is a more reflective process aimed at assessing an intervention and its results according to agreed criteria such as effectiveness, efficiency, quality, relevance, impact and sustainability. For them, in terms of scope evaluation is wider than monitoring as it deals with making an assessment of overall achievements.

2.1.7.5. Methods and Techniques of Project Monitoring & Evaluation

According to Hunter (2009) and MoFED (2008), project monitoring and evaluation methods include keeping project records, formal surveys, interviews, direct observation, focus-group discussions and mapping. The project evaluation and review technique organize schedules and coordinates all project events in the form of a network chart.

2.1.7.6. Importance of Monitoring and Evaluation

A well-functioning monitoring and evaluation system is a critical part of good project management and accountability. As Berhanu et al, (2010) note timely and reliable monitoring and evaluation have the following importance. First, useful to provide timely and useful information to decision-maker and stakeholder feedback, especially beneficiaries, to provide input into and perceptions of work, modelling openness to criticism, and willingness to learn from experiences and to adapt to changing needs. Secondly, good monitoring and evaluation system helps governments and organizations to develop knowledge base of the types of projects, programs and policies that have worked and did not work, and why. Thirdly, monitoring and evaluation systems can be used to promote greater transparency and accountability within organizations and governments.

2.1.7.7. Steps to Conduct Project Monitoring and Evaluation

According to Hunter (2009) there are six major steps to be followed in project monitoring and evaluation process. These include identifying the purpose and scope of the monitoring and evaluation system, plan for data collection and management, plan for data analysis, plan for information reporting and utilization, plan for monitoring and evaluation of human

resources and capacity building and prepare the monitoring and evaluation budget.

Berhanu et al. (2010) added that Select indicators at different level of performance chain, set baselines and targets, collect data on indicators about inputs, activities and results, analyze and compare progress against baseline and targets, identify deviations from work plans, explain causes of deviations and share results with others.

2.1.7.8. Areas of Project Monitoring

Hosein (2003) indicated that two Project areas to be monitored are compliance and performance tests.

I.The Compliance Test: this refers to determining whether and to what extent the members of the project team have complied with defined project management policies, procedures, standards & controls in executing activities in each phase of the project life cycle, including activities related to procurement management and financial management.

II.The Performance Test: is the process of comparing the schedule for activity completion and their associated costs with the planned activity schedule and associated budget parameters defined in the project baseline plan.

2.1.7.9. Types of Project Monitoring

IFRC (2011) identified the following common types of project monitoring activities like results monitoring (tracks effects and impacts), process monitoring (tracks the use of inputs, progress and outputs), compliance monitoring (Ensure laws and ethical standard), context monitoring (tracks the setting in which the projects operates), beneficiary monitoring (tracks

Beneficiaries perception of the projects), financial monitoring (project auditing) and organizational monitoring (tracks institutional development and capacity building).

2.1.7.10. Stages of Project Evaluation

According to WB Group (2001), Kellam (1999) and Mbeche (2000), there are five basic stages of projects at which evaluation can be conducted:

1. Ex-ante Evaluation: Ex-ante evaluation is conducted before the implementation of a project and can include feasibility studies, appraisals, policy assessments and participatory planning activities. It is useful for improving the quality, relevance and comprehensiveness of project design.

2. Mid-term Evaluation: Mid-term project evaluations can be occurred at any time in the course of project implementation to ensure that things are progressing according to plan. They are designed to improve the management of the project and to stay on course to meet project outcomes.

3. Terminal Evaluation: Terminal evaluation can be undertaken immediately on completion of the project. It concentrates on reviewing the implementation stage and identifying best practices to be scaled up to the other project areas.

4. Ex-post Evaluation: Ex-post evaluation is the assessment of a project after its completion, focus on, overall lasting impacts of the project.

5. Impact Evaluation: this is undertaken to consider the extent to which the project is achieving its objectives by measuring its effect on the project's intended beneficiaries, and used mainly for agricultural and social sector projects.

2.1.7.11. Forms of Evaluation

The World Bank Group (2001) identified the following different forms of project evaluations. Some of these are: collaborative, participatory,

empowerment, qualitative and quantities. As World Bank Group (2001), described that collaborative evaluation requires a substantial coordination between evaluators and stakeholders. Whereas participatory evaluation fully engages stakeholders with evaluators. Empowerment evaluation gives control of the evaluation to participants with the evaluator serving as facilitator. Qualitative Evaluation renders detail-rich case studies, personal stories and experiences. Quantitative Evaluation focuses on statistical and numerical data.

2.1.7.12. Performance Indicators

As World Bank (2004) indicated that performance indicators are measures of inputs, processes, outputs, outcomes, and Impacts for development projects. Performance indicators enable managers to track progress, demonstrate results, and take corrective action to improve project objectives and goals achievements.

2.1.7.13. Project Evaluation Standards

According to IFAD (2002) there is no single and uniform standard for monitoring and evaluation for all types' projects IFAD (2002), identified the following: utility (practical information needs for intended user), feasibility (realistic, prudent and cost effectiveness), propriety (issues of legality and Ethics), and accuracy stands for technical adequacy of information.

2.1.7.14. Project Evaluation Principles

UNESCO (2007) identified the following principles of project evaluation. That comprise: independence (independence evaluation activities from operation management and decision makers), impartiality (removing bias and maximizing objectivity), timeliness, purpose, transparency, competencies, ethics, and quality.

2.1.7.15. Project Evaluation Criteria

As per the public sectors project guidelines prepared by MoFED (2008), seven core Criteria's are identified for project evaluation. These include relevance which stands for consistence of the project objective with the beneficiary's requirements and adequacy which focus on timelines of inputs in relation to carrying out the project. MoFED (2008) added that efficiency, effectiveness, impact, sustainability and replicability (scaling up of best practice) are the most important criteria's to be considered during project evaluation.

2.1.7.16. Benefits of Projects Impact Evaluation

Valadez and Bamberger (1994) state that a carefully planned and executed impact evaluation can produce the following practical benefits: can help planners identify the projects likely to produce the best return on the resources invested, help to show whether the observed changes were not due to the project (but to external factors) and can thus avoid investment in projects not likely to produce desired benefits and it useful to estimate the time period over which the impacts are likely to occur and thus increase the precision of project analysis procedures.

2.1.7.17. Reporting and Follow up of Monitoring and Evaluation

As MoFED (2008) justified once project monitoring and evaluation are planned the implemented, thoroughly analyzed findings must be reported. Based on, provided recommendation, follow up activity is very crucial to take corrective measure, to take lesson and re-planning.

2.2. An Empirical Literature Review

This section is concerned with other case study conducted on other land in similar discipline. The first case study that was taken as an empirical framework is a case study conducted in Kenya by Owur,et.al,(2011) at Ainamoi District under the title “effectiveness of monitoring and evaluation of constituency development fund projects”. This study was meant to monitoring and evaluation framework conducted by constituency fund Committee members and looks at the effectiveness of monitoring and evaluation of district development projects. The case study employed research design that involved constituency development committee members, projects management committee and district development officers. They used questionnaires and interviews as tools data collection and analyzed using both quantitative and qualitatitive approaches. Concerning the findings of this study, Owur, et al. (2011) concluded that the projects management Committee, Constituency Development Fund Committee and external assessors were involved in monitoring and evaluation of the projects with very low participation of the beneficiaries, which, in turn, affect the viability of the project and finally recommended the importance of frequent and holistic involvement of all stakeholders in projects monitoring and evaluation.

Lyons (2000) conducted a case study on Administrative Management Design (ADMAD) Program in Zambia. This study examined an effective monitoring framework for community based natural resource management project in relation to game management areas. It was guided by three research objectives: (1) to test the adequacy of the effective monitoring framework (2) to describe and guide analysis of the monitoring system of an actual community based natural resource management project and (3) to describe

the components of ADMADE's monitoring program, to analysis its major bottlenecks and strength and plan intervention.

The study employed descriptive design taking a total of 540 respondents involved in the study through purposive and random sampling methods. Data were obtained through questionnaires, interviews, field visit, and document review, meeting and workshop participation and organizing a monitoring workshop, and eventually they were analyzed qualitatively and quantitatively. The study findings showed that there were lack of flow of the results of monitoring among the stakeholders; lack of transparency in financial flow which breeds confusion and mistrust; the impact of the community development project has not been well studied; poor community capacity building to participate in monitoring and evaluation activities. The study forwarded recommendations on the need to improve financial monitoring, importance of project impact evaluation to ensure the benefits of the project to the community and the need of coordination with the concerned monitoring initiatives and stakeholders.

Another case study was conducted by Uisso (2009) in Tanzania. This study sought to explore the effectiveness of the local community participation in forest management and conservation project monitoring and evaluation, in Kisarawe and Kibaha districts of Tanzania. A total of 86 respondents were involved in the study by which the data was obtained through questionnaires, structured and unstructured interviews and focus group discussion, and was analyzed using both quantitative and qualitative approaches. The findings of the study marked that there were ineffective participation of the local community in their projects monitoring and evaluation. Among the reasons stated are lack of capacity and lack of motivation for villagers who took part in

the community forest management. The study recommended the importance of capacity building and motivating the local community to ensure the sustainability of forest management and conservation projects.

In addressing development projects monitoring and evaluation practices and gaps, Eckman (1994) conducted case study on how non-governmental organizations monitor projects for impacts. This study was guided by three research objectives: to describe current monitoring and evaluation practices, to identify gaps and to identify the degree of local participants involved in the projects monitoring and evaluation process. The study employed the descriptive research design and the obtained through mailed questionnaires, interviews and document reviews. Taking a total of 172 respondents through purposive sampling and both quantitative and qualitative findings of the study suggest that, both socio-economic and environmental impacts are inadequately monitored, insufficient time, transport, and resources for project monitoring, poor local participant both in the process of projects monitoring and decision making, and monitoring is generally overlooked as a management tools.

Based on the findings Eckman (1994) forwarded the following major remedies: decentralizing the monitoring process and local communities, provide adequate resources for monitoring create organizational flexibility and use precautionary monitoring approaches.

