Study of Problems in the Monitoring and Evaluation System of HAPCO Financed Education Projects in SNNPR

By: Mekonnen Taddesse

Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management

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Approved by the Board of Examiners

Chairperson, Department Graduate Committee

Ato Ayalew Shibeshi (Associate Professor) ______________________

Internal Examiner Signature

Professor Manishaa Pandey (PhD) ______________________

Advisor Signature

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Mekonnen Taddesse

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ACRONYMS AND ABBREVIATION

1. **AIDS**	Acquired Immune Deficiency Syndrome
2. **EMIS**	Education Management Information System
3. **ES**	Education Sector
4. **FDRE**	Federal Democratic Republic of Ethiopia
5. **HAPCO**	HIV/AIDS Prevention and Control Office
6. **HIV**	Human Immuno Deficiency Virus
7. **HS**	Health Sector
8. **MOE**	Ministry of Education
9. **MOH**	Ministry of Health
10. **M&E**	Monitoring and Evaluation
11. **NAC**	National AIDS Council
12. **SNNPR**	Southern Nations' Nationalities' and Peoples' Region
13. **SNNPRHB**	Southern Nations' Nationalities and Peoples' Region Health Bureau
14. **UNESCO**	United Nation's Education, Scientific and Cultural Organization
15. **USAID**	United States Agency for International Development

ABSTRACT

The main objective of the study was to investigate the major problems encountered in the preparation as well as implementation of M&E of HAPCO financed education projects and to remedy possible solution to solve the identified problems. To this end, descriptive survey method was employed. In the study, 4 Zones were randomly selected after stratifying them on the basis of their level of development and 3 Special Weredas were randomly chosen to be sample areas. In the study, two sectors (Education and Health) were included. Data were collected using questionnaire, interview and document review from primary and secondary sources of the respondents of Education and Health sectors. For analysis, frequency and percentage were used and Chi-square was applied to test the existence of significant opinion differences between the respondents of the two sectors.

The research reveals the existence of established M& E system. Quite a significant number of subjects working on M&E were not from suggested fields of study. With reference to Monitoring designed, it was found important tool in achieving the objectives of the projects. But it failed to forecasting problems in advance. On the other hand, concerning the formulated Evaluation, all the requirements listed by scholars are satisfied in the formulation process but found minimal in changing vision of an organization. All Monitoring tools were used in one way or another except project quality monitoring that was totally abandoned. Similarly, in the application of Evaluation, all types are used but impact evaluation was not found practical. The dictating reason to choose M&E was found to be cost. When come to the use of Model of Evaluation, Transaction, Adversary and System analysis models were not found applicable in the projects though the rest were haphazardly used. The study shows, the underlying cause that dictates the sectors to use certain Model, primarily, was found outcome needed from the evaluation. Meanwhile, the designing process of M&E has taken into account major requirements and, at the same time, indicators used fulfill the necessities expected of good indicator. With regard to data gathering tool, except focus group discussion, others are irregularly used. The type of information necessary to make decision was pressing cause to prefer one tool to other than reasons mentioned. With reference to participation of stake holders, there exists integration gap in involving in M&E activities. The research revealed that factors hindering the execution of M&E activities were: capacities to conduct M&E, lack of training, commitment of staff, work load, shortage of budget were the identified ones. In addition, long chain of planning, complex bureaucracy, lack of facilities such as vehicles, and integration between actors were the renowned ones.

To improve this situation, it is wise, among all, to arrange, trainings to fill the identified gaps in knowledge in addition to try to attract pertinent professionals in the long run. To maintain integration among actors, carefully planning for it, identifying the role of each and allocating sufficient resources will help solve the problem. To inspire employees working on M&E, in placing reward mechanisms will assist to create a sense of constructive competition among implementers. Moreover, to reduce work burden, focusing only on the most important activities that are relevant to the main objective of M&E is vital. Finally, conducting research on the lack of integration among actors was recommended.

CHAPTER ONE
THE PROBLEM AND ITS APPROACH

Under this chapter, background of the study, statement of the problem, objectives and significances of the study as well as research design and methodology have been treated.

1.1 Background of the Study

The terms 'Monitoring' and 'Evaluation' are commonly mentioned by all engaged in the implementation of projects. Nevertheless, the terms do not have one universally agreed upon definition. Different scholars define Monitoring and Evaluation in different ways influenced by their inherent interest, experience, field of study and so on.

In the strategic document of Ministry of Health, it is clearly stated that Monitoring is an activity that is done on a daily basis to see the progress of particular project. In the same document Evaluation is defined as an instrument that uses to see how far the project is found successful in attaining the goal it has to achieve (MOH, 2001:7). Though different in definition, they have similarities because both of them concentrate on efficiency, effectiveness and use as learning ground for future project implementation. Both M&E use similar data collection tool. analysis method and are followed by feedback. They also may use similar indicators and one can be an input for the other. However, Monitoring and Evaluation have their own uses.

Monitoring, for instance, is a continuous appraisal of the performance of the project activities in the context of implementation schedules and the use of project inputs by the beneficiaries. It is a key action that gives signal to the managing body of the project about threats and opportunities to come. It helps to detect and trace situations before damage becomes severe. Thus the project design need to address the way essential information flow is ensured to those who manage and implement the project (Dingel, 1997:85).

A project is monitored during the implementation phase so that time and cost over-runs are minimized. Thus in order to keep the progress of a project in line with its design, a system of Monitoring must be established. This helps in: anticipating deviations from the implementation plan; analyzing emerging problems; and taking corrective actions. In developing system of information of policymaking significance and relevance. Although evaluation researchers should be neutral scientific observers, there is also a need for them to assume a more active role and, if necessary, mediate between stakeholders with different and sometimes conflicting interests, perspectives, and information needs.

Given the limited resources in most developing countries, assessing the effectiveness of HIV/AIDS prevention programs will often depart from scientifically ideal designs. In the absence of more rigorous Monitoring and Evaluation designs, it is urged that program managers and evaluators apply triangulation procedures using multiple complementary methods as well as different data sources. Such a triangulated analysis will provide information comprehensive enough to allow a plausible and valid interpretation of observed outcome data, such as changes in risk behaviors, because they are the likely results of the aggregate effects of multiple interventions as well as environmental and personal factors (NAC, 2001:11).

Although HIV/AIDS projects may differ greatly in their scope, target audience, objectives, and activities, they all need to include realistic and comprehensive plans. Incorporating Monitoring and Evaluation in the project planning and design phase is essential to ensuring that evaluation activities will produce useful results. Involving national and local stakeholders and collaborating donors is an essential element of successful evaluation activities, as is broad dissemination of results (Shapiro, 2008:5).

It is clearly indicated in the strategic framework document of MOH that fighting HIV/AIDS is not merely a health problem but socio-economic crises that requires the active and continued involvement of all sectors at all levels. The involvement of a wide range of actors in the on-going fight against the epidemic requires an effective and efficient coordination mechanisms and modalities; problem identification, information sharing, planning, implementation as well as Monitoring and Evaluation.

The document further states that efficient implementation of the Monitoring and Evaluation framework requires a well established coordination mechanism at all levels. To this end, at the National, Regional and Wereda levels the Monitoring and Evaluation activities will allow identification of pitfalls, dissemination of best practices, solicit the support of stakeholders and track resource disbursement and utilization(MOH, 2004:10).

This will become true only when Monitoring and Evaluation is incorporated in the plan of the project. Planning an intervention and designing an evaluation strategy are inseparable activities. To ensure the relevance, sustainability and lack of duplication of evaluation activities, project designers must collaborate with local stakeholders to outline the process.

In line with this, an evaluation plan should contain:

• Scope of the evaluation
  -goals and objectives
  -conceptual framework correlating inputs, processes, outputs outcomes
  -ethical issues
• Methodological approach
  -study design
  -indicators
  -means of verification
  -interval between data collection points
• Implementation plan
  -selection of geographic areas
  -roles and responsibilities
  -timetable for identified activities
  -preparation of budget

• Dissemination plan for evaluation results.

Historically, Monitoring and Evaluation, as a field for scholar study and an applied scholarly professional endeavor, has undergone enormous changes over the past decades. From 1957 through 1979 Evaluation is considered as measurement, research design and curriculum Evaluation (in the field of education). Then the concept "Evaluation research" appeared in1974 along with "social action programs" in such topics as "utilization" and "politics of Evaluation". It is after this that program Evaluation first appeared in 1976. Other signs of the enormous growth of the field Monitoring and Evaluation are the number of journals and year books devoted to it since 1973 and the new scholarly association emphasizing Evaluation, such as the Evaluation research society and so on are among the important ones. The best indicator of growth in the field is fiscal allocation. For instance, the annual budget of the office of Planning, Budget and Evaluation of the US Office of Education grew 1,650 percent from 1965 to 1977. In addition to this, availability of government money gave imputes for much of the growth of Monitoring and Evaluation.

In summarizing, the decade of 1970, three central developments in program Monitoring and Evaluation was observed: first, it was realized by policy analysts that Evaluation would enhance planning; second, politics and science are recognized as integral parts of Evaluation. Finally, promotion of experimental methodology for evaluation was discovered. The first and the second developments have now become common knowledge among evaluators from various disciplines. However, the pace of experimental methodology among evaluation techniques is still a subject of dispute among evaluators (Mitger, 1969:594).

In Ethiopia, there was centrally established Monitoring and Evaluation system to run overall projects being accomplished during the Derg regime. With the coming in to power of the Federal oriented government and the development of the currently working Education Policy in 1994, the country shifted from highly centralized to decentralized system. The guideline developed by Ministry of Education in 2002 has given more authority to Regions which is also under operation in SNNPR. The Monitoring and Evaluation is also structured in the same fashion from Ministry down to Wereda level.

Meanwhile, the HIV/AIDS Prevention and Control Office (HAPCO) was established in 2002 by proclamation number 276/2002 after two years of functioning as the National HIV/AIDS Council Secretariat (NACS). After establishment, it had developed and implemented a five year (2002-2004) national strategic frame work as part of the national response to HIV/AIDS. In this period, several priority interventions were implemented and several targets were successfully achieved. The strategic plan for the succeeding four years (2005-2008) focused on the provision of preventive, care support, and treatment services. According to the plan, the implementation of all the programs were to be based on the principles and approaches of Multi-sectoralism, decentralization, community mobilization and ownership, partnership, and the principle of the "Three Ones" [One agreed HIV/AIDS Action Framework that provides the basis for coordinating the work of all partners; One National AIDS Coordinating Authority with a broad based multisectoral mandate; and One agreed country-level Monitoring and Evaluation System].

Moreover, restructuring of the implementation and coordination mechanisms was done where by the MOH has started to lead the implementation and coordination of the National programs.

In SNNPR, following the establishment of the National AIDS council, Regional government was also needed to establish such Council. The National AIDS Policy was also promulgated with the understanding that Regional States would intend Region specific Policies to account for Regional realities. Nevertheless, policy that focuses on the peculiarities of the Region was not developed. Instead a regional strategy has been devised which is used as guide for action being undertaken from time to time. In the strategy, the multisectoral approach was adopted by the Regional Bureau of Health and the Regional AIDS Council. To date, however, the most actively involved in HIV/AIDS prevention efforts is the Bureau of Education. Within the multisectoral framework, the Education bureau of the SNNPR has designed a variety of activities focused on enhancing the role of formal Educational institutions in the HIV/AIDS Prevention and Control Programs.

At each Zonal education department, HIV/AIDS focal person has been assigned for planning and organizing awareness-creating activities for students at different levels. In the past years, workshops were held for students at all levels. The education sector tried to develop some schools in to centers for the generation and dissemination of knowledge and information on HIV/AIDS prevention and control activities. In addition, all the existing secondary schools have already initiated prevention-related information, education and communication programs that are operating with varying degrees of success. Some schools are engaged in programs of community outreach. Teachers voluntarily serve as advisors to the clubs (SNNPRHB, 2003).

HAPCO, together with its stakeholders, has been working for the establishment of an M&E system. After many consultations with the different stakeholders, the National M&E Framework for the Multi-Sectroal Response to HIV/AIDS in Ethiopia together with the implementation manual has already finalized (HAPCO, 2003). This study, therefore, has assessed how well Monitoring and Evaluation were conducted as per the principles, used as an important tool for the overall attainment of projects and it has also identified problems encountered in its implementation since no research attempt was made so far.

1.2 Statement of the Problem

Education plays a vital role in the socio-economic development of countries. Due to this fact, these days education has been given great concern in both developed and developing countries. Spending in education has, therefore, been taken as worthwhile investment.

Nevertheless, education is a sector that needs huge investment. The resources that are needed to train and supply to the market that the economy demands are huge. On the contrary, the economic background of most developing nations, including Ethiopia, can not fully satisfy the economic demand of the sector. Cognizant of this fact, Ministry of Education of Ethiopia clearly indicated that it would be very difficult for it to finance education without the active involvement of all concerned parties due to acute shortage of resources (MOE, 2002: 8). In fact, when the burden of fighting the deadly pandemic, HIV/AIDS is added, the shortage of the resources would further affect the system.

HIV/AIDS is causing a great disaster in this country. In 2005, approximately the number of people living with HIV/AIDS was 1,320,000 among which 634,000 were rural and 686,000 were urban dwellers. In the same year, it was estimated that a total of 137,500 new AIDS cases, 128,900 new HIV infections (353 a day) including 30,300 HIV positive births and 134,500 (368 a day) 20,900 including children less than 15 years are died in the reported year. In general, the overall unadjusted HIV prevalence rate was 5.3%. In SNNPR, HIV prevalence rate for rural was estimated to be 1.8% and 7.2% for urban (AIDS in Ethiopia, 6th report, 2005:8). As it is clearly indicated in the report, the pandemic is seriously damaging the country despite the attained achievements.

To control the expansion of the pandemic, the government has called the involvement of all sectors. In the strategic framework of the government, it has this to say "recognizing this fact the national response has to follow the multi-sectroal approach where by line ministries and other relevant sectors including their centralized structures have to be involved in the process" (National AIDS Council 2001, 32).

In line with this, the Education sector is expected to actively engage in the major HIV/AIDS related activities such as:

- Mainstreaming the prevention aspect in to the education system;
- Developing IEC/BCC, including expanding and strengthening educational mass media and school mini-media;
- Expanding and strengthening school Anti-AIDS Clubs and peer education;
- Promoting adolescent reproductive health services;
- Including HIV/AIDS issues in the curriculum and life skill training programs;
- Encouraging research/surveillance activities

To realize this, finance is being channeled to support the sector in order to fight the pandemic through executing projects (MOH, 2005, 18).

Nevertheless, recently, the gap between the plan and actual achievement for Education projects aimed at fighting the deadly disease has become wider. In fact, most problems related to managing implementation in Education projects can be resolved through in placing effective and efficient M&E system. Without it and emerged capacities at all levels, it is difficult to assess progress made towards achieving set objectives and targets. Thus for the successful implementation of HAPCO financed education projects that focuses on to curb HIV/AIDS has to be supported with strengthened continuous process of Monitoring and Evaluation.