Another case study is conducted in Tanzania by Emel et.al. (2012) under the title "problems with reporting and evaluating mining community development project". They raised question about reporting and evaluation of community development project that undertaken by AngloGold Ashanti

company in a community of Nyakabale and Nyamalembo, Geita District, mining project in the Lake Victoria goldfield of Tanzania.

They employed descriptive research design and obtained data through field visit, interviews, questionnaires and use of archival and applied both quantitative and qualitative analysis approach. Their findings revealed that the corporate reporting is misleading, ambiguous and omissive. The proposed the following remedies: increasing government inspection and fines, citizen involvement in monitoring and reporting process.

Temesgen (2004) conducted an assessment of monitoring and evaluation of Oromia Health Bureau Hospitals construction projects. This study was guided by the general objective, to assess the project monitoring and evaluation of Oromia Health Bureau in relation to hospital construction. The study employed descriptive research approach and the participants were selected through judgmental sampling. The study includes both qualitative and quantitative data analysis. The findings of the study showed that there is no organized monitoring and evaluation plan, lack of well-organized monitoring and evaluation unit for Hospitals construction projects in the bureau, lack manuals which shows procedure, principle, criteria and standards of monitoring and evaluation for Hospital construction projects. Generally, the result of the study indicated that there is weak monitoring and evaluation practice of Hospital construction projects in the Bureau. Finally, the study recommended that, the Bureau has to organized well-structured monitoring and evaluation department, prepare monitoring and evaluation guidelines, using systematically organized planning.

Past researches conducted by Eckman (1994), Lyons (2000), Temesgen (2004), Uisso (2009), Owur,et.al.,(2011), and Emel et.al. (2012) suggest that

development projects monitoring and evaluation tools are inadequate for addressing such a complex as change in socio-economic well-being of the community. On the other hand, there is high demand for ensuring development projects results at grassroots level. This indicate that there is growing consensus that tangible benefits from development projects could result by placing and applying adequate tools and methods for projects monitoring and evaluation.

CHAPTER THREE

DESCRIPTION OF THE STUDY AREAS AND THE RESEARCH METHODS

3.1 Introduction

This chapter presents a description of relevant facts about the study areas in its first section. The research approach, data type, data source, data collection methods and the sampling technique used for this study have been discussed. Data presentation methods and ethical consideration are presented in last part of the chapter.

3.2. Description of the Study Areas and Their Prospective Projects

3.2.1. Fentalle District

3.2.1.1. Location: Fentalle District is located at 193 km from Addis Ababa, in East Shoa administrative zone of Oromia National Regional State. Metehara is the capital of the district with a total surface area of 1521 square kilometers (CSA, 2011).

3.2.1.2. Topography: The topography of the district is dominated by plains. There are also many hills and mountains of which Mount Fentalle is having a maximum elevation of 2007m above sea level. The average altitude of the district reaches about 980m above sea level. The dominant natural vegetation in the district includes shrub lands and grasslands which cover about 51.3percent & 37.3percent of the total area of the district respectively. River Awash, Kesem and Lake Beseka are some of the important water bodies in the district (OPADC, 2011).

3.2.1.3. Climate: The climate of Fentalle area exhibits typical characteristics of arid and semi-arid environments. The yearly maximum temperature ranges from 32^c to 42^c from June to August. Whereas the minimum temperature ranges from 9.6^c to 22^c. The mean annual rainfall is about 553mm. Rainfall

of the area is very erratic and scarce, occurring two or three times yearly. There are three rainy seasons in the district (OPADC, 2011 and Yohannes, 2011).

3.2.1.4. Agriculture: Fentalle District economy is characterized by livestock and little mixed farming system with Pastoralism playing a vital role in the rural livelihood of the district. The most widely cultivated crop in the district is maize..Moisture shortage, prevalence of diseases, insect, pests, and lack of pasture are among the major farming constraints in the district (Yohannes, 2011).

Table 3.1: Livestock Population in Fentalle District, as of 2011.

S/N	Types of Livestock	Number of livestock
1	Cattle	110,692
2	Camel	97,425
3	Sheep	88,089
4	Goat	118,645
5	Donkeys	9,358
6	Horse	1480
7	Mule	8 38
8	Hen	6475
	Total	433,002

Source: Yohannes (2011:28) and Fentalle Pastoral Dev. Office (2014)

3.2.1.5. Population

According to CSA (2013), the total population of the district is 98,065 out of which 51,859 and 46,205 are male and female respectively. The crude population density of the district is 62.9. Out of the total population, about 53percent were male while the female constitute about 47percent of the population in the district.

3.2.1.6. Social Services

As of the 2009/2010 academic calendar, the total number of students enrolled in grade 1-12, excluding kindergarten was about 13,261 out of which 7,864 & 5,397 were boys & girls respectively. Concerning the health condition, the vast areas of the district is too prone to malaria. In 2010, the rural health coverage of the district reached about 85 percent and the water supply coverage in rural areas of the district was found at 35 percent (OPADC, 2011).

3.2.2. Mieso District

3.2.2.1. Location

Mieso District is located at 300 km from Addis Ababa, in West Hararghe administrative zone of Oromia National Regional State. It has total surface area of 2573.44 squares kilometers. The District is located between 40°9'30.1' E and 40°56'44' E; and: 9°19'52'N and 8°48'12'N. It is bordered in the south by Guba Koricha district, in the West by the Afar Region, in the North by the Somali Region, in the East by Doba district and in the Southeast by Chiro District (Sofia, 2010). The District has a total number of 46 Peasant Associations and 3 town dwellers associations (MDA, 2014).

3.2.2.2. Topography

As information obtained from Mieso District Administration (2013) indicated, Mieso district is surrounded by a chain of mountains in nearly all directions. The altitude of the District is ranging from 900m-2500 above mean sea level. The highest mountain is Asebot with altitude of 2500m above mean sea level, which is located in the northeast of Mieso town. The district has a total area of 257,344 Hectares of which about 82 percent is plain land, 9 percent is undulated land and the remaining 9 percent belongs to mountains.

3.2.2.3. Climate

The mean annual temperature for Mieso is around 18C°, while average annual rainfall is about 790mm. Most of the rainfall is received in only few months, where most of the months are dry. As a result, recurrent drought is a major problem, and is making relief aid a regular source of livelihood for many rural families. Rainfall is a major limiting factor for agricultural production in the area. From agro ecological point of view, the district is classified as lowland. The area receives a bimodal rainfall where the small rains are between March and April while the main rains are between July and September (Sofia, 2010).

3.2.2.4. Agriculture

Sofia (2010) pointed out that there are two farming systems common in the district. These are sorghum, pulse, oil crops farming system and pastoral system. The common crops grown include Sorghum, Maize, Sesame, Haricot Bean, *Teff*, Flax, and Chickpea. Among the livestock types, cattle and goats are the most dominant types.

Table 3.2: Livestock Population in Mieso District, as of 2013.

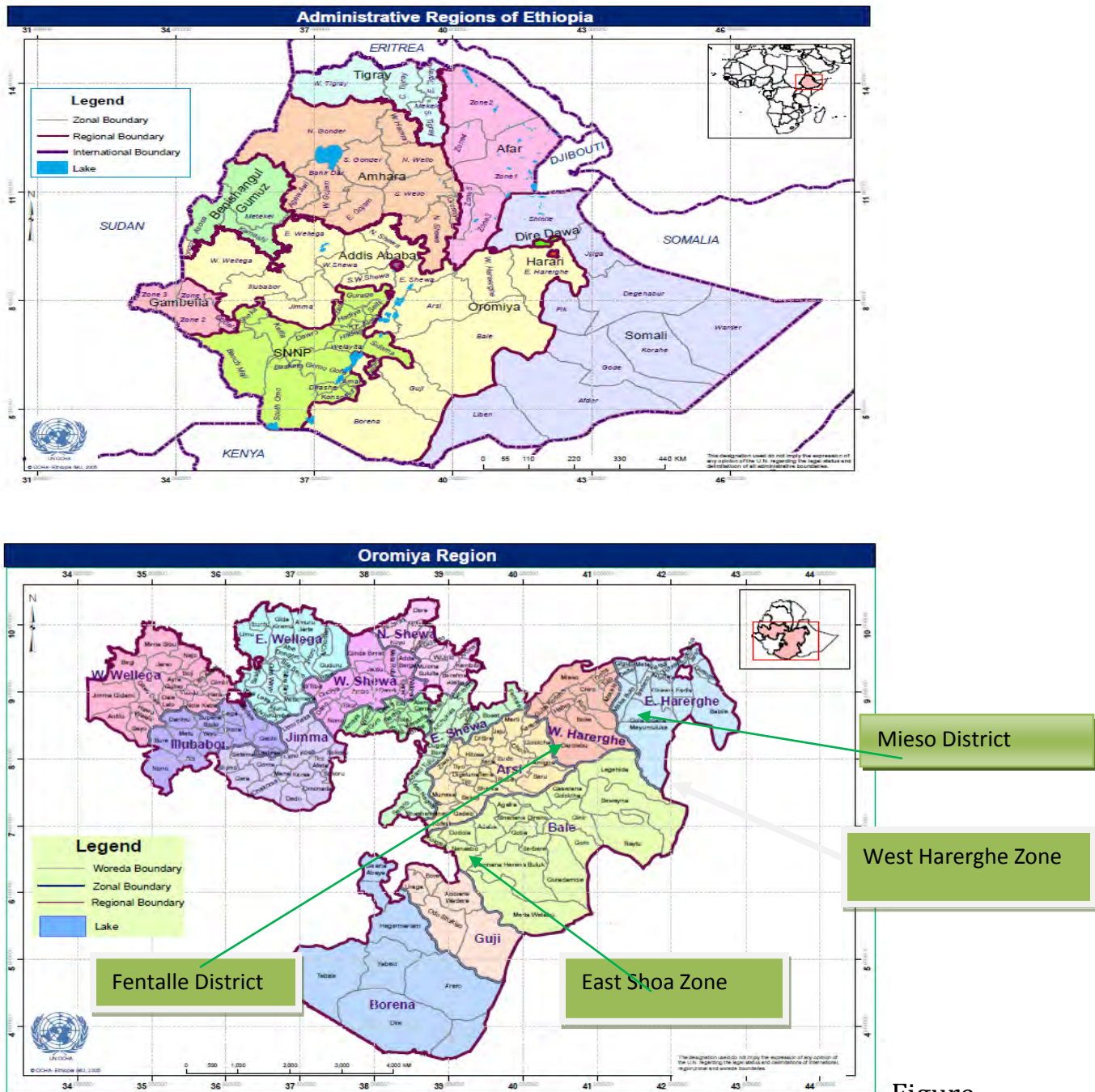
S/N	Types of Livestock	Number of livestock
1	Cattle	115,654
2	Camel	35,231
3	Sheep	31,617
4	Goat	56,383
5	Donkeys	10,261
6	Hen	53,553
7	Total	302,699

Source: Mieso District Administration (2013).