To undertake M&E, however, there are problems that hinder its accomplishment. MOH (2005:37) has surprisingly expressed the problem that hindered implementation of M&E in this manner:

> *There is currently limited capacity at all levels in terms of personnel and logistics to address M&E activities in general and that of HIV/AIDS in particular. This is partly as a result of HIV/AIDS being relatively new in development arena and hence nationally agreed up on indicators for Monitoring and Evaluation of HIV/AIDS interventions was not available. Furthermore, the people who have been involved in implementing M & E of HIV/AIDS activities were few. At the federal level and, in particular at region and wereda levels, the capacity to carry out M& E activities is very inconsistent.*

From the above quotation, one can learn that the existence of gap is quite apparent. Therefore, this problem needs to be identified through scientific research so as to find out the existing problems and take appropriate measures to improve the situation for the future practices.

1.3 Objectives of the Study

The financial support of HAPCO to prevent education system from HIV/AIDS and ultimately strengthening the sector through the implementation of various projects need to be monitored and evaluated. However, the intended projects could not be well implemented. This calls for the identification of underlying causes and forwarding possible remedies to resolve the problem.

1.3.1 General Objectives

The general objectives of this study were:

1. To investigate the current practices in the preparation and utilization of M&E.
2. To give appropriate solutions that contributes to the betterment of the preparation and utilization of M&E in order to promote project accomplishment in the Region.

1.3.2 Specific Objectives

The specific objectives of the research include:

1. To examine the importance of the established M&E system of education projects under study.
2. To asses the overall planning process of M&E system of HAPCO financed education projects.
3. To examine the use of indicators of HAPCO financed education projects.
4. To examine data gathering procedures of HAPCO financed education projects.
5. To assess the involvement of stakeholders in the M&E of HAPCO Financed education projects.
6. To assess the reporting system of the projects of the study.

7. To examine the sufficiency of budget allocation in the projects under study.

8. To identify problems encountered in the implementation of M&E of HAPCO financed education projects.

To achieve these objectives, the following basic questions were formulated:

1. To what is extent the formulated M&E system considered important for the implementation of HAPCO financed education projects in the Region?

2. A) To what extent are the following used in the HAPCO financed education projects?

    a) Type/s of Monitoring

    b) Type/s of Evaluation

    c) Model/s of Evaluation

   B) What is the reason to choose Type and Model of Evaluation?

3. What necessities were considered in the plan of Monitoring and Evaluation system of HAPCO financed education projects?

4. To what extent a) Indicators used fulfill criteria for good indicators in the HAPCO financed education projects?

    b) The stakeholders involved in the M&E of HAPCO financed education projects?

    c) The produced reports satisfy the requirements of good report?

5. What types of data gathering tool/s is/are commonly used for M&E Purpose? Why?

6. How much project budget is a) Allocated?

    b) Utilized?

7. What constrain the effective implementation of M&E of HAPCO financed education projects in terms of:

    a) Human related factors,

    b) Financial related factors and

    c) System related factors.

1.4 Significance of the Study

It is a well known fact that presence of M&E is helpful for the realization of projects. M&E plays an important role to increase the responsiveness and efficiency of project implementation. Without M&E, it is very difficult to get reliable information that will help to make decision all levels. It is also very hard to make choices on better implementation strategies as well as to choose appropriate objectives which this may result in the overall failure of projects. Therefore, studying the problems of M&E system of HAPCO financed education projects and recommending remedies that will help projects to attain their intended goals is quite important. In this regard, this study will have the following significances:

1. The study may provide Regional, Zonal and Special Wereda education and health officials with valuable information on the actual practices and status of implementation of M&E of HAPCO financed education projects. This may be helpful for the officials to rectify major problems occurred in the M&E system to make the system fruitful.
2. This study is believed supplement the already existing scanty literatures in the field of M&E in general and that of HAPCO financed education projects in particular.
3. As the areas of M&E of HAPCO financed education projects are not yet studied, this work may serve as a steppingstone for other researchers who have interest to conduct in-depth study in the field.
4. The study may come up with feasible alternative solutions for the problems identified in the implementation of HAPCO financed education projects and this may be a valuable input for future practices in the projects under study.

1.5 Delimitation of the Study

The study was delimited to Zones and Special Weredas because financing of projects of HAPCO has given attention to these levels. Secondly, financing of education of this country is covered to a large extent from the government treasury with assistance and loans from different sources. For the purpose of manageability, this study focused on HAPCO financed educational projects. Thus, those educational projects that are not financially supported by HAPCO and not targeted to fight HIV/AIDS activities are beyond the scope of this study. Moreover, the research focuses on M&E the fact that it is a determining factor but given less emphasis in the projects of HAPCO financed education projects.

1.6 Limitation of the Study

The main problem that the researcher faced while conducting this study was shortage of reference materials those that focus on M&E of HIV/AIDS prevention and control projects. The researcher feels that had it been possible to access these literatures, particularly, the experiences of other developing countries, it would have been possible to substantiate the practices of M&E and come up with better work. However, attempts were made to overcome this limitation by making use of other related unpublished training manuals.

1.7 The Research Design

The design of the research is stated as follows:

1.7.1 Methodology

As indicated in the objective part, the aim of this study was to study problems in the M&E system of HAPCO financed education projects in SNNPR. This calls for collecting data from relatively wider geographical areas of the Region. Under such circumstances, descriptive survey method is appropriate. Moreover, descriptive survey method was employed because it is appropriate to study the current status of the problem related with M&E of HAPCO financed education projects.

1.7.2 Sources of Data

Two sources of data were used in this study, namely: primary and secondary sources.

1.7.2.1 Primary Sources

Primary data was collected from personnel working on M&E at Region, Zones and Special Weredas of both education and health sectors. These personnel are important actors in the accomplishment of M&E of projects under study and hence are expected to be reliable data source. Sector heads were also taken as primary data sources the fact that it is believed that they have valuable information as they involve in the planning as well as implementation of HAPCO financed education project.

1.7.2.2 Secondary Source

Relevant documents accessible at Region, Zone and Special Weredas of the two sectors were reviewed and served as secondary data source. These include reports, project proposals, M&E plans and statement of expenditures. More than this, relevant literatures were reviewed to substantiate the study.

1.7.3 Samples and Sampling Techniques

Stratified random sampling technique was employed to select Zones of the Region because they differ in their level of development. The stratification was based on the classification of the Region. The categorization of the Region takes in to account owning infrastructures, educated human resource and so on. After stratifying the Zones, random sampling was applied to identify the sampling Zones. With regard to Special Weredas, simple random sampling was employed since no significant difference exists among them. However, availability sampling was used to select respondents at all levels.

Table 1:1 Sample Zones

Region	Type of Sub-region	Total number	%	Number of samples	%
SNNPR	Zone	13	100	4	30.7
	Special wereda	8	100	3	37.5

As table 1.1 depicts, 4(30.7%) Zones and 3 (37.5%) Special Weredas were selected because sample size of 30% is sufficient to represent the whole population as it is indicated in most statistics books. In identifying Zones, Sidama and Gamo Goffa from relatively better and Dawro and Debub Omo from relatively less developed were randomly selected to be included in the study. In case of Special Weredas, simple random sampling was applied as they are more or less at the same level. Accordingly Konso, Alaba, and Derashie Special Weredas were taken as a sample of the study.

1.7.4 Data Gathering Tools

Three different kinds of data gathering tools were employed in this study.

1.7.4.1 Questionnaires

Questionnaire, close and open ended, were used to gather data since this is appropriate data gathering tool from respondents that are scattered over larger geographical area. In the designing process, all the necessary documents, including review of literatures and other questionnaires were consulted. It is also submitted to the experts in the field for criticism.

1.7.4.2 Interviews

An unstructured interview was conducted with some people working on M&E of the Zones and special Weredas of the two sectors to elicit information that make the study comprehensive.

1.7.4.3 Document Analysis

Documents such as reports project proposals, M&E plans were thoroughly consulted to make the study comprehensive.

1.7.5 Pilot Testing

After the questionnaires were developed, it was given to 10 experts in the field to obtain their comments on the content of the data collecting tool. Based on their feedback, some items were added and some items were modified and corrected. Accordingly, five items that were not previously considered were added and two were modified. Then pilot testing was conducted on ten M&E experts from Weredas that were not included in the study. Based on the pilot test, the internal consistency of the tool was calculated using Split half method. For this, the Person Coefficient of correlation and Spearman-Brown Prophecy formulas were used. Accordingly, the result obtained, 0.89, indicates that the instrument is reliable because test result greater than 0.6 is considered as consistent as it is recommended by most statisticians. In general, the pilot test was found helpful in rectifying errors related to clarity of language, ideas and contents. After the necessary corrections were made, the final copies were distributed.

1.7.6 Techniques of Data Analysis

The data gathered through the questionnaire were calculated to produce frequencies and percentages, and then narratives were written to describe the results. Data collected through interview, open ended and document analysis were summarized manually.

To this end, the following statistical methods were utilized:

1. Frequency counts and percentages were used to analyze the personal information of the respondents such as: sex, levels of education, fields of specialization, names of organization, job positions, and years of experience.
2. Chi-square test was used to test the existence of opinion difference between the respondents of the two sectors through out the study as the scale used (ordinal) calls such a statistical tool for analysis(Best and James,1999:275).

1.8 Definition of Terms

Curriculum Evaluation: The assessment of learning activities within specific instructional area for the purpose of determining validity of objectives, relevancy and content (Good, 1973:220).

Education Projects: A significant, practical unit of activity having educational value and aimed at one or more definite goals involving solution of a problem (Good, 1973:451).

Evaluation: The systematic assessment of the operation and/or the outcomes of a project/program or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the project/program or policy (Weiss, 1998:4).

Evaluation Research: Evaluation procedures that use rigorous research methodology for analysis (Good, 1954:325).

Experimental Research: That describes what will be when certain variables are carefully controlled or manipulated (Good, 1954:321).

Monitoring- The continuous assessment of project implementation in relation to agreed schedules, and of the use of inputs, infrastructure and services by project beneficiaries (The World Bank group, 2003:5).

Mainstreaming-To put the agenda of HIV/AIDS into the core policy and function of a particular sector (MOH, 2001).

Multi-sectoralism-Representation of a group of two or more sectors for purpose of achieving coordinated, complementary support functions to fight HIV/AIDS (Rehle and Others, 2001:51).

Politics of Evaluation- Organizing, regulating and administering for the judgment of the amount of certain activity (Good, 1973:428).

Project – A discrete package of investment, policy measures, and institutional and other actions designed to achieve a specific development objectives (or set of objectives) within a designed period (Bauman and Tolbert, 1985:8).

Stakeholders-are people, groups or institutions likely to be affected by a given project, with any form of interest in the process or outcome of the project (Duncan, 1996:15).

Strategic Framework- The plan of action which has its own objectives to give a solution to the problems arising from HIV/AIDS (Rehle and Others, 2001:45).

1.9 Organization of the Study

The research report was arranged in four chapters. The first chapter contains the introduction and research approach. The second focused on the review of the related literature. The third chapter was about presentation and analysis of the findings. In here, graphs, tables and different statistical methods are employed in presenting and analyzing the findings. The final chapter contains summary, conclusion and recommendation of the study.

CHAPTER TWO
REVIEW OF RELATED LITERATURES

2.0 Overview of M&E

M&E are indispensable instruments in helping the realizations of projects implemented at all levels, be it smaller or bigger one. If project is effectively and efficiently implemented, it should consider the M&E components during the planning stage since without these invaluable tool, it would be very difficult to detect strengthens and weaknesses of projects for future improvement. Thus, these important instruments, to diagnose projects, need to be made clear with regard to what similarities and differences exist between the two and why they are done. Accordingly, each will be discussed as follows:

2.1 What is Monitoring?

In fact, it is very difficult to get single universally agreed definition of Monitoring. Many scholars or organizations define the word in different ways based on their background, experience or particular interest they have inside to use the concept. For instance Shapiro defines Monitoring as "it is the systematic collection and analysis of information as a project progresses." According to him, Monitoring is identifying gap of plan and actual implementation then taking corrective measure for managers on spot (2008:3). This author emphasized on the day to day gathering and analysis of data for managers to see what pitfalls are in the project but forgets its benefit for the rest of stakeholders.

Boulmetis and Dutwin on their side define Monitoring as a useful tool that provides analyzed data to the evaluators (2000, 39). MOH in its strategic framework document puts that Monitoring is the day to day activity that is helpful to identify accomplishments and short-comings of a project (MOH, 2001, 7). Bauman and Tolbert illustrates when defining Monitoring as it is relatively simple and cheap mechanism that gives managers a warning in advance about opportunities and actual threats existing (1985: 362; Bamberger, 1986:40). In these definitions, it is possible to understand that the same concept has been given different meanings. Some see it as means to an end but not an end in itself and others look in to the issue as deviation identifying instrument and still others attaches it routine activity that is not costly in terms of finance.

The definition of World Bank group seems a little bit wider in scope and different in perspective than the above definitions of the term. According to them, Monitoring is "the continuous assessment of project implementation in relation to agreed schedules and of the use of inputs, infrastructure and service by project beneficiaries" (2003:51). In this definition, important points like agreed schedules continuous assessment and inputs and project beneficiaries are highlighted.

Differently, as Cleaned and King (1983:72) indicate, they relate Monitoring with control in that both control and Monitoring are instruments that help mangers to identify strengths and weaknesses of projects and accordingly remedy different alternative solutions that will resolve the identified drawbacks. An organization known as Development Gateway Foundation defines Monitoring as a kind of activity that applies some type of method and gathers data that help to show the progress of the project for management, donor and other stakeholders.

In general, from the above definition of the terms, though difficult to draw agreed up on definition useful for all, it is possible to make agreement on the main elements that constitute it. Monitoring is characterized by being systematic, it collects and analyses data for decision making, it is a continuous activity during the progress of the project; it helps to identify gaps and take corrective measures, and useful tool for management and other stakeholders that indicate the progress of the project.

2.2. Importance of Monitoring

Monitoring, as it is undertaken while the project is on progress, is helpful to see how the project is being implemented. Each activity that lead to the overall accomplishment of the project has its own time frame, earmarked budget, level of quality and so on which is frequently checked through monitoring. The existence of inputs and favorable conditions are also assessed through it: "Are the results obtained at each level congruent with the put standard?" is examined by monitoring. The participation level of stakeholders, gathering timely data that help to forecast occurring constraints in advance and recommending solutions for them, whether the concerned bodies undertaken are done as per the plan and the progress report of each component of the project is submitted on time and all similar other activities are assessed through Monitoring (Berhanu 1997:59).

Girma (2004:6) identifies the functions of Monitoring as it is a management instrument that helps to effective and efficient implementation of projects. He further elaborates that stakeholders that have interest in reshaping plan and objectives based on the feedback obtained through Monitoring, it need to be open. But he warns that objectives should not be changed without firm ground. It should be remolded "When Monitoring signals that something is off course, a careful review of the situation should be undertaken to assess if a modification of objectives is merited." Thus flexibility is very vital in that it will allow using the emerging opportunities and skipping from unexpected constraints that hinder implementation (Bamberger, 1986:511).

MOFFD (1995:11) on its manual for M&E identifies importance of M&E. According to the manual, it emphasizes on the changing of inputs to outputs, it helps to point out constraining factors of project accomplishment and it helps to review the program, identifies threats on time and remedy solution to solve the identified problems on time, is also substantiates the collection, analyzing and communication data for the use of management control and making decision and to provide feedback to project mangers at all level (Boulmetis and Dutwins, 2000:39; Shapiro, 2008:3).

2.3. Types of Monitoring

In this category, the most widely, described types of Monitoring have been considered. There are physical progress monitoring, financial progress monitoring, beneficiary contact Monitoring and project quality monitoring. Each will be discussed here under (BCID, 2002: 146-151; Girma 2004, 7-8).

2.3.1. Physical Progress Monitoring

Physical progress Monitoring is very important component for the realization of particular project. It is a mere reality that projects that are being accomplished within the framed time are very likely to be realized with the earmarked budget (Shapiro, 2008:6). This type of monitoring, therefore, is helpful for the stakeholders in indicating as to whether or not each and every activity of the project is being accomplished as planned in the schedule (BCID, 2002:146-151). If delay in implementation exhibited, the manager in particular and beneficiaries, in general, could be informed through this type of monitoring. Based up on the obtained Monitoring result, remedial actions are taken (Berhanu, 1999:57). In here, results of activities or project outputs, resources used, level of accomplishment as per the set objectives, menses of project management and ways of work and history of beneficiaries and environment in which the project is undertaken are the focal attentions (Girma 2004, 7-8; IMPACT, 2004:16).

2.3.2. Financial Progress Monitoring

Financial affairs are among the most important issues for the mangers while project is on progress (Shapiro, 2008). Managers should check all the time the amount of money spent, activities accomplished against the earmarked budget. If any deviation exhibited, corrective measures need to be taken. In this regard, comparing only expenditure and activities is not enough, but to check whether or not the earmarked budget is utilized by the particular item to which it is allocated is a must. For this, financial plan is vital to monitor the progress.

After financial plan has been prepared, to check, the manager needs information through report (Girma, 2004: 8). Nevertheless, the accounting system is not reliable for, in most instances, personnel are preoccupied with various activities other than the project and accounting systems are slow in that they report after a time has already gone that this leads to failure to take immediate corrective measure (BCID, 2002: 151). Hence, project mangers need to formulate other means of obtaining financial information (Anthony and others, 2001, 180; Berhanu, 1999:57).

2.3.3. Beneficiary Contact Monitoring

Any sort of project is meant to the beneficiaries. Unless it is up to the acceptance of the targeted people, not worth the paper it is written on (Shapiro, 2008:8). Hence the project out put must win the heart of the intended people. The output of the project should also be integrated to the existing system of that particular client (Goodman, 1988: 46). In fact, this can be identified through this type of monitoring. For this, there should be menses of testing behavior and attitudes of the target people. The first of the technique is to periodically register the beneficiaries and assess to what extent the output is being accepted (Girma, 2004:9; Berhanu, 1999:57). The second technique may be conducting survey on the target people and finally, through interview, learning outstanding achievement are the main ones (BCID, 2002:153).

2.3.4. Quality Monitoring

Other than physical, financial and beneficiary contact monitoring, it is mandatory for the manager to ensure the quality of the output of the particular project is up to the expectation of the target people (Goodman, 1988: 47; IMPACT, 2004:31). Nevertheless, unlike the rest mentioned earlier, it is very difficult to precisely measure quality. Because each project entails particular feature, it is not easy exercise to develop method that works to measure the quality of output of all project that calls to use ones experience as to how this is to be done (Girma, 2004:10). It usually entails some sort of direct or indirect inspection and supervision that can either be formal or informal. As one means of resolving this difficulty, when the issue is out of the reach of the employee of the organization, it can be contracted out to the consultants that are expertise in the field. However difficult the task may be, mangers should get prepared to it before the project commences, and establish agreement with all stakeholders (BCID, 2002:151; Shapiro, 2008:9).

2.4. Formulating the Monitoring Process

Different scholars have their own means of designing Monitoring. However, the ones developed by Rehle and others (2001:37) and Mercado (1989:60) seems exhaustive, and specific to apply hence preferable.

Step one- Formulate job description and accomplishment requirements for the implementers.

Step two- offer training so that each concerned party will have know-how about Monitoring system.

Step three- Conduct training for those who undertake the Monitoring process about the importance of it, benefits of data gathering, duties for undertaking monitoring, usage of resources for Monitoring process, instruments for collecting data, the organizational structure of the system, schedules and problems that may be encountered and mitigating measures (Shapiro, 2008:41).

Step four- Discuss with the beneficiaries (leaders, employee, target group, donors, government) about how the process will be done and why it is done, their part in the process and sustainability as well as amelioration of the system (IMPACT, 2004: 18).

Step five- Try out the system prior to the full scale implementation to see its applicability.

Step six- Redesign or readjust the system according to the pre-test result

Step seven- In place the system and let it work.

These are commonly used steps to formulate Monitoring system. Nevertheless the system has to be reviewed and evaluated periodically to adjust it to the emerging new realities as it is not a one- shot endeavor. This is usually done after full operation of the system i.e. from data gathering to decision making (PACT, 1999: 23; Rehle and Others 2001:37, Mercado, 1989:61).

Figure 4 Major Information Required for Monitoring, Sources and use of Information

1. Management/ Administration Monitoring			
Items to be Monitored	Information to be collected	Sources of Information	Use of information
1. Staff/ personnel issues	- Performance - Achievement - Absenteeism - Problems expectations - How staff work as team - Whether staffing structure work. Etc.	- Staff/ team meetings - Staff reviews - Supervision - Informal meetings - Observation, etc.	- Give staff support and feed back - Training and staff development - Improve management practices
2. Vehicles	- Fuel consumption - Mileage - Repairs - New parts, capital and running costs - Performance, etc	- Log book of fuel and mileage - Record sheets of repairs spare parts fitted - Records of money spent on each vehicle - Meetings with drivers - Observation, etc	- Decisions about replacing old vehicles when they become uneconomical to run - Compare different makes of vehicles - Check mechanic performance - Identifying problems
3. Supplies	- When to obtain supplies - Cost from different suppliers	- Suppliers' catalogues, inventory stocks, etc.	- Obtain best value supplies - Obtain supplies on time

Source: IMPACT (2004:12)

Management monitoring, as it is indicated in the table above, should comprise points such as staff issues, vehicles and supplies and the information gathered include ways of doing, aspects related to car and project inputs. The sources of information are also clearly indicated. The gathered information is used to take action to improve performance.

Figure 4 Major Information Required for Monitoring, Sources and use of Information

2. Finance			
Items to be Monitored	Information to be collected	Sources of Information	Use of information
1. Project Budget and expenditure	- Expenditure by project - Expenditure by budget head - Balance of budget remaining this year - Regularly recurring items of expenditure, e.g. rent, previous years budget and expenditure - Rates of inflation -Exchange rates, etc	- Invoices and vouchers - Budget breakdown - Analysis of budget and expenditure, e.g. using computer spread sheets	- Predict expenditure for budgeting - Compare costs of different projects - Identify areas of excessive expenditure, identify any savings - Compare costs with project achievements to assess cost-effectiveness
2. staff salary	- Salaries - Tax, insurance, etc. - Annual increments - Final pay - Other payments: e.g. health, allowance, staff bonus, etc	- Staff records - Pay slips - Salary records	- Ensure staff are paid according to pay scale reflecting nature of job and length of service - Ensure other payments are made according to correct procedure - Ensure all staff know what benefits they are entitled to
3. Cash flow analysis	- When is cash needed for the project? - Where will cash come from?	- Cash record system	- To ensure sufficient but not excessive cash is available

Source: IMPACT (2004:12)

The table above depicts issues related to finance, particularly of project budget, staff salary and cash flow analysis. Concerning the matter, information to be collected comprises statements of expenditure and payments related to the accomplished activities. The major sources of information are documentations that exist in the staff; and the use of the collected information is to make financial utilization better.

Figure 4 Information Needed, Sources and its Use for monitoring

3. Program/Project physical progress Monitoring			
Items to be Monitored	Information to be collected	Sources of Information	Use of information
1. Results o f Activities/ project outputs	- What has been done? - What has not been done but was planned? - What problems have been encountered? - How the problems have been addressed? - How the external situation has changed?	- Regular records of activities - Supervision reports - Periodic reports - Meetings, workshops with staff, project partners and people affected by the program	- Plan future work - Identify project successes - Identify opportunities to build on strength - Identify problems and weakness, plan strategies - Review priorities
2. Project inputs	- What is needed where it can be found - When it is needed and when it will be available	- From suppliers, other organizations, government, etc.	- Plan and schedule activities - Monitor costs and budget accordingly
3. Progress of program according to objectives	- Progress towards achieving objectives - Are objectives still relevant?	- Information about key indicators - Observation	- Modify strategy and/or objectives if necessary - Feedback - Identify need for review and evaluation
4. The way the program is managed/ style of work	- How are decisions made? - Are the people who are supposed to be involved really involved? - Do the partners/ people affected by the work/ program staff feel a sense of ownership of the program?	- Indicators which show degree of participation - Meetings, discussions - Observation	- Show need to change management style - Identify need to change methods to encourage more participation - Identify problems in relationship between partners/ people affected by the program/staff and address them
5. Background information on Target population and context	- Have there been any significant political, economical, or environmental developments affecting target population?	- Surveys - Sources of information about politics, economics - Meetings with other agencies, government	- On- gong collection of baseline data which can be sued to evaluate progress - Response to changing situations

Source: IMPACT (2004:12)

Concerning physical progress monitoring, five points were considered. Information to be collected to make analysis is also put in detail. The sources of information and the use of the collected data were also incorporated in the table. Thus it is possible to conduct monitoring with the help of this table.

2.5 What is Evaluation?

Similar to monitoring, there is no one world wide accepted definition for the word evaluation. However, from the various definitions forwarded by different authors, it is possible to draw some common features that help to understand what it is. To this end, let us see some common definitions one by one. Boulmetis and Dutwin define the word from two perspectives- from goal achievement angle and from decision making angle. As to them, evaluation is a continuous activity that follows some sort of methods logical framework in analyzing data to know whether or not the targeted goals are met. It is also, "the systematic process of collecting and analyzing data in order to make decision" (2000:4). Weiss (1998:4) defines it as a study that is governed by scientific method to see how well the project is being implemented and/or what its outcomes are through the use of internal or external standards. From the above definition one can understand that evaluation has its own method of dealing with problem in the projects. It also involves data gathering, analysis and comparing it to the set standards to identify gaps (Bamberger, 1986:51).

The Shapiro's definition is not unique from the rest offered by the above authors. For him, it is just making comparison between plan and the impact attained through the project (2008:3) the other definition obtained by MOH says that evaluation is a means to study how far the project is found successful in attaining the goal it has to achieve.

Nevertheless, Cracknel's definition of the word looks different. As to him, it is a learning ground for stakeholders and means of ensuring accountability. Like the definition of monitoring, it is the World Bank group that gives relatively wider definition for evaluation. To quote, "evaluation is the periodic assessment of a project's relevance, performance, efficiency, and impact (both expected and unexpected) in relation to stated objectives." These definitions are somewhat different in that, for one thing, they emphasized on the accountability aspects that was not given due emphasis by other, and for other, highlighted relevance which is in fact, the true essence of the issue.

In one way or another, the major building blocks of evaluation, as it is learned form the definition are: it is a useful tool to make decision, is a systematic process of data analysis, is essential instrument to see goal achievement as well as a diagnosing apparatus to identify the impact of a project (intended and unintended), is also a necessary evil that makes stakeholders feel accountable and help one to see how relevant a particular project is.

2.6 Importance of Evaluation

There are different kinds of evaluation so do they have various uses. However, because usually evaluation takes place after termination of a particular project, it uses to see to what extent the project has brought the change it has intended to bring, whether or not the targeted beneficiaries are carefully addressed, to identify what pitfalls that hinder the realization of objectives existed and to draw lessons in the formulation and management of similar projects in the future are the major uses of evaluation according to Berhanu (1999, 59). Rossl and Freeman (1993:10) have also identified three benefits of project evaluation. First, it is used to ameliorate fore coming aid policy, helps to be a base for accountability and important to ensure the relevance, efficiency and effectiveness as well as sustainability of a particular project.

Boulmetis and Dutwin (2000, 24) summarize its benefits under two broad categories: benefits to sponsors and staff. Whoever funded the project has some kind of interest behind in return. The donor wants to make sure whether the project is being implemented effectively, efficiently and reached the target population. For this evaluation is the best means. On the other hand, it benefits staffs. First, the employees involved in the process will get chance of professional discussion that will enrich them, second, formal evaluation helps them choose and use relevant evaluation type, indicators and resources. Third, it helps them to identify what works and what is not working in a particular place and situation. Fifth, the result of an evaluation can spark a light that may initiate to alter the vision, mission of the organization as well as objective of a project (Rossl and Freeman, 1993:10). Administrators too "may also see a need to improve the delivery of current projects. The inputs for an evaluation may be useful to compare an intervention to similar ones in other settings or similar ones in the same settings" (2000:29; Rehle and others, 2001:11).

2.7 Types and Models of Evaluation

As one assesses literature in the area, observes various types of classification and approaches to evaluation. Nevertheless, here commonly acknowledged types and approaches of evaluation have been identified.

2.7.1 Types of Evaluation

There are various types of evaluation among which the following are most important ones.

2.7.1.1 Ex- ante Evaluation

This type of evaluation is also called start-up evaluation. As the name indicates, it is undertaken at the beginning of the project formulation and its aim is to gather information that will use to enrich the project (Berhanu, 1999:58). The prior status of a particular situation or extent of a problem should be known before the intervention is allowed. In here, the width and breadth of the existing gap and opportunities that can be taped, either from the environment or the beneficiaries is carefully assessed. Moreover, as to whether or not the proposed intervention fits to the existing reality of that particular beneficiary, what the result and impact of the project would be, is critically analyzed before hand. This is done, for the very reason that it allows to measure the real results and effects of that intervention (Freudenthal and Narrow, 1992, IMPACT, 2004:14).