3.2.2.5. Population

According to CSA (2013), the total population of the Mieso district is 155,981 out of which 79,811 and 76,170 are male and female respectively. From the

total population of the about 32,589 is urban dwellers whereas 123,392 is rural resident. The crude population density of the district is 104.5 Out of the total population of the district; about 50.83 percent is male while the female constitute about 48.51 percent of the population in the district.



Figure

3.1: Map of study areas (Obtained from <http://OCHA.Un.org/> and adapted to this study).

The rationale for selecting Fentalle and Mieso districts as study areas is the fact that since I worked for long period of time in pastoral community and I observed that pastoral areas are characterized by poor socio-economic development when compared with others areas of the country. From this basic point, I developed high interest to conducting this study on pastoral development issues, identifying gaps and forwarding solutions to contribute for pastoral community development in the country.

3.3. Research Approach

The research approach employed in this study is descriptive method as the data gathered both from respondents and different documents were recorded and described. The other reason for selecting descriptive research approach is that the data gathered from all possible sources were described to assess the projects monitoring and evaluation practice of OPAC at the grassroots level. For the purpose of triangulation both quantitative and qualitative approaches were also employed.

3.4. Data Types and Sources

This study used both primary and secondary data. The primary data were gathered using questionnaires, interviews, documents review and focus group discussion. Most of the secondary data were project documents which contain all information about the PCDPs from identification to its completion with their related attachments; monitoring and evaluations reports. For the collection of the secondary data, all pertinent sources of information to have complete information on the topic under study were assessed.

3.5. Data Collection Methods and Instruments

In this study four methods of data collection were used. These were questionnaires, key informant interview, focus group discussion and documents reviews.

3.5.1. Administration of Questionnaires

Both close-ended and semi-open-ended questionnaires were formulated and administered to two groups of respondents. The first groups of the respondents were coordination unit workers drawn from regional and district levels Pastoral Community Development Projects implemented in Fentalle and Mieso districts of Oromia National Regional State.

A total of 13 questionnaires were administered to key informants at regional and district levels, of which 9 questionnaires were filled by regional PCDP Coordination Unit workers and the remaining four, were filled by those of district.

The second group of informants-Steering Committee members, similarly, was drawn from regional and district levels PCDPs of the specified areas. In doing so, a total of 36 questionnaires were administered at both levels of which 24 were administered at district level while the remaining 12 were administered to members at regional level. However, only 24 were filled and returned. Hence, the whole questionnaires completed by both informant groups were finally checked, filled, analyzed and discussed separately and jointly summarized in the form of tabulation and graphs.

3.5.2. Interviews

In-depth interview were conducted with a total of five individuals who were supposed to be relevant or key informants that include regional PCDP Coordinator, two districts Pastoral Development Office heads and district PCDP focal persons. Each interviews lasted for an average of 15 minutes after

the interviewer had described the objective of the study and expressed gratitude and confidentiality of the response given by the respondents. Thus, the responses given by the five interviewee were analyzed and presented separately and discussed eventually.

3.5.3. Focus Group Discussion

It was strongly believed that local beneficiaries were the main informants regarding the achievements or outcomes of the projects monitoring and evaluation in the study areas.

To this end, a total of 24 beneficiaries were selected for the focus group discussions held in four sessions and each session consisting of 6 project beneficiaries' pastoralists. Their discussions on carefully designed topics or questions were critically presented, analyzed and discussed.

3.5.4. Document Review

For the achievements of the objectives of the study, documents or manuals describing monitoring and evaluation tools, principles, standards, criteria and objectives of PCDP obtained from the concerned regional and district levels, were reviewed and eventually gaps in the overall project plan and implementation were observed.

The rationale for the use of the above data gathering instruments in data collection methods is to minimize the shortcoming of using only one instrument and to consolidate the reliability of the study. Hence, using a variety data collection instruments helped to utilize the advantages associated with triangulation.

3.6. Sample Selection Techniques

For reliable data collection system, the study employed stratified sampling technique. Because, it was expected to gather the primary data that support the research by grouping the respondents. As a result, the respondents were

grouped in; Regional Pastoral Area Development Commission workers, regional PCDPs steering committee, district level administration with their line officers, districts PCDPs steering committee, and beneficiary communities.

After categorizing the respondents, the researcher used judgmental sampling. The rationale for using these type of sampling techniques is that the relevant and sufficient data and information about projects monitoring and evaluation could only be obtained from limited or specific department, workers, regional pastoralist community development projects steering committee, district PCDP steering committee and beneficiaries who have direct involvement in project implementation.

For administration of questionnaires as per judgmental sampling technique the concerned an pertinent persons were selected from regional and district PCDPs coordination workers, i.e. a total of nine respondents. Secondly, questionnaires were also administered to all 36 members of steering committee drawn from regional and district levels, out of which only 24 questionnaires were completed. Thus, 100% of the total population was taken as a sample for this instrument.

Thirdly, although the total number of projects beneficiaries were estimated to be 121, 336 from both districts it was safe and fair to have included only 24 discussants who were direct beneficiaries. This was done as it was hardly possible to bring the informants together at one venue or travel to too many venues for the focus group discussion.

3.7. Data Presentation and Analysis

Data presentation and analysis processes entailed organizing and analyzing the accumulated mass of data obtained from the field into comprehensive research report. It involved typing and editing, tabulation and interpretation.

This was done following the theme of the study in each basic section. While analyzing the collected data, the study employed both qualitative and quantitative approaches. Because the data gathered through, focus group discussion, document reviews and interview were qualitatively described.

Individual narrative and case profiles obtained through close-ended and open-ended questionnaires and the other tools were used to summarize and analyze the phenomena. Triangulation technique was also applied to reach at reliable conclusions by using qualitative approaches such as narration of the ideas of the respondents.

3.8. Ethical Considerations

The entire research process was conducted with due respect to ethical considerations by maintaining the consent of the respondents to participate in the study and treated the respondents' views with utmost confidentiality and acknowledgement. All sources of materials used for this study have been duly acknowledged. In general, a high degree of openness, cultural conformity and dignity regarding the purpose and nature of the research was observed.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1. Introduction

This chapter deals with presentation of data obtained through questionnaires, key informant interviews, focus group discussion and document reviews. Analysis, major findings and discussion are also included. Basically, for the sake of clarity and coherence, the data gathered through different tools have been presented separately in five different sub-sections. The first section, deals with analysis of questionnaires administered to regional and district levels PCDPs coordination workers and Steering Committee members while the second section concerned with the analysis of *kebele* level PCDPs beneficiaries focus group discussion. The third section reveals the analysis of interviews. The fourth section depicts the analysis of documents and the last section is meant to provide discussion of the study.

4.2. Results

4.2.1. Data Description and Analysis of Questionnaires Administered to PCDPs Coordination Workers

As already noted, this thesis is based on the information gathered both from regional and specified districts levels coordination workers, steering committee members and local *kebeles* projects beneficiaries' pastoralists. Thus, demographic characteristics of Respondents are presented as follow:

Table 4.1: Demographic characteristics of respondents of PCDPs coordination workers

Descriptions	Count	Percent
1.Place of Work		
Regional Level workers	9	69.3
District Level workers	4	30.7
Total	13	100
2.Work Experience in year		
1-3	1	7.6
4-6	6	46.1
7-10	3	23.07
+10	3	23.07
Total	13	100
3.Gender		
Male	13	100
Female	0	0
Total	13	100
4.Educational level		
Illiterate	0	0
Certificate Holder	0	0
Diploma Holders	1	7.69
BSC/BA holders	12	92.3
MSC/MA holders	0	0
PhD	0	0
Total	13	100

5.Age structure		
18-25	0	0
26-35	8	61.53
36-45	4	30.76
46-55	1	7.69
56-65	0	0
66+	0	0
Total	13	100

Source: Computed based on own field survey data, March, 2014.

As it has been clearly depicted in the Table 4.1, about 69.3 percent of the respondents were regional PCDPs coordination unit workers whereas the remaining 30.7 percent were district level PCDPs coordination workers. From this, it is possible to conclude that these respondents were able to provide reliable information about monitoring and evaluation that were practiced both at regional and district levels, just because of their high level experience with the project and to the theme of the study.

Regarding the general work experience of the respondents, only 7.6 percent of the respondents had low level of work experience (1-3 years). The remaining large group (93.4 percent) of the respondents had works of 4 and above years. Thus, it is possible to consider that majority of the respondents had ample work experience to deliver reasonable information to the study.

Concerning the gender of the respondents, as a matter of chance, all of the respondents (100 percent) were male for there were no female workers at both levels at appropriate position to include in the study.

The age structure, Table 4.1, of the respondents indicates that the majority of the respondents (61.5 percent) were found to be within age level ranging 26-35 years. About 30.8 percent of the respondents were at age level ranging 36-45 years and the remaining 7.6 percent were beyond 46 years. This implied that almost all of the respondents are at matured age level and was able to provide reasonable information to the study.