Cracknel (2001: 69) states that this type of evaluation is not equally important for all types of projects. In any way, however, it has to be done for people- centered project the fact that mangers must recognize the reality at ground for the effective implementation of the intervention as this type of project need the active involvement of stakeholders (Goodman, 1988:26)

2.7.1.2 On-going Evaluation

When words such as mid- term review, interim or formative evaluation comes across, it is to mean on going evaluation. It is undertaken while the project is on progress (Shapiro, 2008:10). It emphasizes on how the project is being accomplishing. It assesses the relationship between outputs and effects (IMPACT, 2004:115). In the words of Retile (2001:136) and others "it explores the need for interventions, provides the information needed to define realistic goals and objectives for the intervention, and helps program planners make tentative decisions about effective, feasible intervention strategies" Magnen (1991:122) compares this evaluation type with the break of football match where the coach and the players discuss on the strengthens and drawbacks exhibited during the past half play time and where discussion is made to improve it to the coming half playing session assuming the unforeseen challenges.

The major items included in it covers:

- Structure and capacities of the implementing body of the project.
- The prevailing challenges and prospects in staff selection and appointment.
- Purchasing of goods from within country and outside country and services and problems with it.
- The level of goods and services dispatching to the users and the system maintained to do so.
- The level of physical work.
- Quality and quantity of inputs and services at hand (IMPACT, 2004:5).

2.7.1.3 Inter- Phases Evaluation

This is a kind of project where evaluation result is mandatory prior to the release of fund for another phase (Goodman, 1996: 61; IMPACT, 2004:19). Some donors need the result of the previously undertaken project result through evaluation. If they found it satisfactory or up to their expectation, they allow the next tranche or otherwise terminate the commitment (Bamberger, 1986:41). This kind of activity is typical to some UN agencies and European Commission (Cracknel, 2001:72; Shapiro, 2008:10).

2.7.1.4 Ex-post Evaluation

Some authors call it retrospective evaluation, in- operation evaluation, maturity evaluation, terminal evaluation or summative evaluation. However, except form, they are similar in content. It is the last phase in the project cycle exceeded by identification, preparation appraisal, negotiation, implementation and supervision (Cracknel, 2001, 95, Berhanu, 1999:58; Goodman; 1988, 28). It is also reported at the end of the project (IMPACT, 2004; 15), when all disbursement have been made and final costs are known precisely (Magnen, 1991:124). However, this does not mean that some supports for the project quit all in all, but will be handed over to the intended organization or the targeted people (IMPACT, 2004:15-16).

Ex-post evaluation's unique characteristic can be summarized under three points as to IMPACT (2004:16).First, it relatively assumes longer period to assess the first output and results. Second, it sees meticulously in to the accomplishment of the project. Lastly, "it assesses the sustainability of the benefits accruing to the target area/ group from the project and the rate of return on investment." In this type of evaluation, other than going through project records, written materials and outputs, a means to investigate secondary data is essential to see to what extent the project achieved the goal it is meant.

Its essential functions, as of Magnen (1991:124) and IMPACT, (2004:16) are it is learning ground for future projects, and is useful to improve the planning and design of new projects. It is done, usually, after one or two years of the project termination.

2.7.1.5 Impact Evaluation

There is no component of the project that is not touched by impact evaluation as it is al encompassing (Shapiro, 2008, 12). To mention: project administration and management, as well as physical resources, utilization of know how (technical support, Education, training etc); project budget and money usage; the education, social, economic, environmental and other impacts of the project; organizational development, continuity of the project output (Cracknel, 2001:77). It is aimed to measuring what the project intended to effect during the planning stage (Berhanu, 1999:58) and is done after five to ten years to determine the actual impact of a certain project (IMPACT, 2004: 16) these days, the inclination is towards using this evaluation type than the rest as a result of most of aid projects are failing to address their ultimate objectives to which they are formulated (Cracknel, 2001:77).

2.7.2.3 Transaction Model

It is in 1975 that this model was come in to being by R.E Stake (Madawaska, 1983:72). This model's result is intentionally made to benefit the target group and the implementing staff. It merges monitoring and process evaluation. The evaluator in this case does not confine himself only to the staffs to obtain data, but also uses his own intuition to reach on conclusion. In other words, the evaluator actively involves in the matter as if he/she is one of the implementers of the project (Goodman, 1988:47; Rehle and Others, 2001:65). Concerning data gathering tool, he/she can use either or both of observational and interview techniques to elicit information from the staff and beneficiaries. The evaluator may focus on the achievement of goals or he may totally abandon (Boulmetis and Dutwin, 2000: 75, Shapiro, 2008:41).

2.7.2.4 Decision Making Model

Decision making model is first developed by Daniel Stuffiebean (Magus, Screven, and Stuffiebean 1983:61). It is used to decide what the fate of a particular project would be. In this model, no emphasis is given to the progress of the project rather on its future effect (Goodman, 1988:48). If the result shows the project is not up to the expectation, then decision will be given to quit or modify it and the vice versa. In collecting data, no restriction exists, i.e. both qualitative (such as interview, observation) and qualitative (like test and records) might be administered (Wholey and Newcomer, 1994: 195). The choice is up to the interest of the body seeking the evaluation. Usually, it applies to summative evaluation (Boulmetis and Dutwin, 2000:76; Shapiro, 2008: 42).

2.7.2.5 Goal Based Model

The goal based model is also known as the objective attainment model. It is the simplest and as a result the most commonly used models of all (Goodman, 1988:49). The evaluation process pays attention or lays its foundation on the goals written on the plan documents, broachers or other sources that describes about the goal of the project (Rehle and Others, 2001:66). In the words of Boulmetis and Dutwin "this model is not concerned with ancillary items, variables or occurrences that might be spin off products of the program activities, just stated objectives." How the objectives stated determine, the way of the tests and level of evaluation (Wholey and

2.7.2 Models of Evaluation

Indeed, with the level of advancement of mankind, models of evaluations have also advanced to the extent of using sophisticated computer programs. Nevertheless, because this is beyond the reach of average managers conducting evaluation, the models chosen are the ones commonly used. These are discrepancy, Goal free, transaction, decision making, goal based, system analysis, criticism and adversary models. Each will be discussed in brief here under (Boulmetis and Dutwin, 2000:69).

2.7.2.1 Discrepancy Evaluation Model

It is developed by Malcolm Prorus in 1971 (Goodman, 1996:37). It assumes that projects are being implemented in the organization structure and both of them interact to one another (Cleaned and King, 1983:74). It doesn't check cause relationship but the underlying reason. To say it differently, it emphasizes on why something emerged. It checks whether the set standards have been met or not and if not finds reason as to why not it is not met i.e. helps to make decision based on the difference between pretest standards and what actually exists (Rehle and Others, 2001:67). It looks in to all stages of project cycle. (Boulmetis and Dutwin, 2000:69; Shapiro, 2008:41).

2.7.2.2 Goal Free model

This model is formulated by Michael Servein (Popham, 1974:71). In here focus of the evaluator is not goal achievement, as the name itself describes. Rather, it assesses how and what the project is accomplishing to address the felt needs of the targeted beneficiaries (Rehle and Others, 2001:67). In this model, no objective data is need that is collected through questionnaires but through observation. This model uses both obtrusive and unobtrusive (the subject aware of and the subject not aware respectively) to gather data. The evaluator has no preconceived knowledge of the goal of the project (Wholey and Newcomer, 1994: 194). After the data was collected through observation the evaluator reaches on some conclusion as to whether the project has impacted the beneficiaries or not (Boulmetis and Dutwin, 2008: 74, Shapiro, 2008: 41).

Newcomer, 1994:196). In here, qualitative and quantitative methods can be employed and it is more research like evaluation (Boulmetis and Dutwin, 2000: 76-77, Shapiro, 2008:42).

2.7.2.6 The Art Criticism and Adversary Models

In the art criticism model, the evaluator should be expert in the field of area and judges the progress of the project based on his prior knowledge of similar projects. In this case, the evaluator must be free of subjectivity, in other words, need to be objective the fact that his/her judgment directly or indirectly affects the fate of the project. This model is useful to critically examine a high risk projects priory to release of funds or accreditation of some sort (Boulmetis and Dutwins, 2000: 78; Shapiro, 2008:42).

In the adversary evaluation model, however, the evaluator arranges a jury so that witnesses offer their idea about a particular issue of a project. Thus based up on the information obtained, decision will be made about that practice. This model is important whenever there exists a difference in view among practitioners of the project, that is among beneficiary, implementers donors etc. (Boulmetis and Dutwin, 2000:78; Shapiro, 2008:43)

2.7.2.7 System Analysis Model

Rivlin was the founder of this model. Kats and Rosenzweign in Ayalew (1991:20) define system as "an organized, unitary whole composed of two or more interdependent components or subsystem and delineated by identifiable boundaries from its environmental supra system". When explaining the definition, Ayalew says that systems take input and convert them to output. Inputs are all sorts of resources that get in to the system to bring about change needed. The obtained input needs to be processed and the converted is called through put that will result in the occurrence of the product or output (1991:26). In describing each elements, Boulmetis and Dutwin (2000:77) put input as elements like clients, staff resources etc; throughput as activities, staff performance etc and outputs as products of the interaction between the input and the output. Thus, in this model, it is this interaction that the evaluator assesses to reach on conclusion about the project. This model is preferable when need arises to examine the level of the involvement of participants and achievement of goal and efficiency of an intervention (Shapiro, 2008:44).

After describing each model, the next logical question should be "how can one choose among all these models?" In responding to it Boulmetis and Dutwin have developed the following table.

Figure 5: Choosing an Evaluation Model

Model	Intended outcome	Evaluators' task	Sample evaluation question
Adversary	Resolution of differences in opinion`	- Facilitation	- What are arguments for an against problem components?
Art criticism	- critical reflection, improved standards	- Expert judgment	- Would a professional approve of program activities?
Decision making	- Effectiveness, impact, quality	- Data collection, analysis, interpretation	- Was the program effective? What aspects of the program were effective?
Discrepancy	- Compliance with standard	- Facilitation, monitoring, data collection, analysis, interpretation	- How did they perform compared to standards?
Goal- based	Efficiency, effectiveness, impact	- Data collection, analysis, interpretation	- Did the client change (glow, learn)?
Goal- free	Usefulness, impact	-	- What happened in the program?
Systems analysis	- Efficiency, effectiveness	- Monitoring, data collection, analysis, interpretation	- Were the expected outcomes achieved? Were the expected effects achieved efficiently?
Transactional	Program understanding	- Participation, data collection, analysis, interpretation	- What does the program look like from different vantage points?

Source: Boulmetis and Dutwin (2000: 79)

Thus with the help of the above table, it is possible to choose appropriate type of Evaluation Model.

2.8 Formulating the Evaluation Process

Unlike monitoring, evaluation is not something that is not frequently happening phenomenon, thus, not highly stick to the day to day activities of the organization. However, this is not to mean that evaluation need not be in place in the project management (Mercado, 1989:62).

Mercado (1989:61) identifies seven steps to formulate evaluation system. Rehle and others (2001:38) also state evaluation formulation in seven steps but with slight difference. However, the one suggested by Berhanu (1999:61) and Shapiro (2008:62) looks pretty well as it further elaborates the evaluation process in ten steps.

Step one- I identify evaluation objectives

Step two- Identify all stakeholders and means of ensuring their full participation

Step three- Identify what to evaluate

Step four- Prioritize the identified evaluation elements.

Step five- Decide on the resources and inputs for evaluation

Step six- Identify areas of concentration during evaluation

Step seven- Prepare and pilot test data gathering tools.

Step eight- Prepare plan with which the evaluation is undertaken

Step nine- Collect data

Step ten- Organize, analyze and make available to the concerned bodies and act accordingly.

In the evaluation process, the following points are very important as to Berhanu (1999:62). What to evaluate, what kind of data to gather to whom is the data necessary, why and when the data is needed availability of sufficient financial and human resource and availability of standards are among the most important ones.

2.9 Distinctions and Commonness in M&E

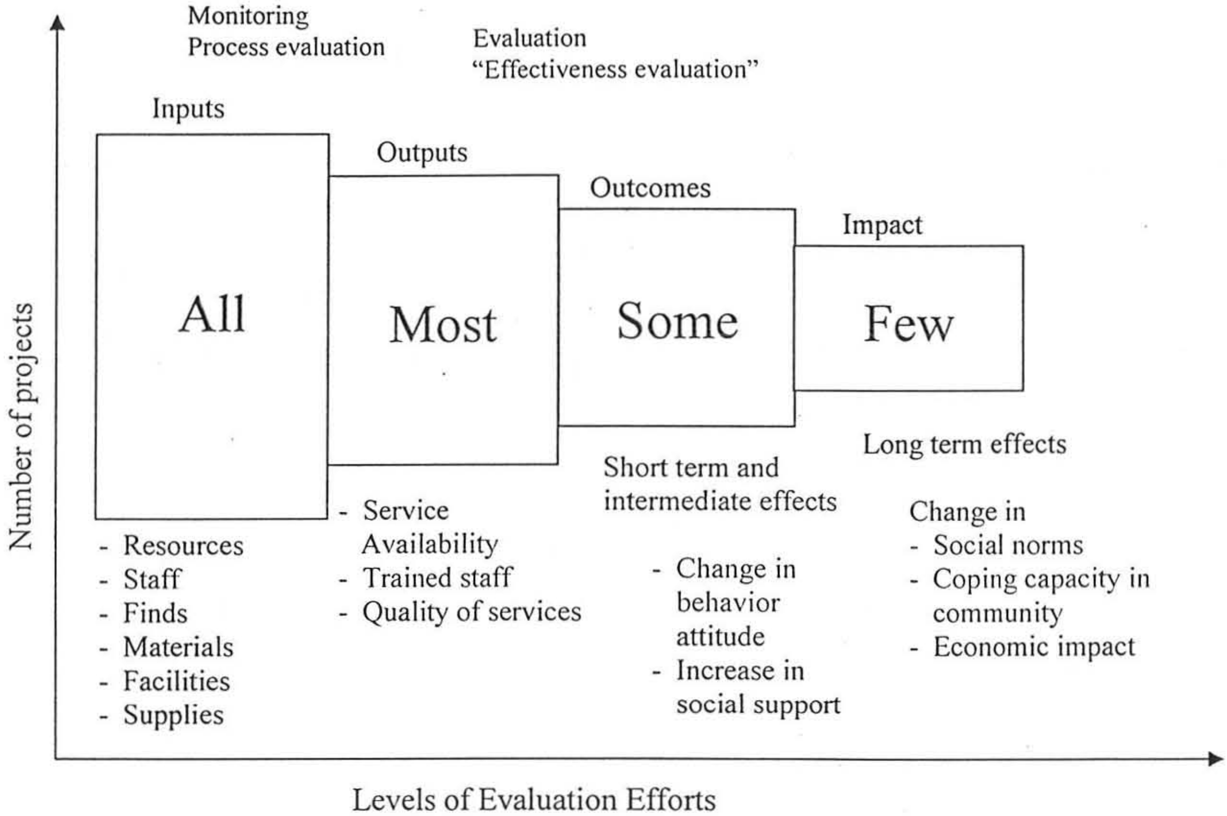
So far, attempt was made to define what Monitoring and what Evaluation is. As can be observed from the definitions of the terms, it is possible to see some similarities and differences between them. Accordingly, their similarities and differences will be treated here under.