With regards to the educational level of the respondents, entirely no illiterate and no certificate holder were found while 1 percent Diploma holders, no MSC/MA holders and the remaining 99 percent were BSC/BA holders (table 4.1). The educational level, indentified that majority of the respondents (99 percent) have had good educational background and expected to provide knowledge-based information about project monitoring and evaluation to the study.

At first, the study wanted to get information on how the pastoral community development project was planned and implemented? Because, the knowledge of this was seen to be important to the study as it assists the study to know general overview of PCDPs planning and implementation process and then to know from where monitoring and evaluation process began. To this end, open-ended questions were administered to the respondents revealed that PCDPs had been designed in bottom-up development planning and implementation approach. The idea of the respondents can be summed as that community at village level had first identified and prioritized their own development problems through mass participation.

Secondly, the study wanted to know how often OPADC conducted PCDPs monitoring and evaluation or assess sustainability of PCDPs sub- components in relation to the specified study districts. This was taken very crucial to the

study as it helps the study to get clues on an overall monitoring and evaluation practice of the project. In responding to this question, respondents depicted that OPADC had been ensuring the sustainability of PCDPs managed by it through assessment of monitoring and evaluation, explained almost by 100 percent of the respondents.

Regarding how the monitoring and evaluation activities have been conducted, about 80 percent of the respondents stated that PCDPs monitoring and evaluation had been conducted mostly in monthly, quarterly, bi-annual and on annual bases jointly with development stakeholders. They added that at regional level there were assigned monitoring and evaluation officer to conduct monitoring and evaluating works in line with the sub-components of the project. At zonal level there was one MST (Mobile Support Team) consisting of 4 individuals to provide support to district in monitoring and evaluation and overall project implementation activities. About 20% of the respondents said that monitoring and evaluation activities were conducted irregularly according to its importance.

Concerning the existence of designed monitoring and evaluation tools or instruments for PCDPs. The respondents gave their opinion as summarized in the Table 4.2 below.

Table 4.2: The prevalence of designed PCDPs monitoring and evaluation tools.

Are there designed tools or instrument set by OPADC to conduct PCDPs monitoring and evaluation?	Count	Percent
Yes	10	76.92
No	2	15.38
I do not know	1	7.69
Total	13	100

Source: Computed based on own field survey data, March, 2014.

Table 4.2 clearly shows that there are designed tools to conduct PCDPs monitoring and evaluation activities by the OPADC. This is indicated by 76.9 percent while only 15.4 percent said there weren't. The majorities of the respondents were aware of PCDPs monitoring and evaluation tools and stated some of them as follow: administrative records and files, interviews, questionnaires, surveys, simulation games, cost-benefits analysis, beneficiary's group discussion, field visit and observation and case study. Concerning the benefits of these methods of data gathering, they were used administrative records and files to know how many people attended a health clinic, how many beneficiaries participated in training and like? Regarding the benefits of using simulation games such role-plays and telling, they stated this method is more useful to get data from illiterate beneficiaries. They used cost-benefits analysis to compare the project's cost with its benefits. They used case studies to provide an in-depth description of particular project over time. As far as the types of PCDPs evaluation employed by OPADC is concerned, Table 4.3 shows the responses of the informants.

Table 4.3: Types of PCDPs Evaluation.

Stages of PCDPs evaluation employed by OPADC	Count	Percent
Ex- ante evaluation	1	7.69
Mid-term evaluation	2	15.38
Terminal evaluation	0	0
Ex-post evaluation	0	0
Impact evaluation	0	0
All of them	10	76.92
None of them	0	0
Total	13	100

Source: Computed based on own field survey data, March, 2014.

From Table 4.3 it can be understood that the OPADC has employed all stages of PCDPs Evaluation. It became clear that about 76.9 percent of the respondents said that they had been conducting PCDPs evaluation at all stages of the project implementation process. About 15.4 percent and 7.69 percent of the respondents said throughout the project evaluation system they had employed mid-term and ex-ante evaluation types respectively. Therefore, it is possible to conclude OPADC was conducted PCDPs evaluation at all levels the projects implementation.

Furthermore, the study sought to reveal what PCDPs evaluation standards and principle set by OPADC. This information was viewed relevant because the PCDPs monitoring and evaluation practice was going to be ascertained. Table 4.4: hence, presented the answer provided by the respondents.

Table 4.4: PCDPs Evaluation principles and Standards

Does OPADC set PCDPs evaluation standards and principles?	Count	Percent
Yes	11	84.61
No	2	15.38
I do not know	0	0
Total	13	100

Source: Computed based on own field survey data, March, 2014.

Table 4.4 vividly disclosed that OPADC had set the PCDPs evaluation standards and principles for over 84.6 percent of the workers knew there were designed PCDPs evaluation principles and standards. About 15.4 percent of the respondents were found to be against this. The respondents had further mentioned some of the designed PCDPs evaluation standards like efficiency, effectiveness, impacts, sustainability and relevance. But they did not mentioned any principles of evaluation

With regards to the situation where they were applying similar evaluation standards for evaluation of all PCDPs- sub –components, the reactions of the respondents were depicted in Table 4.5.

Table 4.5: Application of similar evaluation standards to all PCDPs sub-components

Does you apply similar evaluation to all sub-components of PCDPs	Count	Percent
Yes	3	23.07
No	10	76.92
Total	13	100

Source: Computed based on own field survey data, March, 2014.

As can be seen from Table 4.5 the respondents replied that they didn't apply similar evaluation standards to evaluate all sub-components of PCDPs. Since 76.92 percent said that they did not apply similar evaluation standards for the same cause and only 23.1 percent of the respondents said they were using similar standards of evaluation for all sub-components.

Asked whether development stakeholders involved in PCDPs monitoring and evaluation process (i.e whether it was participatory or not), the respondents' reply the answer indicated in the Table 4.6.

Table 4.6: Stakeholders involvement in PCDPs motioning and evaluation.

Involvement of development stakeholder in PCDPs monitoring and evaluation process	Count	Percent
Yes	11	84.61
No	2	15.38
I do not know	0	0
Total	13	100

Source: Computed based on own field survey data

As Table 4.6 displayed about 84.6 percent of the respondents said "yes" development stakeholders did come to participate in PCDPs, monitoring and evaluation while 15.4 percent of the respondents said development stakeholders did not involve in monitoring and evaluation practice of PCDP.

Regarding resource allocation for PCDPs monitoring and evaluation, responses have been presented in the following table.

Table 4.7: Resource allocation for PCDPs Monitoring & Evaluation

Allocation of both human and material resource for PCDP monitoring and evaluation	Count	Percent
Yes there was sufficient allocated resource	0	0
Yes allocated but not sufficient	13	100
Not allocated at all	0	0
I do not know	0	0
Total	13	100

Source: Computed based on own field survey data, March, 2014

Results shown in Table 4.7 depicted that OPADC had been allocated resources for PCDP monitoring and evaluation activities. But the entire respondents noted that the allocated resource was not sufficient to conduct PCDP monitoring and evaluation at local district level, and it might have a detrimental impact on the process.

Furthermore, the study sought to reveal whether OPADC, conducted PCDPs output and outcomes evaluations. To achieve this, study obtained responses from both regional and district levels PCDPs coordination workers and the results indicated in Table 4.8.

Table 4.8: Outcomes/outputs evaluation of PCDPs

Does OPADC conducted PCDPs outcomes/outputs evaluation	Count	Percent
Outputs evaluation conducted	8	61.5
Outcomes evaluation conducted	0	0
Both are not conducted	4	30.8
Both are conducted	1	7.7
Total	13	100

Source: Computed based on field survey data, March, 2014

As revealed by Table 4.8 about 61.5 percent of the respondents indicated OPADC conducted only outputs evaluation. Whereas 30.8 percent of them said OPADC did not conduct both outputs and outcomes evaluation of PCDPs,. The remaining 7.7 percent replied both outputs and outcomes evaluation were conducted. Hence, OPADC has been found to conduct mainly outputs evaluation only and not outcomes, which in turn, affect the knowledge of achieved changes.

4.2.2. Data Description and Analysis of Questionnaires Administered to Steering Committee Members

The demographic features of the PCDPs, regional and districts level steering committee members have been described in the following table.

Table 4.9: Demographic characteristics of respondents of SCM

Description	Count	Percent
1.Work Place		
Region	8	33.33
District	16	66.66
Total	24	100
2.General Work Experience		
1-3	2	8.33
4-6	5	20.83
7-10	7	29.16
+10	10	41.66
Total	24	100
3.Service year in PCDPs Committee		
1 year	2	8.33
2 years	4	16.66
3 years	7	29.16
4 years	2	8.33
5 years	7	29.16
+6 years	2	8.33
Total	24	100

4.Position in the Committee		
Chairman	2	8.33
Secretary	3	12.50
Member	19	79.16
Total	24	100
5.Gender		
Male	21	87.5
Female	3	12.5
Total	24	100
6.Educational level		
Certificate Holder	0	0
Diploma Holders	2	8.33
BSC/BA holders	20	83.33
MSC/MA holders	2	8.33
PhD	0	0
Total	24	100
7.Age structure		
18-25	0	0
26-35	18	75
36-45	4	16.66
46-55	2	8.33
56-65	0	0
66+	0	0
Total	24	100

Source: Computed based on own field survey data, March, 2014

As clearly showed in the Table 4.9, about 33.33 percent of the respondents were regional level workers whereas the remaining 66.7 percent were district level. Thus, it is possible to conclude that these respondents were able to provide reasonable information about monitoring and evaluation which were practiced both at regional and district levels.

Regarding the general work experience of the respondents, about 8.3 percent of the respondents had low level of work experience (1-3 years). While 20.8 percent committee members had work experience of 4-6 years and about 29.2 percent served between 7-10 years. The remaining large segments (41.7 percent) of the respondents have work experience of ten years and above. Meanwhile, about 91.7 percent of the respondents have served in the committee for more than two years as members of PCDPs both at regional and district levels. Thus, it is possible to consider that; majority of the respondents had ample work experience to deliver reasonable information to the study.