According to Cracknel, the existence of relationship between M&E is obvious, but the extent of the relationship is debatable because they sometimes, like in the people centered projects, they use almost identical data for analysis (2001:173). Boulmetis and Dutwin on their side put that though some confuse and combine the process of M&E, they have something in common in that they complement each other and different in that the driving objective after each is not similar (2000, 39). Having this in mind, let us first of all see their similarities and then differences.

The EMI, writes that M&E are instruments that use to ensure how a particular project is progressing and means to identify gaps to take action for improvement (1998,51). Their attention is on relevance, sustainability, efficiency, effectiveness, attainment of impact. Some kinds of evaluation, for instance, on-going evaluation, inter-phase evaluations are, except depth, quite similar with Monitoring as Cracknel put it (2001:76). Shapiro (2008:3) also identified their similarities as both of them concentrate on efficiency, effectiveness and impact and analyzing them in terms of content and method can use as learning ground for future implementation. Both of them can use similar data collection tool and analysis method and, in fact, are followed by feedback. They also may use similar indicators and one can be an input for the other.

Concerning their differences, on the other hand, Cracknel (201:163) elaborates that their aim, time frame, approaches of analysis and beneficiaries of the results are among the issues that distinguishes one from others. Potts (2002:168) highlighted when elaborating the differences of M&E as the latter is concerned about what can be learned from the accomplishment or failure of a particular project and the former concentrates on the day to day progress of a project. In general, Berhanu (1999:57) summarizes the complementary characteristics of M&E in the following table. The other authors, Rehle and Others (2001:53) summarize the above concept as follows.

Figure 3 M&E pipeline



Source: Rehle and others(2001,53)

In general, as can be understood from all the discussions above, Monitoring and Evaluation are complimentary in one hand, and also have their own distinguishing features in another. Merely merging the two as one and identical will lead to the misuse of them as project tools, and totally denying their relationship will result in the loosing of the contribution of one to another. Thus, recognizing their differences and similarities will help to use them properly as project accomplishment instruments (Cracknel, 2001:165; Pact Ethiopia 1999:31).

2.10 Developing M&E Indicators

IMPACT (2004: 17) defines indicator as "an objectives measure of change or results brought about by an activity or an output from an activity". They use to give information to an evaluators about performance achieved against plan intended. Hence they are extremely important management tool to pass decisions about certain program, strategies and activities (USAID, 1996:16; Boulmetis and Dutwins, 2000:54).

Indicators are of there types-input, output and effect or impact indicators. They can also be qualitative or quantitative, the former counts tangible effects and the latter deals with conceptual matters that can not be early enumerated in terms of number. On the other way, as the issue can be viewed from different perspective, indicators can be categorized in to input, time, quantity and output indicators (Shapiro, 2008:51); Berhanu, 1997: 68). Thus, choosing indicators, as they are many in form, needs experience and skill on the part of practitioners, knowing the felt needs of the user of the information, know how of how could the data be elected and financial and technical capacity of the organization (IMPACT, 2004:19).

Steps in Selecting Indicators

Developing indicators, particularly of appropriate ones, is not an easy task that anybody can perform. It needs expertise, experience, cost, among others things, to develop it (IMPACT, 2004:17). Concerning formulation of indicators, in line with this, many scholars follow their own methodologies to approach the issue, In terms of content; however, they are more or less similar. Thus, for the ease of clarification the one developed by USAID (1996:16) and IMPACT (2004:19) is stated below.

The following are commonly used criteria that help to assess and prioritize indicators (Shapiro, 2008:70).

- *Adequacy*: The indicator that is expected to be taken should be sufficient enough to measure what need to measure. Adequacy of an indicator is affected by simplicity level of an outcome being measured, sufficiency of resources, (financial, time, material, human etc), being available and a bulk of data needed to make reasonable decision. For some outcomes, which are simple and direct one indicator may suffice. On the other hand, where results are very complex that needs countercheck or triangulation, more than one indicator may be sued. But, even this is affected by the points raised earlier thus calls for striking balance prior to making decision (Rehle and Others, 2001:25).

(2004:20) goes on to say, the indicator should be disaggregated which is to mean focusing to use indicators of sex, age, geographical location, education level etc. It should also be specific, sensitive (touchy to the existing changing in the project progress), timeliness, targeted in terms of quantity, quality, time, target group and place or how much (money, how good) well, by when, to whom and where respectively (Rehle and others, 2001: 25) Magnen (1999:120) on his part, puts some additional points. The number of indicators needs to be few in number that should focus only on critical project management gaps that do not incur high cost and consume much time.

2.11 Tools in M&E

After identifying indicators, the next step that has to come to ones mind may be the development of data gathering instruments. These, data collecting tools for M&E, have different forms. The most important ones are questionnaires, observation (site visit), interview, focus group discussions and exploring documents etc (Berhanu, 1997:62-63; Boulmetis and Dutwins, 2000:93). In fact, using both at once may seem good but due to different obliging situations one confines her/himself to choose among. The method to collect data usually affected directly by the nature of the evaluation question, by ones access to the data (that is information offered by the respondents) (Boulmetis and Dutwins, 2000:93). For further clarification, let us see each tool.

2.11.1 Interview

This involves collecting data using interviews in that inquires posed orally and replies are meticulously recorded (Boulmetis and Dutwins, 2000: 94; Hopkins, 1979: 301). It is useful to elicit information from those who can not read and write. This technique needs skill of its kind to administer it effectively. It is of three types: structured interview, semi-structured and unstructured. The structured one asks the question in particular order and also receives an answer. Semi –structured still gives the questions, however, it gives no pre existing answers. Unstructured, on the others hand, is a kind that gives full freedom to inquire any questions (Gate wood and Field, 1994:94; USID, 1994:56).

2.11.2 Questionnaires

These are conducted to get numerical data, view and attitudes in structured fashion from the subjects that we cannot meet directly (Hopkins, 1979: 296). This is preferable type of tool to gather information from respondents that are scattered over larger geographic area with relatively less cost. But in this case, there is no chance for respondents to ask for clarity on points that are difficult to understand. In questionnaires, the rate of return of the response is also very low that reduces its benefit. Thus, this should be preferred only after other types of data gathering tool are examined and are not successful (Seyoum and Ayalew, 1989). In designing questionnaire, it has to take in to account the interests of the subjects, relevance of items, clarity of answers, and questions focusing only on the necessary points (Good, 2000: 220).

2.11.3 Observation

Observation is a data collection tool that helps to see what is actually going on the project cites to gather information that would be necessary to make decision. It is of two kinds, participatory and non participatory. The participatory or obtrusive is useful for evaluator to assess program delivery (Wholey and Newcomer, 1994: 193). It may involve data collector seeing, writing what he/she observes through predetermined response formats or narrative. Or the individual being observed may be taken picture or recorded in tape as he/she responding to the question or doing some work (UNESCO, 1980:32). Important thing here is the subject knows that he/she is being observed though does not know why. Non participatory or unobtrusive one is the opposite. The subject being observed does not know that he/she is paid attention, or even does not know observation is being taking place (Boulmetis and Dutwin, 2000:96).

The main advantage of observation is that "it is studied in its natural setting, thereby providing a richer understanding of the subject". It may also help to identify situations, gaps or conditions that cannot be reported or difficult to explain but has a lot to contribute to project improvement. Its disadvantage is simply that it is open to the observers' bias (USAID, 1996:57; Development Gate way, 2003:24). In general, this tool is indispensable that it help to pin point whether activities are not done up to the plan or inputs are substandard, when an inventory of physical facilities and input is required and non exists in the project, and when all other data collecting tools are not relevant (USAID, 1996:57; Berhanu, 1997: 64; Development Getaway, 2003:24).

2.11.4 Focus Group Discussion

It uses to elicit in-depth qualitative data from a group of people of seven to eleven to discuss on in the experiences, feeling and preference (Shapiro, 2008:61). The data collector forwards an issue that will help him/her to elicit the information desired. The process may take one to two hours. Its advantage is, reduces expense, fast feedback, gives chance to see that cannot otherwise and ignites communication among the group, and realities are cross checked through which false assumptions will be corrected (USDAID, 1996:57). Its disadvantages, on the other hand, are it is open for the facilitator's bias, domination of some participants may prevail, the elicited data are qualitative in nature that bring difficulty in analysis (Development Gateway, 2003:24). This kid of data gathering tool is particularly important when target groups' attitude, preferences or interests are needed on the plan of the project, when implementation gaps are not well identified, and when says of the target groups are found important (Rehle and Others, 2001: 26).

2.12 Who Should Carry out M&E?

In the M&E process of any project, all the concerned parties, from those who donate it, to those who manage it, to those who are expected to benefit from the project should be involved. In real world, unfortunately, some group or groups are ignored due to different reasons (Shapiro, 2008:46). Sometimes the project staff members are left out because M&E is considered as an endeavor being done for someone else. Commonly, the beneficiaries are ignored for they are considered as ignorant to what is going on around. Some times, the evaluator is made absent until the end of the project because "the project gets funded, the activist begin, and only then does the project director remember that an evaluation component was written in to the proposal." Hence the evaluator commences his duties after the project actions have started, in some cases after projects are to terminate which is wrong. (Boulmetis and Dutwin, 2000:35).

Obviously, it is known fact that M&E needs interpersonal skills, abilities in exchanging of ideas, and systematic designing and assessing that calls experts to involve in it. In this regard, the team in the project M&E should involve economists, sociologists and professionals those who have specialist skills i.e. conceptual, human and technical skills in the area to be monitored and evaluated (Cracknel, 2001:84).

In the M&E process of a project there are two kinds of evaluation, internal and external. The former, refers to the type of evaluation done by the staff, whether it be similar employee involved in the project implementation or an officer that does not have any earlier contact with the project. External evaluation, on the other hand, simply is the opposite that calls expertise from outside of the organization. On going or mid term evaluation is conveniently done, mostly, through internal evaluation on the other hand, terminal and ex-post evolution is reliable when done by external evaluator (IMPACT, 2004:16).

Both the internal and external evaluation has advantages and disadvantages. Internal evaluation, for instance, is not expensive in terms of money but is unlikely to expose all problems as it may imply something negative to the implementers and the opposite is true for external evaluation. But experience has proved that the involvement of the staff and external evaluator was found very effective. This makes the evaluation process, at least partly, as ground for lesson learning as oppose to the assumption that it is fault finding tool (Magnen, 1991:112; Cracknel, 2001:74).

2.13 Budget Allocation for M&E

Financial resource is among the most important supply to accomplish certain endeavor (Goodman, 1996:50). In a similar fashion, as activity of any type, M&E need budget with which it is done. "How much budget should be earmarked to undertake M&E?" is a frequently asked question that needs to be answered. Till, now, there is no generally agreed up on calculation of allocating budget to these activities. However, different scholars forward their own suggestions on the issue. Cracknel (2001:88) expresses using instance that to appraise a technical aid project estimated $100,000 possibly will need almost equal amount as the evaluation of a $50 million building project. Thus, development organizations, such as British Council, that emphasis on technical and projects, are obliged to earmark significant amount of their money to evaluation than those organizations emphasizing on capital assistance. According to Patton (1997:61), the Federal Health Program in USA allocates from one to three percent for M&E. In EU assisted projects, less than one, 0.05, percent is earmarked (Cracknel, 2001:87).

In the final analysis of this exhaustive study, Rebien (1996:162), concluded that the amount of budget earmarked to M&E is found insignificant compared to the usefulness of the process. Ferks and Others (1990:76) have tried to put the amount of budget that may suffice to conduct

M&E in single project. As to them, from five to ten percent of the total project-cost is recommended. Nevertheless, the amount of money that should go to M&E separately is determined by concentrations given to each, within the institution and pressures coming from outside (Cracknel, 2001: 76).

2.14 Reporting and Feedback in M&E

The final phase in the M&E is reporting and feedback. This phase is susceptible that it needs special treatment as it is a base on which decision is made. But data gathered through different tools by investing scarce resources by the M&E team becomes worthless due to poor reports (Berhanu, 1997: 67). Thus, he comments that reports have to up to the expectation of the users if it is to be worthwhile.

Reports are instruments that help to inform to the concerned bodies about the result of M&E (Pact-Ethiopia, 1999: 25). In other words, reporting is useful to decide whether or not objectives have been fulfilled and impacts reached. It is, therefore, an orderly task of processing and disseminating processed data to the relevant bodies taking in to account the kind of information they need. It should be, in order to fulfill the interests of the consumers, carefully planned, orderly and organized in easy, unambiguous and rational way (Pact Ethiopia, 1993:39: Berhanu, 1997:69).

Cracknel (2001:196) writes that M&E reports have to be transparent, amalgamated, free of technical terminologies etc. The report should not go to more than forty to fifty pages written attractively composed of visuals, charts, graphs or case studies. Most evaluations will call for a report that summarizes the history of the program as well as the goal, the methodology of the M&E, findings, interpretations, conclusion and recommendations (Frech and Others, 2002:35).

The other important component of the topic, feedback, is defined as "a management term that covers organizing M&E findings to guide future aid program decisions, and necessary measures taken to deal with weaknesses, found in the M&E" (OECD, 1986:50). As to Cracknel (2001:195) feedback needs competences more of communicating than analysis and needs motivation. Feedback to the findings of M&E should be reacted immediately which otherwise discourages the implementers of M&E. In reality, this was not found applicable i.e. reports remain shelved without feedback (Chelimisky, 1994:150).

2.15 Factors that Constrain the Accomplishment of M&E

Various authors have described elements that hinder to undertake M&E. As it is well know, in order to accomplish certain activity, like M&E, capacity to perform it is among the most important requirement. Capacity, when elaborated, can be described in terms of technical, managerial and structural (AEA, 2004:51).

M&E, as systematic process, needs some kind of competence, education, abilities and experience appropriate to undertake the activities needed to be done in the M&E procedure. Technical abilities such as preferring an appropriate model of Monitoring and evolution, gathering and analyzing data as well as reporting it needs some kind of training in the area. This is not even enough. Apart from training, the professional in this field should be experienced enough to engage in the rigorous M&E course of action. Still this is not adequate for the expert in the area. Because knowledge in any discipline is exploding, unless one keep space with it and update him/herself, cannot be smart enough to engage in M&E (AEA, 2004:52; NAC, 2001: 17).

In addition, money is crucial factor to the execution of any pursuit. That is why every development organization has to decide for itself what proportion of its available resources should be channeled to M&E activities. Though allocation of budget is widely accepted phenomena, its sufficiency remains under question. To reach on reliable conclusion and forward sound recommendation needs optimum cost which otherwise cripple the benefits gained from the whole process (AEA, 2004:53; Kean, 1995: 87).