Concerning gender of the respondents, about 87.5 percent of the members were males whereas the remaining 12.5 percent were females. With regards to their position in committee, 2 of them were chairmen at the district level and three of them were secretary whereas the remaining 79.16 percent were members of the steering committee.

When it comes to age structure, Table 4.9 of the respondents indicates that the majority (61.5 percent) were found to be within age level ranging 26-35 years. About 30.7 percent of the respondents were at age level ranging 36-45 years and the remaining 7.6 percent were at the age beyond 46. This implied that almost all of the respondents are in matured age level and were able to provide rational information to the study.

As far as educational level of the respondents is concerned, 8.33 percent were diploma holders, 8.3 percent were MSC/MA holders and the remaining 83.3 percent were BSC/BA holders (Table 4.8). From the described demographic distribution of the respondent, it is fair and safe to consider that all of the respondents were believed and expected to provide knowledge-based information about PCDPs monitoring and evaluation.

Asked how the committee members were assessing the PCDPs performance, because knowledge of this seen as relevant as to the study, as it helps to know whether the committee assess performance of PCDPs or not. The respondents forwarded their reply in Table 4.10.

Table 4.10: Assessment of PCDPs performance by steering committee members

How are you assessing the performance of PCDPs	Count	percent
Participating in monitoring & evaluation	2	8.3
Obtaining monitoring & evaluation reports	20	83.3
We are not making any assessments	2	8.3
Total	24	100

Source: Computed based on own field survey data, March, 2014

As shown in Table 4.10, majority (83.3 percent) of steering committee members of PCDPs said that they were not involving in PCDPs monitoring and evaluation process. But they were obtaining monitoring and evaluation reports for decision making or assessment of the performance of the project. Only few of them (8.3 percent) noted that they were participating in monitoring & evaluation of the projects. Hence, it was learnt that both regional and district level members of Steering committee of PCDPs were not

involved in Monitoring & evaluation, as majority of them were depending on the reports they obtained from other monitoring and evaluation body.

Meanwhile, the responses provided by the informants concerning the utilization of monitoring and evaluation reports which they obtained from the monitoring and evaluation team, have been portrayed in the Table 4.11.

Table 4.11: Utilization of PCDP monitoring and evaluation result

Utilization	Count	Percent
Take corrective actions	22	98
Report to the council	1	1
Not take corrective action	1	1
Total	24	100

Source: Computed based on own field survey data, March, 2014

As Table 4.11 indicated PCDPs were monitored and evaluated and results were forwarded to the steering committee, decision making body of the project. It became clear that 98 percent of the total study respondents categorically indicated that the reports when forwarded to them have been always very important to them for taking correction actions. Only 1 percent of the respondents said that they forwarded the monitoring and evaluation reports to the concerned council.

4.3. Data Description and Analysis of Beneficiaries Focus Group Discussion

The beneficiary’s focus group discussion was designed as one of the data gathering tool for the achievement of the study objectives since local beneficiary pastoralists were the major source of information as far as the effectiveness of the project monitoring and evaluation is concerned. To this

end, two focus groups discussion were held at Fentalle district at Tututi *kebele* and each focus group discussion has six members of which four were women. The other two focus groups discussions were designed for Mieso districts, Asebat *kebele*. Each group consists of six discussants of which one group was women and the other group was men.

The focus group discussants pointed out that they have been benefiting from PCDPs components that included veterinary post, human health posts, primary schools and rural credit and saving cooperatives and so on, in line with their needs and priorities.

In explaining the socio-economic benefits of PCDPs, the discussants, especially women group identified that they gained additional knowledge and attitudinal change that the women can participate in development interventions pertaining to the community in general and to women in particular. They witnessed that they have got access to primary education services in their localities and stressed that due to the introduction of PCDP they have got grain mills with shops and saving and credit services in their locality. In addition, they said that the tedious distance travel they were suffering from, and the financial and time cost they were spending in getting access to those services before the introduction of PCDP has been alleviated.

With regards to their involvement in PCDPs sub- project monitoring and evaluation, in their localities, all focus groups discussants consistently noted that they were participating in all monitoring and evaluation Practice of PCDPs Sub- projects implemented in their respective localities. In expressing the degree of their participation in monitoring and evaluation, at Asebot *Kebele* discussants, Mieso district, described the situation saying:

Yoo hordooffii fi gamaaggama keessatti hirmaachuu baanne mootummaatu nuuf hojjate jennee ija mootummaatin ilaalla, amma immoo hirmaannaa keenyaan waan keessa jirruuf akka waan keenya ofii hojjanneetti akkasiitti abbummaan nutti dhaga'amee akka waan keenyaatti ilaalla.

This is literary meant:

If we were unable to participate in the process of monitoring and evaluation, we consider as if it was done for us by the government. But now we are participating as we are the owners of the projects.

Describing the challenges they faced, the participants of the group discussion witnessed that mostly in management of some sub- projects like grain mill with shops, they faced a big challenge especially at Tututi *kebele* of Fentalle district. The beneficiaries of grain mill with shop stated that their grain mill with shops constructed for them was not providing them with the intended service. They underscored that they were unable to manage these projects after PCDP-I phased out due to disagreement among the beneficiaries. In explaining the source of their disagreement the focus group discussants disclosed as follow:

Erga pirojeekitiin xumuramee nuuf keennamee booda hordoffii fi deeggarsa gama aanaatiin nuuf godhamu laafaa waan tureef, lakkoofsi miseensota waldaa keenyaa waan baay'ateef

walii gallee pirojeekitiin akka bu'aa nuuf buusu
gochaa hin jirru.

Which literary means:

After the completion of the project because of the loose support and follow up provided from the district administration and too many association members they were unable to manage their project to make it fruitful.

Finally, the group discussants concluded that ex-post and outcomes evaluation were so crucial to ensure long lasting impacts of the implemented projects in their respective localities. But with regards to OPADC ex-post or outcomes evaluation there was weak follow-up and support given to them by concerned project office representative.



Figure 4.8: Tututi Grain Mill with shops (Fentalle), now, unfunctional, captured during field survey, March, 2014.

4.4. Interview Analysis

As far as the effectiveness of PCDPs implemented in the specified districts was concerned, almost all (100%) of the respondents acknowledged that many development activities have been carried out both in Fentalle and Mieso districts following the introduction of the PCDP. They further explained that the project has contributed to their livelihoods improvement in many ways.

In explaining the contribution of PCDPs, the respondent witnessed that new primary schools built, existing primary schools have expanded and

refurbished, new human health and veterinary health posts constructed, small scale irrigation schemes built and pastoralists had got access to micro financial service delivery. Adding that, this was realized by monitoring and evaluation process implemented by the respective project offices

Regards to the extent of cooperation and participation of different stakeholders and beneficiary communities in monitoring and evaluation process of PCDPs, most of the respondents. (more than 85 percent) indicated that there was strong cooperation and participation of different stakeholders, while 15 percent replied that these was no strong cooperation and participation.

Asked whether or not they faced challenges in the course of monitoring and evaluation and how they managed to solve them, the five interviewees (100 percent) replied that there were challenges or gaps observed in the process of PCDPs monitoring and evaluation.

Among the major challenges they stated included material and human resource limitation, affecting the monitoring and evaluation of the project. Concerning district level human resources limitation, all of the interviewees indicated that during the project planning, for the sake of reducing overheads costs, it was design to assigned only one focal person to coordinate overall day-to-day projects activities at district level, adding that, this focal person alone was responsible to coordinate overall projects works on daily bases. They stated that as PCDPs works at district level were too many which included follow up of contractor who involved in PCDPs sub- components construction activities. They also said there was no assigned engineer to conduct professional monitoring and evaluation of construction projects. In

explaining this problem one of the key informants expressed the situation saying:

Rakkoolee muudatan guyyaa-guyyaan adda baasaa fala kennaa deemuu irratti hanqina humna namaattu jira. Keessattuu, pirojeekitoota ijaarsaa ilaalchisee, guyyaa guyyaan yoo hin hordofiin, rakkoo dha. Kan biraa dhiisii yeroon hordofanii kontraaktara hojii irraa bade hojiitti deebisuuf kan hojii balleesse seeratti dhiheessuuf hanqina humna namaatu ture.

This literally meant:

To identify daily encountered problems and taking immediate corrective actions, there was human resource limitation. Specially, regarding construction projects, unless we make daily follow up, it is challenging. Let alone other things, differentiating those contractors who were not on job and to bring back them to job on time and to take measures against the wrong doers, there was human resource limitation in district level.

The interviewees were asked how material resources were allocated for monitoring and evaluation. Accordingly, most of the districts level informants (80 percent of the interviewees) explained that there were challenges in utilization of project material resources. Explaining this further, they said that, from the very beginning, the project car was given to the district administration that was using this car for the usual district business, rather

than using for PCDPs monitoring and evacuation tasks. As a result, district level PCDPs coordinator or focal persons were unable to control and use car for continuous project works. In finding out solutions for the encountered challenges, they replied that resources limitation was not yet solved. While the issue of using car was a problem and the focal person tried to use only when the district administration allowed him to so.

Furthermore, while rating the overall monitoring and evaluation practice of PCDPs, informants underscored that there were no monitoring and evaluation team at district level to make regular monitoring and evaluation for every sub-component of the project in a planned manner. Monitoring and evaluation works were done with limited manpower and they concluded that monitoring and evaluation practice in the specified districts was not so strong due to the limitation of professional manpower and other resources.

Asked whether they conducted outcome evaluation or not, almost all respondents replied that they ensured project yielding practical output in livelihoods of the beneficiary and they were observing the outcome of project and stated that there were no assessments of outcomes and reports documented at both districts.

4.5. Documents Review Analysis

The review of relevant document or manual describing monitoring and evaluation tools principles, criteria and standards were considered as important as it could yield significant insight to the study. Accordingly, the researcher made high efforts to review the relevant documents. While reviewing whether there was a monitoring and evaluation plan at regional level. It was identified that at districts level, there were no monitoring and evaluation plan..

Thus, the review made at the sites underlined that focal persons were only based on the region monitoring and evaluation plan to deliver monitorial and evaluation reports. This was indeed, found to be one of the basic gaps observed at district level.

While reviewing of monitoring and evaluation manual, it was learnt that, there was simplified and participatory monitoring and evaluation manual at regional level. This manual described that the OPADC employed participatory project monitoring and evaluation approach, stating some of the advantages of employing this approach. It creates ownership, provides timely, reliable and valid information, builds skills and confidence, utilizes local knowledge and encourages cost effectiveness.

Moreover, efficiency, relevance, sustainability, effectiveness, environment and socio-economic impacts have been stated as criteria of evaluation indicators. Hence, the monitoring and evaluation tools are identified in the manual. That includes reviewing administrative records and files, field visit and observation, simulation games, questionnaires, cost benefit analysis and case studies.

In general, the PCDPs monitoring and evaluation manual found to be simple and comprehensive including different monitoring and evaluation formats. But it lacks evaluation principle and standards and some of the prepared monitoring and evaluation formats are too complex to be filled by focal persons.

4.6. Discussions

In light of the data obtained through the four data collection tools (questionnaires, interviews focus group discussion and documents reviews) the following major points of discussions have been identified and discussed as follows

In this study, efforts were made to triangulate the consistency and inconsistency of the results achieved through the above mentioned data collection tools. As stated under the data analysis section, in responding to the question concerning, how PCDP was planned and implemented; the finding has shown consistence results. The entire respondents stated that it had been planned and implemented in bottom-up development planning approach with mass beneficiaries' participation at village level through planning called Community Action planning. This is to mean that PCDP is community-demanded project.

Hence, With regards to how PCDPs monitoring and evaluation process conducted, the result of the both open ended and closed ended questionnaires indicated that, about 80 percent of the respondents replied that PCDPs monitoring and evaluation conducted in monthly, quarterly, mid-term and annual bases jointly with development stakeholders in planned manner at regional level. This means, the majority of the respondents were regional level workers, describing at regional level, PCDPs monitoring and evaluation was conducted in a regular bases as mentioned. The remaining 20 percent was district level PCDPs coordination workers who knew that monitoring and evaluation activities were not conducted in a regular base at district level. Regional monitoring and evaluation team were conducting monitoring and evaluation works at all districts. But the data obtained through interview and

document reviews indicated that in the two specified districts, monitoring and evaluation were conducted by focal persons and there were no separate monitoring and evaluation plans. They were conducted irregularly with overall projects coordination activities.

The regional monitoring and evaluation team themselves were not able to cover all *kebeles* where projects implemented and they took only sample *kebeles* and they were mostly dependent on district information. In addition, during document review, it was seen that, in the monitoring and evaluation manual, the prepared sub-projects implementation process and physical progress monitoring format designed to be filled by district PCDPs focal person and MST. This implied that regional monitoring and evaluation team mostly relied on district focal person. From these discussion ideas, it could be realized that PCDPs monitoring and evaluation was conducted regularly and in a planned base at regional level and the opposite was true at district level.

Regarding the PCDPs evaluation principles and standards, the results obtained through closed-ended and open-ended questionnaires and document review were not similar. Accordingly, the results of questionnaires filled both by regional and districts level PCDPs coordination workers revealed that there were designed PCDPs evaluation principles and standards (85%). They further noted that, they knew there were designed PCDPs evaluation principles and standards. About 15% of them responded that there were no designed PCDPs evaluation principles and standards; these workers knew there was a gap regarding this issue. Those respondents who witnessed the presence of evaluation principles and standards listed efficiency, effectiveness, impacts, sustainability and relevance as set standards and they did no stated principles.

On other hand, review of PCDPs monitoring and evaluation manual, provide the existence of efficiency, effectiveness, impacts, sustainability and relevance were stated in the manual as PCDPs evaluation indicators criteria rather than standards and principles there were no clearly stated evaluation principles and standards practically in the manual.

Concerning project evaluation principles UNESCO (2007) identified independence, impartiality, timelines, transparency, competency, ethics and quality and IFAD (2002) also stated utility, feasibility, propriety and accuracy as project evaluation standards. But, OPADC monitoring and evaluation manual lacks these. As a result, by considering the 15% respondents' idea and the document review result, it is possible to conclude that, OPADC did not have clearly stated PCDPs evaluation principles and standards.

With regards to the PCDPs monitoring and evaluation tools/ instruments, about 76.9 percent of the respondents indicated that there was designed PCDPs monitoring and evaluation tools. The response of these discussants appeared to be consistent with the data obtained through document review. Accordingly, administrative records and files review, field visit and observation, simulation games, group discussion, interview, questionnaires, cost-benefits analysis and case studies were identified as monitoring and evaluation instruments or methods.

These identified PCDPs monitoring and evaluation tools, more or less, coincided with project monitoring and evaluation tools stated by Hunter (2009) and MoFED (2008). But, from the stated project monitoring and evaluation tools, reviewing administrative records and files were not consistent with Hunter (2009) and MoFED (2008). Regarding this point, both of them, clearly stated to be relied on project records rather than

administrative records and files which have no relation with projects. From this point of discussion, it is possible to ask why OPADC prefer to use administrative records and files instead of using project records. From this departing point of view, regarding project monitoring and evaluation tools, it is possible to deduce that, OPADC merged PCDPs implementation system with district usual administrative functions.

With respect to the PCDPs evaluation stage or types, almost 79.9 percent of the respondents indicated that they were conducting PCDPs evaluation at stages of its implementations. The idea of these respondents coincided with WB Group (2001), Kellam (1999) and Mbeche (2000) identified project evaluation stages. On the other hand, about 7.7 percent and 15.4 percent respondents said, they were conducting only ex-ante and mid-term PCDPs evaluation respectively; they indicated that they were not conducting terminal, ex-post and impact evaluation. In supporting the response of these minority respondents', the grassroots level PCDPs beneficiary pastoralists, during focus group discussion indicated, some, completed sub-components of PCDPs in Fentalle district were not providing the intended results because of weak terminal, ex-post and impacts evaluation. From this perspective it is possible to conclude terminal, ex-post and impact evaluation at grassroots level were so weak.

Concerning the application of similar project evaluation standards to evaluate all sub-components, about 76.9 percent of the respondents indicated they were not applying similar project evaluation standards to do so. About 23.1 percent of the respondents noted that they were applying similar project evaluation standards to all sub-projects.

While elaborating the reason these 76.9 percent of the respondents said there were no designed evaluation standards to be applicable to all sub-components of PCDPs. On other hand, the document review showed there were no clearly designed evaluation standards for all sub-components evaluation. Regarding this issue, IFAD (2002) mentioned that there are no single and uniform project evaluation standards to be applicable in evaluation of all types of project; and it identified some of the generally accepted project evaluation standards such as utility, feasibility, propriety and accuracy which OPADC lacks. As a result, it is better to conclude OPADC did not put in place designed PCDPs evaluation standards.

In relation to development stakeholder's involvement in PCDPs monitoring and evaluation practice, about 84.6 percent of the respondents depicted that PCDPs monitoring and evaluation system was dependent on the active participation of stakeholders, stating that stakeholders were participated in the monitoring and evaluation process. The remaining 15.4 percent of the respondents replied stakeholders were not participating in PCDPs monitoring and evaluation activities. Data obtained through focus group discussion and key informants interview were consistent with the majority respondents indicating PCDPs monitoring and evaluation system was participatory which coincided with the statement of WB Group (2001). As a matter of fact, specially, with regards to the beneficiary community's participation, it is possible to accept that OPADC has designed participatory monitoring and evaluation system that could change the Chinese poem into practice.

Concerning the PCDPs output and outcomes evaluation, almost 61.5 percent of the respondents indicated that outcomes evaluation of the implemented projects was not conducted, but only output evaluation was conducted. About 30.8 percent indicated that both outputs and outcomes evaluation of PCDPs

were not conducted and about 7.7 percent of them believed that both were conducted.

On other hand; the results obtained through beneficiaries focus group discussion showed that, some implemented projects like grain mill with shops and the like were not providing them with intended services. On this issue, the results obtained through questionnaires and focus group discussion seems consistent to each other. The focus group discussion result, more or less, was based on the concrete evidence, indicating, OPADC was missing the benefits of projects impacts evaluation stated by Valadez and Banberger (1994). Thus, it is possible to conclude OPADC did not conduct outcomes evaluation except outputs evaluation.

In this study, efforts were made to find out whether there were gaps observed in the process of monitoring and evaluation in the specified districts. As a result, the entire respondents consistently mentioned the existence of gaps like shortage of skilled man power at the two districts, competing over project resources as well as unplanned monitoring and evaluation at district level.

- **Summary**

The study revealed that Pastoral Community Development Project is one the development intervention that benefiting and improving livelihoods of many pastoralists of Fentalle and Mieso districts since its introduction. Thus, this projects intervention taken as it aligned with government pastoral development policy and strategy.

The results of both open-ended and closed-ended questionnaires, focus group discussion, key informant interview and documents reviews consistently identified that PCDPs has been planned and implemented in bottom-up community-driven approach.

Regarding the participation of the beneficiaries and other stakeholder participation in monitoring and evaluation process, the results of the data collected through the above mentioned tools consistently portrayed that the process of PSDPs monitoring and evaluation in both specified districts were participatory in nature.

It was also found out that PCDPs monitoring and evaluation at regional level was conducted mostly in monthly, quarterly, mid-term and annual bases in a planned manner while at districts level it was practiced in unplanned manner and irregularly. In addition, OPADC workers stated that they had employed ex-ante, mid-term, terminal ex-post and impact evaluation. while, the beneficiary communities complained that both ex-post and impact evaluation were not strong, providing evidences of the unfunctional sub-projects that included grain mill with shops at Tututi *kebele* of Fentalle district.

Regarding the presence of designed PCDPs monitoring and evaluation tools, the study found out that the OPADC has designed monitoring and evaluation

tools including checklist questionnaires, focus group discussion, field visit and observation, review of administrative records and files, interview, simulation games, case studies and cost-benefits analysis.