Most major activities require the close support of the top management. Mangers are the ones who coordinate the overall actions of employees towards goal achievement. Nevertheless, unless M&E are considered worthwhile by the management body, it is unlikely to play the role it should play. The level of emphasis given to M&E by the management will also be transferred to the workers that would hinder the project. Structure of the organization is also equality important. In line with this, Cracknel (2001:84) confirms that the structure of an organization should allow experts to get in to the project permanently so that the task would get much attention. Failure to do so will result in loosing of the attention of the work.

George (2001:15) on his part identifies the following points that hinder the accomplishment of M&E. Project staff when lack commitment to M&E, leads to delay in the implementation of such systems and little use of information gathered on the part of project management. As to him, M&E is seen as an obligation imposed from exterior with project staff mechanically completing forms and project mangers seeing the task merely as the collection of data for writing up reports for donors. Scarce attention is also paid to the M&E needs of other stakeholders such as beneficiaries, community based organizations and other local partners, there is a widespread lack of integration and cooperation between the M&E function and project management, poor use is made of participatory and qualitative M&E methods due to limited capacity and little recognition of the needs for such methods.

Kean (1995:88) states that absence of relevant data has its own contribution to the accomplishment of M&E. He also adds a "fiscal compromise" the situation where an evaluator is informed that the program being evaluated pays his/her salary, and if negative evaluation is received, the program could be discontinued and the evaluator no longer needed. Political compromise may also occur when an evaluator is notified that a particular project's failure might lead to discrediting the individual who sponsor the project or supported the decision to adopt it. In addition, the evaluation might comment on the sponsor's concern for rational management.

2.16 Overview of M&E of HAPCO Projects

HAPCO (HIV/AIDS Prevention and Control Office) was legally established in 2002 with the mandate of coordinating multi-sectoral response to fight the pandemic. Before that, in April 2000, the National AIDS Council was established under the chairmanship of the country's president. A secretariat accountable to the Prime Minister's Office was also established to coordinate the national multi-sectoral response. Similar structures with similar constituencies were also established in the regions and at lower administrative levels (HAPCO, 2003:5).

Following this, the multi-sectoral approach was adopted by the SNNPR HAPCO after its establishment. The office is playing the role of catalytic agent in mobilizing the efforts of the sectors and others. In line with this, it increased level of awareness, increased demand for voluntary counseling and testing, brought positive trends in openness and reduction of stigma and discrimination are among the prominent ones.

In responding to the multi-sectoral approach, education sector has special role to play. To mention some: mainstreaming the prevention aspect in to the education system; developing IEC/BCC, including expanding and strengthening educational mass media and school mini-media; expanding and strengthening school Anti-AIDS Clubs and peer education; promoting adolescent reproductive health services; including HIV/AIDS issues in the curriculum and life skill training programs; encouraging research/surveillance activities are the main ones (MOH, 2005, 18,).

To this end, particularly in SNNPR, the sector has done better than other sectors existing in the Region. At each Zonal education department, HIV/AIDS focal person who is responsible for planning and organizing awareness-creating activities for students at different levels was assigned. In the past years, workshops were held for students at all levels. The education sector tried to develop some schools in to centers for the generation and dissemination of knowledge and information on HIV/AIDS prevention and control. In addition, all the existing secondary schools have already initiated prevention-related information, education and communication programs that are operating with varying degrees of success. Some schools are engaged in programs of community outreach. Teachers voluntarily serve as advisors to the clubs

The projects undertaken to mitigate the expansion of the pandemic was challenged by the lack of financial and human resources. Mounting an effective information and education program requires finance to allow for easier mobility of technical staff. An important challenge is also the problem of M&E system. Lack of financial resources prevents easy mobility of staff. The regional bureaus have to merely rely on periodic written reports routinely submitted as part of the bureaucratic requirement. To overcome this, different measures were assumed among which allocating sufficient budget and offering trainings at all are the identified ones (SNNPRHB, 2003:40).

2.17 Empirical Study on M&E System of Ethiopian Multi-lateral Funded Educational Projects

The research was undertaken by Fisseha (2004) on the M&E system of multi-lateral funded educational projects in Ethiopia. The main aim of this study was to identify main problems, underlying causes for the identified gaps and recommending possible remedies. The study further looked in to as to whether or not there exists M&E system in place, what types of M&E is used, who involved in it, what their objective is and whether or not there is budget earmarked to the process. To this end, survey, was done using data gathering tools such as questionnaire, interview. Samples were taken from six Regions, that is, Amharic, Oromia, SNNPR, Somali and Addis Ababa.

The research was specifically significant to stakeholders involved in M&E of multilateral funded educational projects about the status of the existing problems and ways of improving their practices. Accordingly, the findings of the study depicted that, there exists M&E system in placed in the projects and the involvement of stakeholders was reported. However, personnel assigned to conduct the process were found inadequate in number, experience and capacity to discharge their duties. The presence of non- human resources was not up to the expectation.

Having taking this in to account, the researcher forwarded the following recommendations. To improve the system, strengthening the M&E units both by human and non-human resources, strengthening communication between the department and higher bodies and using the results of the system in the future planning and management process of projects are among the remedies. Nevertheless, the researched had not-given emphasis to the extent of the problems. Had he been done so, it would have been very helpful to take action for the users of the result according to the weight of the identified problem.

CHAPTER THREE

3. Data Presentation, Analysis and Interpretation

This chapter deals with the presentation and analysis of the data obtained through questionnaire and interview from both Education and Health sector personnel working on M&E. Moreover, document analysis was also be made to substantiate the study. The information gathered through interview and document analyses were also qualitatively described in words in such a way that they can answer the basic questions posed in the study. Accordingly, the whole research items were analyzed under 5 graphs and 14 tables.

3.1- Characteristics of Respondents

- 3.1.1- Sex Profile of the Respondents.
- 3.1.2- Educational Profile of Respondents.
- 3.1.3- Fields of Specialization of Respondents.
- 3.1.4- Current Position of the Respondents.
- 3.1.5- Experience Profile of Respondents.

3.2- Importance of Monitoring.

3.3- Importance of Evaluation.

3.4- Type/s of Monitoring.

3.5- Type/s of Evaluation.

3.6- Model/s of Evaluation.

3.7- Designing Process of M&E System.

3.8- Indicators of M&E.

3.9- Data Collecting Instruments..

3.10- Involvement of Stakeholders in the M&E Process.

3.11- Reports of M&E.

3.12- Budget of M&E.

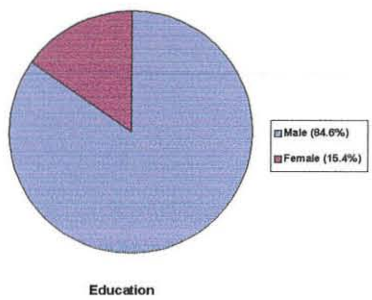
3.13- Human and Financial Related Factors.

3.14- System Related Factors. Below is the detail.

3.1 Characteristics of Respondents

The study targeted on two Regional bureaus, four Zones and three special weredas found in SNNPR. Personnel working on M&E and heads of the offices were the attention of the study. Accordingly, 50 experts and 7 heads of the offices were included in the study. Heads of the offices participated as interviewee to triangulate the responses and substantiate the study. A total of 50 questionnaires were distributed to the personnel working on M&E out of which 50 (100%) were fully filled in and returned. The general characteristics of the respondents were discussed here under.

3.1.1 Sex Profile of Respondents



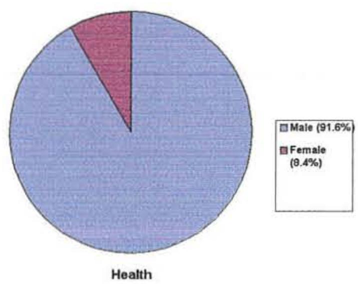


Fig.1 Graphic Representation of Sex Profile of Respondents

As can be seen from the figure, 22 (84.6%) of the respondents from Education sector and 22(91.6%) from Health sector were males. The remaining 4(16.4%) and 2(9.4%) in the education and health sectors respectively were females. The data reveals that females' involvement in the M&E positions was very low compared to their counter part, males, as it is commonly true in other job positions in this country. This needs an exerted effort of the concerned bodies to bring women to M & E positions.

3.1.3 Fields of Specialization of Respondents

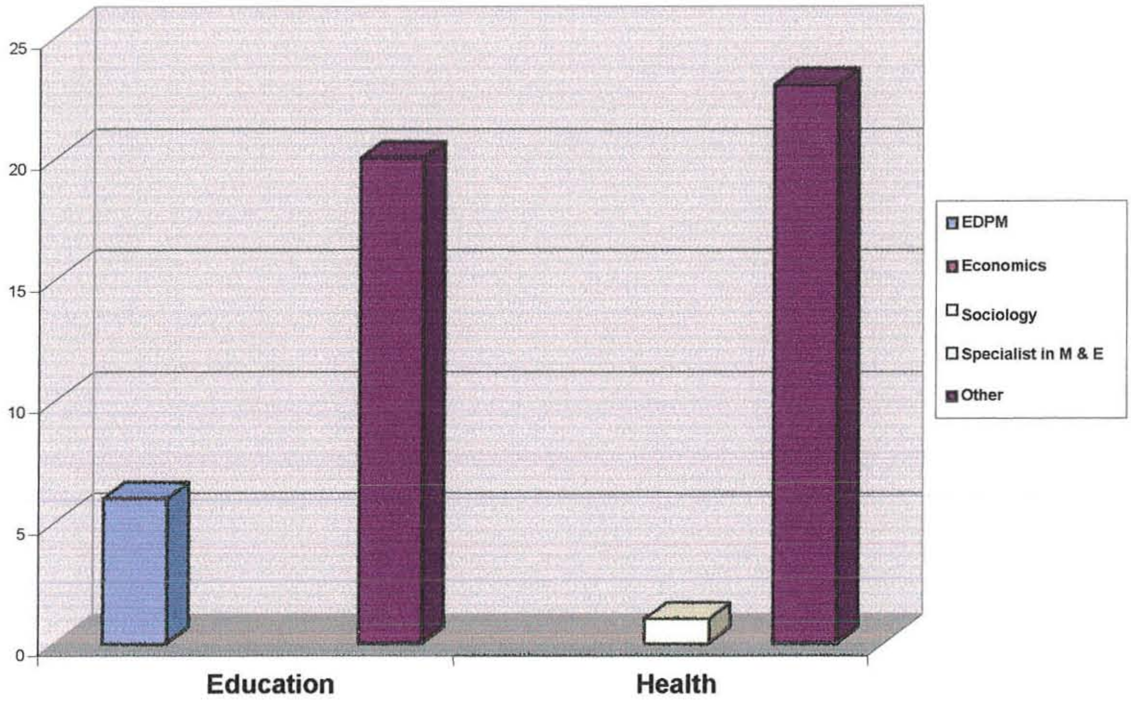


Fig. 3 Graphic Representation of Fields of Specialization of Respondents

The graph above depicts fields of specialization the respondents were possessing. Accordingly, 6(23.0) of the Education respondents were graduates of EdPM and the great majority, 20(77%) were from other fields than the specified ones. Similarly, 23(95.8%), of Health respondents were falling in the "other" category. According to Cracknel (2001:84), the suggested fields of specializations are EdPM, Economics, Sociology or specialist in M & E. The fulfillment of this requirement seems indispensable to the Education sector as it is the implementing body of the projects. In reality, personnel occupying the M & E position by and large were subject matter teachers. This, therefore, may negatively affect the implementation of the projects under study.

3.1.4 Current Positions of Respondents

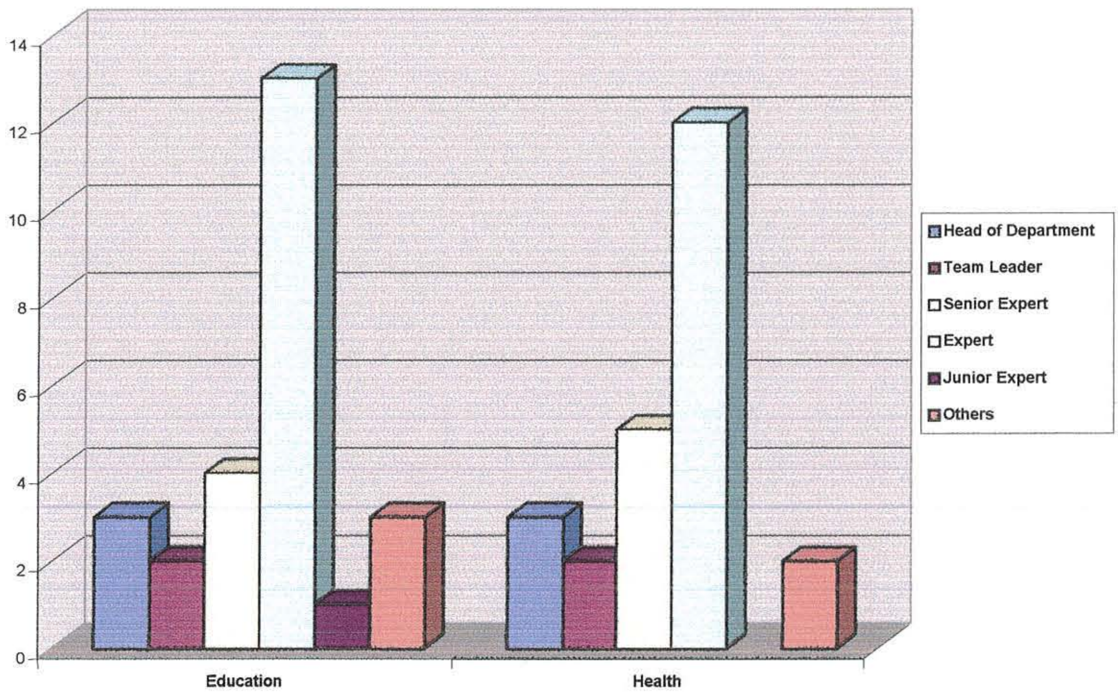


Fig. 4 Graphic Representation of Current Position Profile of Respondents

As can be seen from the figure above, respondents replied that 3(11.5%) were Head of departments, 2(7.7%) were Team leaders, 4(15.3%) were Senior Experts, 13(50.0%) were Experts, 1(3.8%) was Junior Expert and 3(11.5%) identified themselves as "others" in the Education sector. Health respondents on their side replied that 3(12.5%) were Heads of Department, 2(8.3%) were Team Leaders, 5(20.8%) were Senior Experts, 12(50%) Experts and 2(8.3%) were under the category of "other". In the two sectors, Experts are dominant. Except Junior Expert position in the Health, personnel from all levels of M&E participated in the study which may help to obtain diversified view points on the issue under investigation.