Meanwhile, it was learnt that while OPADC set only PCDPs evaluation criteria, its monitoring and evaluation manual lacks project pertinent principles and standards. It was also identified that the OPADC was not applying similar standards to evaluate all sub-projects and there was not set standards for the evaluation of each sub-component of PCDPs. In addition, human resource limitations at both specified district level were the most challenging factors to effectively conduct monitoring and evaluation.

Furthermore, PCDPs steering committee members at regional level and district levels were not participating in monitoring and evaluation, but they were dependent on reports they obtained to make assessment of the performance of the projects and they used reports to take corrective measures. It was found that outcomes evaluations were not conducted in both districts.

In general, the strengths of PCDPs monitoring and evaluation practices of OPADC in relation to the specified districts were:

- Presence of designed project monitoring and evaluation tools like checklists, review of administrative records and files, interview, questionnaires, focus group discussion, simulation games, case studies and cost-benefits analysis;
- The presence of evaluation indicators criteria's which include: efficiency, effectiveness, sustainability, feasibility, socio-economic and impacts;

- The general PCDPs monitoring and evaluation practices were participatory in nature;
- At regional level, PCDPs monitoring and evaluation tasks were conducted in a planned and regular manner
- Both at regional and district levels PCDPs steering committee utilized monitoring and evaluation reports to take the requested corrective measures to enhance project performance;

Based on the gathered and analyzed data, the following major weakness of PCDPs monitoring and evaluation practices were found out:

- Lack of conducting outcomes evaluation at both districts;
- At districts level, monitoring and evaluation practices were unplanned and conducted in irregular bases unlike the regional one.
- Lack of project evaluation principles and standards;
- Limitation of professional manpower at district level. Specially, the absences of engineers to deliver knowledge-based monitoring and evaluation for construction sub-components of PCDPs;

From the researcher's point of view, unlike the previously conducted empirical researches, this study has underlined both strengths and weakness of multi-sectoral community-demanded or driven projects monitoring and evaluation practices. Based on overall findings of the study, OPADC has combined PCDPs implementation as well as its monitoring and evaluation system with usual district administration's usual works rather than implementing it independently in project approach.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

Pastoral areas in Ethiopia are characterized by high level of poverty, illiteracy, inadequate basic infrastructures, unsustainable livelihood, poor human and institutional capacity, poor service delivery, and conflict over pasture and water, low income, shortage of water and pasture, poor coverage of animal's and human health services as well as lack of clarity of policy and strategies for pastoral community development. Donors-driven non-sustainable development projects are major challenges affecting pastoral community development in the country.

To alleviate the socio-economic problems of pastoral community, current government of Ethiopia has formulated pastoral development policies, strategies, programs and projects. As a result, the Ethiopian PCDPs have been initiated and implemented in pastoral areas of the country. However, its monitoring and evaluation practice is not adequately studied. This study aimed at assessing PCDPs monitoring and evaluation practice in OPADC: the case of PCDPs at Fentalle and Mieso districts with general objective of assessing the PCDPs monitoring and evaluation system by taking projects monitoring and evaluation practice of OPADC in relation to the implementation of PCDPs the specified districts.

The specific objectives of this study were to identify the projects monitoring and evaluation tools, techniques, criteria and standards set by OPADC for components of PCDPs that were implemented in Fentalle and Mieso districts,

to assess the project monitoring and evaluation tasks; process designed, planned and implemented at different levels and result reporting mechanisms to take corrective measures, to identify whether there was cooperation and coordination mechanism between commission and district level professionals, projects steering committee and beneficiary in the process of PCDPs evaluation and monitoring, set of mechanisms put in place for the stakeholder's participation, to identify the major gaps and forward alternative recommendations which enable OPADC to fill identified gaps in areas of project monitoring and evaluation.

To accomplish the objectives of the study, descriptive research method was employed and both primary and secondary data were used. Hence, two sampling techniques: stratified sampling technique and judgmental sampling technique after categorizing the respondents. The collected data was, then, analyzed using both quasi-qualitative approaches by which the data gathered through focus group discussion, document reviews and interview were qualitatively described. Individual narratives and case profiles obtained through close-ended and semi-open-ended questionnaires and the other tools were used to summarize and analyze the phenomena. Triangulation technique was also applied while in all course of the study ethical consideration was observed.

The study was found out that OPADC had put in place project monitoring and evaluation tools like administrative records and files, field visit and observation, simulation games, questionnaires cost benefit analysis and case studies. Moreover, efficiency, relevance, impact, sustainability, effectiveness, environment and socio-economic have been stated as criteria of evaluation indicators.

The monitoring and evaluation tasks were conducted mostly in monthly, quarterly, mid-terms and annual bases in a planned and regular manner at regional level and the system of monitoring and evaluation was found out so participatory.

With regards to the utilization of monitoring and evaluation results, the study came up with the fact that the monitoring and evaluation team delivered reports to PDCPs SCM at all level and used the reports to take appropriate and corrective measures. These, the above mentioned findings were taken as the most important strengths of OPADC depicted in PCDPs Monitoring and evaluation.

In a nut shell, materials and human resource limitation, unplanned and irregular monitoring and evaluation practice at the districts level, weak follow up made to completed projects, utilization of administrative records and files as tools of monitoring and evaluation, lack of evaluation standards and principles, unfunctioning of some completed projects, lack of outcomes evaluation were some of the major gaps identified.

In general, the PCDPs monitoring and evaluation practices at the two specified districts were more or less similar. But, the case of Fentalle district was so serious that the completed PCDPs sub-components were not providing the intended results to the beneficiaries' community due to absence of post implementation support provided to them from district and regional bodies.

5.2. Recommendations

In the light of major findings of the study, the following policy recommendations are forwarded:

- OPADC should conduct PCDPs outcomes evaluations since project outcomes or changes are time consuming and cannot be achieved in the process of project implementation;
- OPADC needs to reconsider the human resource structure during project design for future PCDPs implementation at district level. The composition of the human resource should be aligned with sub-projects and their nature that enable the implementing agent to deliver professional monitoring and evaluation.
- To avoid, competition over project resources, OPADC should provide adequate resources for district PCDPs coordination office to utilize the project resources only for project purposes and will deliver all resources to the districts administration only at phase out stage of the projects;
- OPADC should improve its monitoring and evaluation manual by including project evaluation principles and standards.

In sum as this study is not conclusive, regarding the effectiveness of PCDPs monitoring and evaluation, further related research work that covers a wider scope, areas, large sample size and takes more time appears to be significant.

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Appendix 1

QUESTIONNAIRE PRESENTED TO REGIONAL AND DISTRICT LEVEL PASTORAL COMMUNITY DEVELOPMENT PROJECTS COORDINATION UNITS WORKERS

I. Introduction

The topic of this study is *an assessment of project monitoring and evaluation practice in Oromia pastoral Area Development commission: the case of pastoral community Development projects in Fentalle and Mieso districts*. The general objective of this study is to assess Projects monitoring and evaluation practice of Oromia Pastoral Area Development Commission in relation to the implementation of Pastoral Community Development Projects in Fentalle and Mieso districts. I hope the research findings or result would be serving as a useful source of information for pastoralists, pastoral development planners, researchers and practitioners who are engaged in pastoral development endeavours.

Dear Respondents

This study is being carried out by a graduating class, a masters' student of Addis Ababa University, College of Business and Economics, Department of public Administration and Development Management. It is therefore only for academic purpose you have been selected to voluntarily participate in this study and you are kindly requested to freely and objectively provide your answer for the following questions. Be assured that the information you give out will be treated with utmost confidentiality.

Note: Make (✓) or choose the appropriate letter and give short description for the asked questions.

I thank you in advance for your support and cooperation!

II. Demographic Features of the Respondents

2.1, Work condition:

Working at _____

Regional Level District Level

Kebele Level Name of kebele _____

Your Position in your office _____

Work experience in the organization: 1-3 yrs 4-6years 7-10years above 10 years

2.2. Gender: Male Female

2.3. Age level: 18-25 26-35 36-45 46-55 56-65 66+

2.4. Level of Education: PhD MA/MSC BA/BSC Diploma Certificate
 Secondary education Primary education No formal education

III. Instruction: Provide your answer in space provided

1. How is the pastoral community development project planned? _____

-

2. How often Regional PCDP coordination unit assess the sustainability of pastoral community development projects in general and its sub-projects/components in particular? _____

3. How is the monitoring of pastoral community development project conducted? _____

4. Are there designed tools/instruments that Oromia Pastoral Area Development Commission employed to conduct Pastoral Community Development Projects monitoring and evaluation?

Yes No I do not know

5. If your answer for question number four is “yes”, please mention some of them:

_____.

6. Which one of the following stages of PCDP evaluation system has been employed the Regional PCDP coordination unit ?

Ex-ante evaluation Mid-term evaluation Terminal evaluation

Ex-post evaluation Impact evaluation All of them None of them

7. Does Oromia Pastoral Area Development Commission set Pastoral Community Development Projects evaluation have principles and standards?

Make right mark on the box corresponding your answer

Yes No I do not know

8. If your answer for question number seven is “yes” please mention some of the standards.

_____.

9. Do you apply similar standards for evaluation of all PCDP sub-projects like early warning and response, animals and human health posts and establishments rural saving, credit and cooperation loan projects?

Yes

No

10.If your answer is for question number nine is “yes”, do you agree that using similar standards for monitoring and evaluation of sub-projects with different in nature from one another is good?

Strongly agree Agree Neutral Disagree strongly disagree

11.If your answer is for question number ten is “disagree” or “strongly disagree”, please state some of the disadvantages of using similar standards of monitoring and evaluation for different projects with different features:

12.Is there participation of the concerned development stakeholders, like Non-governmental (especially those who are working in the two districts), beneficiary in PCDP monitoring and evaluation?