3.1.5 Years of Experience of Respondents

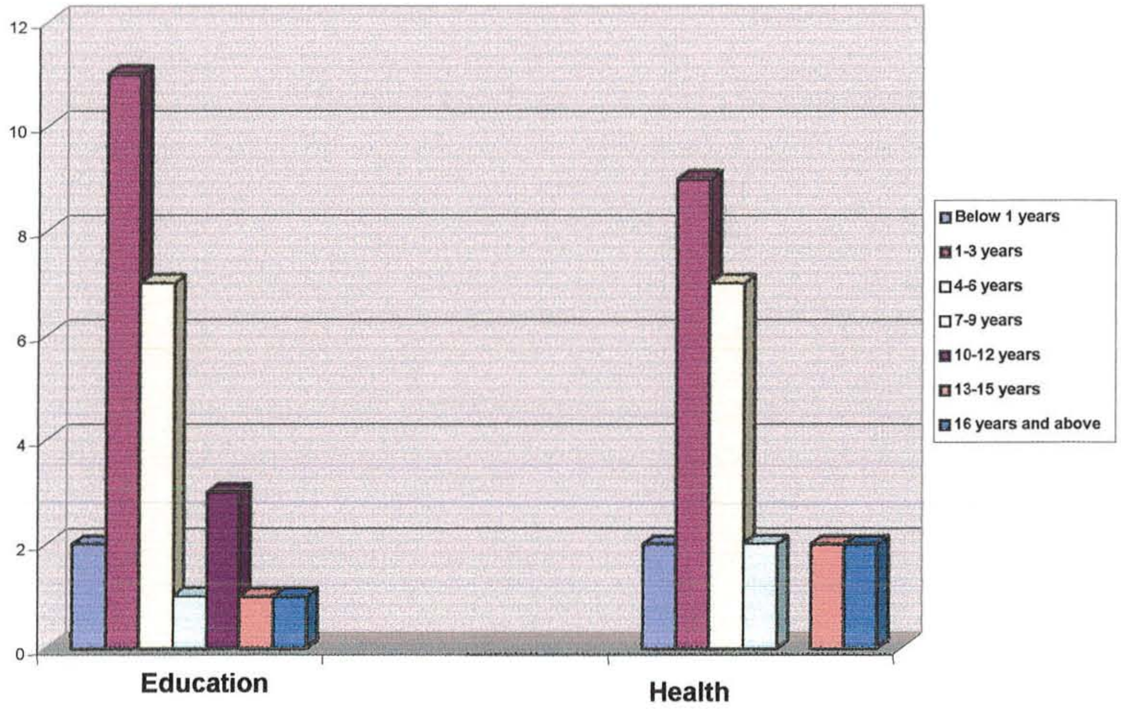


Fig. 5 Graphic Representation of Experience Profile of Respondents

Years of experience in M & E in Education was summarized as 2(7.7%) of them have experience of below one year, 11(42.3%) served from one to three years, 7(26.9%) got experience of four to six years, 1(3.8%) served from thirteen to fifteen years and 1(3.8%) served above sixteen years. Health respondents also replied as 2(8.3%) of them served below one year, 9(37.5%) provided service of one to three years, 7(29.2%) from four to six years, 2(8.3%) from seven to nine years, 2(8.3%) from thirteen to fifteen and 2(8.3%) above sixteen years. From the data obtained, the following issues can be raised. Most personnel are inexperienced for the position they are holding. Which this may negatively affect implementation.

3.2 Importance of Monitoring

The existence of monitoring system towards the overall realization of the project goal is indispensable. Without monitoring, opportunities and threats can not be identified. Thus its presence is vital. To see its existence and importance for the realization of project implementation of HAPCO financed education projects, various questions were forwarded.

Table 3.2 Percentage and Chi-square Distribution of Importance of Monitoring

No	Importance of Monitoring	Respondents				df*2	X2*3	CV*4
		Education (N=26)		Health (N=24)				
		No	%*1	No	%*1			
1	a. Existence of monitoring system	21	80.8	20	83.3	1	0.06	3.84
	b. Non existence of monitoring system	5	19.2	4	16.7			
2	Financial control	No	%	No	%	2	2.83	5.99
	a. High	15	71.4	10	50			
	b. Medium	5	23.8	6	30			
	c. Low	1	4.8	4	20			
3	Project input sufficiency	No	%	No	%	2	0.58	5.99
	a. High	6	28.5	7	35			
	b. Medium	10	47.6	10	50			
	c. Low	5	23.8	3	15			
4	Stakeholders Participation	No	%	No	%	2	0.79	5.99
	a. High	7	33.3	6	30			
	b. Medium	9	42.9	11	55			
	c. Low	5	23.8	3	15			
5	Problem forecasting	No	%	No	%	2	3.72	5.99
	a. High	1	4.8	5	25			
	b. Medium	6	28.6	3	15			
	c. Low	14	66.7	12	60			
6	Plan reshaping	No	%	No	%	2	1.09	5.99
	a. High	9	42.9	6	30			
	b. Medium	8	38.0	8	40			
	c. Low	4	19.0	6	30			
7	Accomplishment reviewing	No	%	No	%	2	0.04	5.99
	a. High	9	42.9	9	45			
	b. Medium	8	38.0	7	35			
	c. Low	4	19.0	4	20			

*1= %is calculated from N *2= degree of freedom

*3= Calculated chi value *4= significant at 0.05

Accordingly, in item 1 of table 3.2, 21 (80.8%), 20 (83.3%) of ES and HS respondents respectively confirmed its existence. Five ES respondents (19.2%) and 4(16.7%) HS respondents replied "No". The Chi-square test also depicts no statistically significant difference between the two groups of respondents in their responses at significant level of 0.05. This implies projects under study are monitored to their successful implementation.

A further question was added for those who agreed on the presence of monitoring system on its importance in controlling financial activities. In this regard, 20(95.2%) replied high and medium, 1(4.8%) reported that it is minimal on the part of ES. Sixteen (80%) of HS confirmed that it is medium and high; and 4(20%) of them rated low. The Chi-square test also confirms that there was no opinion difference between the two groups of respondents. Thus it is safe to generalize that the existing monitoring system was found important in controlling finance. Shapiro (2008:9) also states that the existing monitoring system should help to control financial utilization. This implies that financial management is properly supervised using the established monitoring system in the projects under study.

Subjects of the study were also asked to reply the existing monitoring system's importance in ensuring sufficiency of project inputs. The respondents of ES who replied high and medium were 16(76.1%), and those who replied low were 5(23.8%). HS forwarded that 17(85%) of them as high and medium, 3(15%) as low. The Chi- square test reveals that there is no statistically significant difference between the two groups in their response to the item. From the responses of both sectors it is possible to reach on consensus that the system is helpful in ensuring sufficiency of project inputs. Girma (2004:7) suggests that monitoring should be a useful tool in supervising the existence of necessary inputs to the projects. This implies that the existing monitoring system is helpful in controlling project inputs.

Item 4 of table 3.2, was intentionally asked to know to what extent the monitoring system helped to involve stakeholders in the project implementation. In line with this, 16(76.2%) ES respondents replied high and medium, 5(23.8%) forwarded low. The data of HS also shows 17(85%) of them thought that it was high and medium. On the contrary, the rest 3(15%) of them assumed low. The computed Chi-square test also reveals there is no statistically significance opinion difference between the two groups of respondents. The data reveals that respondents see the monitoring system as an important tool that allows the participation of all concerned. In order to get the cooperation of stakeholders in the implementation of projects, the monitoring system should consider the participation of all concerned in its plan according to Goodman (1988:46). Therefore, it is possible to say that the existing monitoring system is instrumental in ensuring the participation of stakeholders to the full implementation of the identified projects.

Item 5 of the same table- was aimed at to see how far the existing monitoring system helpful in forecasting problems. More than half the respondents of the ES or 14(66.7%), replied it is low and the remaining 7(33.4%) agreed high and medium. The reply of HS was also, more or less similar. That is, 12(60%) forwarded it is low and 8(40%) rated high and medium. The Chi-square test depicted no statistically significant difference among the two groups of respondents. The finding of the study is against the opinion of Boulmetis and Dutwin (2000:23). According to them, the established monitoring system should help implementers of the projects to see problems in advance. Hence the monitoring system designed has defect in helping people working on M & E to be proactive.

Among the advantages of carefully established monitoring system was to help remold the already planed projects based on the feed back got from it (Girma, 2004: 6). Accordingly, in item 6, the opinion of the respondents was sought if the monitoring system was helpful in this regard. To this end 16(80.9%) ES subjects responded that it is high and medium and others, 4(19%) respond low. In the same way, 14(70%) of HS subjects confirmed that it is high and medium and the remaining 6(30%) saw it low. The Chi- square test resulted in no statistically significant difference between the opinions of the two groups of respondents. In the fast changing world, flexibility is a remedy to cope up with the situation. Nevertheless, the existing monitoring system has room for flexibility which this may result in the overall success of the projects when unexpected conditions emerge.

The accomplishment levels of projects are judged, in most instances, whenever there is monitoring system that generates reliable data upon which decision is made (Berhanu, 1999; 59). In this regard, in item 7, subjects of the study were asked to forward their opinion as to what extent the established monitoring system was facilitating to review the accomplishment level of projects. Of 21 respondents of ES, 17(80.9%) replied high and medium whereas the rest 4(19%)

rated low. In the same manner, 16(80%) of HS subjects of the study, responded high and medium and the remaining replied low. The Chi- square test also shows no statistically significant difference between the two groups of respondents. As to the data, the existing monitoring system is instrumental in using it as an indicator to measure project performance level. This means, the existing monitoring system is reliable to make decision on the projects this study assesses.

3.3 Importance of Evaluation

In order to gain benefits of evaluation, that is to what extent the intended project has brought the change it is entitled to, whether or not the targeted users addressed and to draw lesson for future projects, there must be an established evaluation system (Boulmetis and Dutwin, 2000: 24). This table was designed in such a way that to what extent the already meant system of evaluation was considered important by the M&E staff.

Table 3.3 Percentage and Chi-square Distribution of Importance of Evaluation

No	Importance of Evaluation	Respondents				df*2	X2*3	CV*4
		Education		Education				
		No	%	N	%			
1	a. Existence of evaluation system	22	84.6	21	87.5	1	0.08	3.84
	b. Non existence of evaluation system	4	15.4	3	12.5			
2	Goal achievement	No	%	No	%			
	a. High	5	22.8	11	52.4			
	b. Medium	13	59.0	8	38.0	2	2.00	5.99
	c. Low	4	18.2	2	9.5			
3	Target beneficiaries are addressed	No	%	No	%			
	a. High	8	36.3	10	47.6			
	b. Medium	9	41.0	9	42.8	2	1.45	5.99
	c. Low	5	22.7	2	9.5			
4	Source of lesson	No	%	No	%			
	a. High	10	45.5	13	61.9			
	b. Medium	3	13.6	4	19.0	2	2.39	5.99
	c. Low	9	40.9	4	19.0			
5	Project sustainability	No	%	No	%			
	a. High	8	36.3	10	47.6			
	b. Medium	9	41.0	5	23.8	2	1.38	5.99
	c. Low	5	22.7	6	28.6			
6	Guideline improvement	No	%	No	%			
	a. High	8	36.3	11	52.4			
	b. Medium	11	50	5	23.8	2	3.16	5.99
	c. Low	3	13.6	5	23.8			
7	Base for accountability	No	%	No	%			
	a. High	9	41.0	6	28.6			
	b. Medium	9	41.0	13	61.9	2	1.96	5.99
	c. Low	4	18.0	2	9.5			
8	Change of vision of an organization	No	%	No	%			
	a. High	7	31.8	3	14.3			
	b. Medium	-	-	4	19.0	2	0.27	5.99
	c. Low	15	68.2	14	66.7			

*1= %is calculated from N *2= degree of freedom

*3= Calculated chi value *4= significant at 0.05

Item 1 of table 3.3, almost all respondents agree on the presence of evaluation system, that is 22(84.6%) and 21(87.5%) of ES and HS respectively. The Chi- square test also depicts no statistically significant difference among the two groups of respondents in their responses at significant level of 0.05.

For those who replied "yes", additional items were added to get their opinions on the importance of the already existing evaluation system how far it was helpful to the achievement of intended goal. Accordingly, 18(81.8%) and 19(90.4%) of ES and HS reacted high and medium respectively. The remaining 4(18.2%) of ES and 2(9.6%) of HS responded low. The Chi- square test shows no statistically significant difference between the two groups of respondents. Therefore, the existing evaluation system is found helpful in exploring achievement of project goals. Stressing on this, Berhanu (1995:59) indicates that evaluation system needs to be helpful in checking the fulfillment of the project objectives. This has a positive contribution to know whether or not goals of projects were accomplished because the established evaluation system is instrumental to detect goal attainment.

Item 3 of table 3.3, assesses that the existing evaluation system was necessary tool in appraising whether or not the target users were addressed through projects under study. In response to it, 17(77.3%) of the respondents of ES replied high and medium and 5(22.7%) of them said low. Nineteen (90.4%) of the HS respondents on their side replied high and medium and the rest 2(9.6) replied low. The computed Chi-square value at significance level of 0.05 indicates that there was no statistically identified opinion difference between the two groups of respondents. Hence the existing evaluation system is helpful in ensuring whether or not the target beneficiaries are properly benefiting out of the projects. This is indicated by Berhanu (1999:59). Projects are meant to address targets. This should be checked through evaluation. If the evaluation system is found helpful in this regard, it is possible to say it is positively contributing to the overall project goal attainment.

Item 4 of table 3.3 inquired how far the evaluation system was indispensable to draw lesson for similar future project implementation. Of 22 respondents of ES, 13(59.1%) of them perceived it as high and medium and 9(40.9%) as low. Seventeen (80.9%) of the ES respondents replied high and medium and the remaining 4(190%) replied low. The Chi- square test portrays no statistically significant difference between the two groups of respondents. Hence it is possible, from the majority of the respondents, to conclude that the evaluation system was found essential in drawing lesson for future project implementation. Boulmetis and Dutwin (2000, 24) also agrees with this opinion. This implies that employees involved in the evaluation were getting chance of professional discussion that will enrich them in the future implementation of evaluation.

Item 5 of table 3.3 was designed to see how far the formulated evaluation system was found useful tool to ensure the sustainability of projects. Accordingly, 17(77.3%) of ES subjects of the study answered high and medium and 5(22.7%) replied low. Fifteen (71.4%) of HS respondents answered high and medium and 6(28.6%) of them replied low. In an attempt to see the existence of the opinion difference between the groups of respondents, the Chi-square test reveals no significant variation between them. The existing evaluation system, as the data reveals, was found quite vital tool to ensure project sustainability. Rossl and Freeman (1993:10) indicate that evaluation system should ensure the sustainability of projects by maintaining evaluation mechanisms in order for the projects to be continuing. Therefore, projects that this study focuses will be long-lasting due to the established evaluation system.