Yes

No

I do not know

13.If your answer for question number 12 is “yes”, please state some of the participating stakeholders and how they participated:

14.Do you have enough human resources (both in terms of quality and quantity) to conduct PCDP monitoring and evaluation in general and its sub-components in particular at all beneficiary local kebeles? Please justify this issue:

15. Are there gaps you have observed on the overall overall projects monitoring and evaluation while conducting Pastoral community development projects ?

No gaps at all there are gaps I do not know

16. If your answer for question number fifteen is "there are gaps". Please point out those gaps and corrective measures taken

Gaps: _____

Solutions: _____

—

17. Does Oromia Pastoral Area development Commission allocate enough resources, like budget and cars and the like to conduct planned Pastoral Community Development Projects monitoring and evaluation frequently in general and for all sub-projects at local level in particular?

Yes there is sufficient resources allocated Yes allocated but not sufficient Not allocated at all I do not know

18. If your answer for question 15 is "enough resources are allocated" for projects monitoring and evaluation, what are the sources of the budget and specify the allocated budget:

Fiscal Years and the allocated budget				
2009	2010	2011	2012	2013
_____	_____	_____	_____	_____

19. Is there designed training plan to strengthen the sustainability of monitoring and evaluation practice of pastoral community development projects?

Yes

No

I do not know

20. Does Oromia pastoral Area Development commission conduct the evaluation of both output and outcome Pastoral Community Development Projects in general and its sub-projects in particular that have implemented both in Fentalle and Mieso district?

Output evaluation conducted

Outcome evaluation conducted

Both are not conducted Both are conducted

21. If your answer for question number 20 is “both are not conducted” what is the

reason? _____

_____.

22. As regional Pastoral Community Development Project coordination unit worker how do you rate the overall Pastoral Community Development Projects monitoring and evaluation practice?

Very strong

Strong

Poor

23. If your answer for question number 22 is “very strong” what makes it strong? _____

24.If your answer for question number 22 is “poor” what makes it poor_____

_____.

25.State other suggestions about pastoral community development projects monitoring and evaluation

Appendix 2

QUESTIONNAIRE PRESENTED TO REGIONAL, DISTRICT LEVEL PASTORAL COMMUNITY DEVELOPMENT PROJECTS STEERING COMMITTEE MEMBERS

I. Introduction

The topic of this study is *an assessment of project monitoring and evaluation practice in Oromia pastoral Area Development commission: the case of pastoral community Development projects in Fentalle and Mieso districts*. The general objective of this study is to assess Projects monitoring and evaluation practice of Oromia Pastoral Area Development Commission in relation to the implementation of Pastoral Community Development Projects in Fentalle and Mieso districts. I hope the research findings or result would be serving as a useful source of information for pastoralists, pastoral development planners and practitioners who are engaged in pastoral development endeavours.

Dear Respondents:

This study is being carried out by a graduating class, a masters' student of Addis Ababa University, College of Business and Economics, Department of public Administration and Development Management. It is therefore only for academic purpose you have been selected to voluntarily participate in this study and you are kindly requested to freely and objectively provide your answer for the following questions. Be assured that the information you give out will be treated with utmost confidentiality.

I thank you in advance for your support and cooperation!

II. Profile of the Respondents

2.1. Work Condition:

Working at _____

Regional Level

District Level Name of District _____

Kebele Level Name of Kebele _____

Your Position in your office _____

Work experience _____

Your Position in the Steering Committee: Chairperson Secretary Member

2.2. Gender: Male Female

2.3. Age level: 18-25 26-35 36-45 46-55 56-65 66+

2.4. Level of Education: PhD holder MA/MSc holder BA/BSc holder
Diploma holder Certificate Holder Secondary education Primary education
 No formal education

III. Instruction: Provide your answer in space provide.

1. How long you have been a member of Pastoral Community Development Project steering committee and how long you have served in the committee?

—.

2. As a decision making organ of Pastoral community development projects at your level, is there prepared action plan to conduct its monitoring and evaluation?

Yes

No

I do not know

3. How are you assessing the performance of Pastoral community development projects?

Participating in monitoring and evaluation obtaining monitoring and evaluation reports We are not making any assessments

4. If your answer for question number 3 is “participating in monitoring and evaluation”, how frequently have you been involved in the Pastoral community development projects monitoring and evaluation activities?

Very frequently frequently Not frequently

5. If your answer is “very frequently/frequently” for question number four, how long you participated in monitoring and evaluation of Pastoral community development projects per year?

6. If you are not involving in monitoring and evaluation of pastoral community development Projects, from where do you get monitoring and evaluation report or information of Pastoral community development projects at your level?

From regional monitoring and evaluation team From external evaluation team Not getting monitoring evaluation reports at all

7. Are there timely provision of monitoring and evaluation findings, conclusion and recommendations for you and other stakeholders?

Yes No I do not know

8. Concerning the monitoring and evaluation result, what are you going to do with such report at your level?

Take corrective measure Report to council Do not take any action

9. Is there designed follow up and implementation mechanisms for monitoring and evaluation results?

Yes No I do not know

10.If your answer for question number nine is “yes”, what are those mechanisms and who is the responsible organ to do so?

11.How do you rate an overall performance of pastoral community development project?

Very strong Strong Poor I do not know

12.What challenges you have face yet in relation to Pastoral community development projects monitoring and evaluation works and how could you manage to solve them?

Appendix 3

FOCUS GROUP DISCUSSION, BASIC DISCUSSION POINTS PRESENTED TO PASTORAL COMMUNITY PROJECT BENEFICIARIES

I. INTRODUCTION

The topic of this study is *an assessment of project monitoring and evaluation practice in Oromia pastoral Area Development commission: the case of pastoral community Development projects in Fentalle and Mieso districts*. The general objective of this study is to assess Projects monitoring and evaluation practice of Oromia Pastoral Area Development Commission in relation to the implementation of Pastoral Community Development Projects in Fentalle and Mieso districts. I hope the research findings or result would be serving as a useful source of information for pastoralists, pastoral development planners and practitioners who are engaged in pastoral development endeavours.

Dear Respondents:

This study is being carried out by a graduating class, a masters' student of Addis Ababa University, College of Business and Economics, Department of public Administration and Development Management. It is therefore only for academic purpose you have been selected to voluntarily participate in this study and you are kindly requested to freely and objectively provide your answer for the following discussion points. Be assured that the information you give out will be treated with utmost confidentiality.

I thank you in advance for your support and cooperation!

II. General Profile of Participants of the Focus Group Discussion

2.1. Place of Residence:

Name of District _____

Name of Kebele/Farmers Association _____

Specific residence _____

How long have you lived here _____

Your Position in your kebele _____

2.2. Gender: Male Female

2.3. Age level: 18-25 26-35 36-45 46-55 56-65 66+

2.4. Marital Status: Single Married Divorced Widowed Separated

2.5. Level of Education: Diploma holder Secondary education Primary education No formal education Other

III. Discussion Points

1. How did you become beneficiary of Pastoral Community Development Project (Process and Procedure)?
2. From which Pastoral Community Development Project sub-projector component you are benefiting?
3. How the project solve your socio-economic problems?
4. Do you participate in monitoring and evaluation of Pastoral Community Development Project and its components like early warning and response, animal health posts, human health post, establishment of Rural Saving, Credit Cooperation and provision of loan?

5. If your answer is yes for the above question, where do you get the authority to monitor and evaluate Pastoral Community Development Project?
6. What do you exactly monitor and evaluate in Pastoral Community Development Project?
7. Why do you think there is a need to have monitoring and evaluation of Pastoral Community Development Project at your local level?
8. Have been trained in Pastoral Community Development Project monitoring and evaluation capacity building?
9. If yes, who gave you this training and how has this training helped you to monitor and evaluate Pastoral Community Development Project and its components?
10. How do you rate the performance of Pastoral Community Development Project?
11. What problems do you face as Pastoral Community Development Project beneficiary pastoralist and how you solve them?
12. What do you suggest for future project monitoring and evaluation practice in your respective area?

I thank you so much for your participation!

Appendix 4

KEY INFORMANTS INTERVIEW GUIDES/QUESTIONS

I. Introduction

I am a graduating class student of Masters Program in *Public Management and Policy* at Addis Ababa University this year. As part of the Masters program now I am conducting a research entitled *an Assessment of project monitoring and evaluation practice in Oromia pastoral Area Development commission: the case of pastoral community Development projects in Fentalle and Mieso districts*. I hope that the finding of the study would contribute input to decision making concerning the implementation of development projects issues in general and pastoral development in particular.

Hence, I seek your support and cooperation in learning more about pastoral community development projects monitoring and evaluation practice as well as related issues. I assure you that the information you provide to me will be used only for this academic research purpose and kept confidentially.

I thank you in advance for your support and cooperation!

II. Interview Questions Related to the Study:

1. How pastoral community Development projects are contributing to the improvement of pastoral livelihoods both in Fentalle and Mieso districts?
2. How does your office know whether Pastoral Community Development Projects have made progress in bringing changes in people's livelihoods?
3. How is your office conducting monitoring and evaluation of pastoral community Development projects?
4. How is cooperation and participation of different stakeholder at all levels in conducting and utilizing monitoring and evaluation results?

5. What challenges have you observed yet regarding to pastoral community Development projects monitoring and evaluation practice and how did your office manage to solve those challenges?
6. How do you rate an overall monitoring and evaluation practice of pastoral community Development projects concerning the case in the two districts cases?
7. Have projects led to the desired results (outcomes)? Have you evaluated its outcomes?

Thank You!

Declaration

I am Bido Jisso Tukulu, registered Identification Number GSE/4508/04. I hereby declare that, to the best of my knowledge and belief, I am the sole author of this thesis. The work presented in this thesis has never been submitted to Addis Ababa University or to any other university or institution for any academic award partially or in full, by any other person for an award of a Master degree in Public management and Policy or its equivalent. Thus, the work is original and my own research and where others work used, I have been dully acknowledged.

Declared by: Bido Jisso

Signature. _____ Date _____

This thesis has been submitted with acknowledge and approval of my advisor as university supervisor.

Name of the advisor: Teferi Regassa (Assistance Professor)

Signature: _____ Date: _____