Improving future aid guideline is among the benefits of evaluation, as indicated by Rossl and Freeman (1993:10). With regard to this, in item 6, nineteen (86.3%) ES respondents replied high and medium and 3(13.6%) replied low. On the same item, 16(76.2%) of HS subjects responded high and medium and 5(23.8%) answered low. The opinion difference test through Chi-square test reveals no statistically significant difference between the two groups of respondents. On the basis of the responses of the majority of the respondents, therefore, it is possible to infer that the evaluation system was found essential for the improvement of aid guide lines. Aid guidelines should not be static because conditions change. The existing evaluation system should contribute to this end. In line with this, the evaluation system in use in the projects under study was found helpful.

Item 6 of table 3.3 was aimed at to see the formulated evaluation system is designed in such a way that it helps as a base for accountability. When responding to it, 18(82%) of ES respondents rated high and medium and 4(18.0%) of the responded replied low. On the same issue, 19(20.5%) HS subjects of the study replied high and medium and 2(9.5%) of them answered low. The Chi- square test resulted in no statistically significant difference between the two groups of respondents. From the data, it is possible to say that the established evaluation system is instrumental to ensure accountability. Project accomplishment, according to (Goodman, 1996:60) is checked through evaluation and if level of accomplishment is low, the concerned body will take responsibility for the result obtained. Hence HAPCO financed projects are in a position to detect pitfalls for accountability.

When the existing evaluation system is properly used, its consequences will go to the extent of changing vision of an organization (Rossl and Freeman, 1993: 10). Item 7 of table 3.3 was designed to gather the opinion of the subjects of this study on this issue. Nevertheless, this was found low as it was learned from their responses. Fifteen (68.2%) of respondents of ES replied low, 7(31.8%) answered high. Similarly, 14(66.7%) of HS respondents replied low and 7(33.3%) replied high and medium. The Chi- square test depicts no statistically significant difference between the two groups of respondents. The reason behind may be was the emergence of financing of projects aimed at fighting the pandemic, HIV/AIDS, in education sector is a recent phenomena that might not yet been fully evaluated let alone to change vision of an organization. This was also been confirmed through the interview made.

3.4 Types of Monitoring

There are various types of monitoring that need to be exercised in the implementation of projects based on various requirements (BCID, 2002:146). Subjects of the study were asked to give their opinion on how often they were exercising each type of monitoring to this end. This table was intended to see what type/s of monitoring was being used in the HAPCO financed education projects

3.4 Percentage and Chi-square Distribution of Types of Monitoring

No	Types of Monitoring	Respondents				df*2	x2*3	CV*4
		Education*4		Health*5				
1	Physical monitoring	No	%	No	%			
	a. Always	3	11.5	9	37.5			
	b. Sometimes	16	61.5	12	50.0	2	5.14	5.99
	c. Never	7	26.9	3	12.5			
2	Financial monitoring	No	%	No	%			
	a. Always	12	46.1	15	62.5			
	b. Sometimes	10	38.5	6	25.0	2	1.36	5.99
	c. Never	4	15.4	3	12.5			
3	Beneficiary monitoring	No	%	No	%			
	a. Always	7	26.9	8	33.3			
	b. Sometimes	14	53.8	12	50.0	2	0.22	5.99
	c. Never	5	19.2	4	16.7			
4	Quality monitoring	No	%	No	%			
	a. Always	2	7.7	5	20.8			
	b. Sometimes	4	15.4	2	8.3	2	2.11	5.99
	c. Never	20	76.9	17	70.8			

*1= %is calculated from N *2= degree of freedom *4= (N=26)
*3= Calculated chi value *4= significant at 0.05 *5= (N=24)

Item 1 of table 3.4 was first forwarded. Accordingly, 3(11.5%) respondents from ES agreed that they applied always, 16(61.5%) sometimes and 7(26.9%) never. HS respondents on their side reported that 9(37.5%) of them conducted this type of monitoring always, 12(50%) sometimes and 3(12.5%) never. The Chi- square test manifested no statistically significant difference between the two groups of respondents. Majority of the respondents of both sectors agreed that they were sometimes undertaken physical progress monitoring. From the overwhelming proportion of the respondents, it is possible to infer that this type of monitoring did not get full attention of the responsible bodies. According to BCID (2002:146), however, this type of monitoring is helpful for stakeholders in indicating as to whether or not each and every activity of the project is being accomplished within the framed time. Therefore, projects under study were not seriously monitored using this type of monitoring which this negatively affect project activities accomplishment within framed time.

The second type of monitoring that the respondents were asked to forward their opinion on was financial progress monitoring. In responding to it, 12(46.1%) of ES and 15(62.5%) of HS confirmed that they were always undertaking financial process monitoring. Ten (38.5%) of ES and 6(25.0%) of HS respondents agreed as they were employing it sometimes. The remaining 4(15.4%) and 3(12.5%) of respondents of ES and HS respectively, confirmed they never conducted one. The Chi- square test depicts no statistically significant difference between the two groups of respondents. From the data, it is possible to deduce that financial process monitoring was given due emphasis as it is very sensitive and without it, the whole process would be collapsed. Shapiro (2008: 9) has also confirmed this reality. Therefore, this has positive contribution to the financial utilization and accomplishment of projects under study.

The involvement of beneficiaries from inception to the implementation of projects is pretty important. Particularly when come to implementation, they need to be frequently contacted as put in the project plan, which otherwise result in the failure of projects (Goodman, 1988: 46). To check this, the extent of communication with the targeted people was asked so that the subjects of the study could forward their opinion. In this regard, 14(53.8%) and 12(50%) of ES and HS respectively responded that they communicate sometimes. Seven (26.9) and 8(33.3%) of ES and HS respectively answered always. The remaining 5(19.2%) of ES and 4(16.7%) HS respondents confirmed never. The Chi-square test also indicates that there is no statistically identified opinion difference between two groups of respondents. Hence the data reveals that this type of monitoring was given intermediate consideration that may result in the detouring project implementation. This means that projects that this study focuses on were not getting full support of the beneficiaries in the implementation process.

Item 4 of table 3.4 was, in fact, targeted to extract information on the employment of project quality monitoring. The data, as it is indicated in the table above, reveals 20(76.9%) of ES and 17(70.8%) of HS subjects of the study replied sometimes and the remaining 2(7.7%) ES and 5(20.8%) HS respondents replied always. There was no opinion difference between the groups of respondents as it was tested by Chi-square test. A brief look at the data may indicate that this was undermined type of monitoring but yet very important. This is a tool that one checks whether or not a particular project is up to the agreed expectation level of the needs of the beneficiaries. The possible reason for ignoring quality monitoring may be its difficulty in developing measurement to it (Girma, 2004: 10). Whatever the case may be, this implies the expectations of the target people were not given due emphasis while monitoring was taking place.

3.5 Types of Evaluation

There are different types of evaluation applied for various reasons. Five of them, commonly employed ones, were presented for investigation. The following table was meant to see what type/s and how often it/they were being used in the HAPCO financed education projects and why.

3.5 Percentage and Chi-square Distribution of Types of Evaluation

No	Types of Evaluation	Respondents				df*2	x²*3	CV*4
		Education*6		Health*7				
1	Beginning evaluation	No	%*1	No	%			
	a. Always	5	19.2	7	29.2			
	b. Sometimes	17	65.4	10	41.7	2	2.87	5.99
	c. Never	4	15.4	7	29.2			
2	Progress evaluation	No	%	No	%			
	a. Always	19	73.1	18	75			
	b. Sometimes	7	26.9	6	25	2	0.01	5.99
	c. Never	-	-	-	-			
3	Fund release evaluation	No	%	No	%			
	a. Always	4	15.4	6	25			
	b. Sometimes	16	61.5	13	54.2	2	0.71	5.99
	c. Never	6	23.1	5	20.8			
4	End evaluation	No	%	No	%			
	a. Always	8	30.8	7	29.2			
	b. Sometimes	11	42.3	10	41.7	2	0.10	5.99
	c. Never	7	26.9	7	29.2			
5	Evaluation after five or ten years	No	%	No	%			
	a. Always	1	3.8	2	8.3			
	b. Sometimes	3	11.5	4	16.7	2	0.77	5.99
	c. Never	22	84.6	18	75.0			
6*5	Reason/s for undertaking M&E	No	%	No	%			
	a. Technically easier to undertake	10	23.2	9	24.3			
	b. Less costly	12	27.9	10	27.0			
	c. Consumes less time	6	13.9	5	13.5	3	4.57	7.82
	d. It is the donor's interest	6	13.9	4	10.8			
	e. It is higher official's interest	9	21.0	9	24.3			

*1= %is calculated from N *2= degree of freedom *5 = N is greater due to multiple responses

*3= Calculated chi value *4= significant at 0.05 *6= (N=26) *7= (N=24)

Item 1 of table 3.5 concerned with evaluation done at the beginning of the project (Ex-ante). For it, 17(65.4%) of ES and 10(41.7%) of HS subjects replied sometimes. Five (19.2%) of ES and 7(29.2%) of HS respondents replied always. Four (15.4%) of ES and 7(29.2%) of HS respondents answered never. The Chi- square test depicts no statistically significant difference between the two groups of respondents. This type of Evaluation uses to enrich the project planning in the inception process (Freudenthal and Narrow, 1992: 50). But what has been practiced in the projects under study was against this reality, which means, some projects were designed without this type of evaluation. This implies some projects under study did not fully satisfy the needs of the beneficiaries as they fail to assess the needs of the beneficiaries at their formulation stage. In fact this in turn will result in losing the support of the beneficiaries during the implementation stage.

Item 2 of table 3.5 depicts how often evaluation was done while the project was going on. Nineteen (73.1%) ES and 18(75%) of HS respondents replied always. The remaining 7(26.9) of ES and 6 (25%) of HS forwarded that they were conducting it sometimes. The Chi- square test portrays no statistically significant difference between the two groups of respondents. Thus the great majority of the respondents agree that on going evaluation is undertaken as per the plan without interruption. This positively contributes to the realization of projects because it helps the concerned parties to give corrective measure on spot as Magnen (1991:122) indicates.

Evaluation done as requirement for release of fund was asked on table 3.5 of item 3. This was done on and off according to the majority of the respondents, i.e., as 16(61.5%) of ES and 13(54.2%) of HS replied sometimes. The Chi- square test shows no statistically significant difference between the two groups of respondents. Thus, HAPCO financed education projects did not always stick themselves on Inter-phases evaluation; they rather sometimes tolerate to conduct this type of evaluation. This means the financing body did not want prior project implementation as requirement for release of fund to the next project accomplishment. This has negative contribution to the accomplishment of the next projects in that, as the finance receiving body guaranteed to obtain fund without evaluation, it would lead the recipient to deemphasize the use of such evaluation.

Item 4 of table 3.5 was primarily designed to investigate how often evaluation was undertaken at the termination of a certain project. Most of the respondents confirmed sometimes. A glimpse at the table depicts 11(42.3% of ES and 10 (41.7%) HS subjects of the study realize this. Eight (30.8%) and 7(29.2%) as well as 7(26.9%) and 7(29.2%) of ES and HS replied always and never respectively. The Chi- square test depicts no statistically significant difference between the two groups of respondents. Therefore, like Ex-ante and inter-phase evaluations, Ex-post evaluation was also been sometimes undertaken as a result of which projects under study were partially lacking means of ensuring rate of return to investment as it is rightly put. It was not also serving as learning ground for future project implementation IMPACT (2004:16). This implies that projects of this study were partially taking feedbacks from the already mplemented ones to incorporate in the newly formulated projects. This, to some extent, negatively affects future project formulation as well as implementation.

The application of Impact Evaluation was also been forwarded for inquiry. In response to it, 22(84.6%) of ES and 18 (75%) of HS subjects under investigation forwarded that they never did it. The remaining, that is 3(11.5%), 4(16.7%) as well as 1(3.8%) and 2(8.3%) of ES and HS replied sometimes and always respectively. The Chi- square test depicts no statistically significant difference between the two groups of respondents. The impact of a particular project needs to be evaluated after five or ten years of project termination (IMPACT, 2004: 77). As the data depicts, it was not done in this case. The likely reason may be is the life expectancy of the projects might not reach the time under consideration. This was also confirmed through document review.

The reason to choose the kind of evaluation currently used needs to be investigated to know the driving force behind. In this regard, 12(27.9%) of ES and 10(27%) of HS responded because it is less costly: 10(23.2%) of ES and 9(24.3%) of HS replied technically easier to undertake; 9(21%) of ES and 9(24.3%) of HS answered higher officials interest was the driving force; 6(13.9%) of ES and 5(13.5%) of HS reacted because it consumes less time; and the remaining 6(13.9%) of ES and 4(10.8%) of HS replied donor's interest dictates them. The attempt to see whether or not there exist opinions differences through Chi-square test end up with no such a variation. From the data, therefore, it can be inferred that the leading reason for them to choose the kind of evaluation is cost. That is whenever need arises to apply some sort of evaluation, the first thing that come to the mind of evaluators is the availability of fund than other requirements known. This was also confirmed through interview made. This means, finance positively affect, when sufficiently available, negatively affects when lacking. Therefore, evaluation in the HAPCO financed education projects is money driven. This has negative impact on the accomplishment of evaluation as less emphasis is given to other requirements.

3.6 Models of Evaluation

In fact, using some model for evaluation helps one to clearly follow the path to reach his/her destiny (Boulmetis and Dutwins, 2000:6). What model/s of evaluation and reasons to use the intended model/s were assessed in the following table.

3.6 Percentage and Chi-square Distribution of Evaluation Models

No	Models of Evaluation	Respondents				df*2	x2*3	CV*4
		Education*6		Health*7				
1	Sees plan accomplishment variation	No	%*1	No	%	2	2.70	5.99
	a. Always	12	46.1	16	66.7			
	b. Sometimes	11	42.3	8	33.3			
	c. Never	3	11.5	-	-			
2	Assesses how/what of the project	No	%	No	%	2	1.41	5.99
	a. Always	13	50.0	14	58.3			
	b. Sometimes	8	30.8	8	33.3			
	c. Never	5	19.2	2	8.3			
3	Allows the evaluator as implementer	No	%	No	%	2	4.73	5.99
	a. Always	2	7.7	7	29.1			
	b. Sometimes	9	34.6	4	16.7			
	c. Never	15	57.7	13	54.2			
4	Bases on the goal written	No	%	No	%	2	0.82	5.99
	a. Always	6	23.0	8	33.3			
	b. Sometimes	15	57.7	13	54.2			
	c. Never	5	19.2	3	12.5			
5	Bases on the prior knowledge	No	%	No	%	2	5.08	5.99
	a. Always	1	3.8	4	16.6			
	b. Sometimes	11	42.3	4	16.6			
	c. Never	14	53.8	16	66.7			
6	Uses to decide project continuity	No	%	No	%	2	1.22	5.99
	a. Always	14	53.8	16	66.7			
	b. Sometimes	9	34.6	5	20.8			
	c. Never	3	11.5	3	12.5			
7	Arranges meeting to hear idea	No	%	No	%	2	0.24	5.99
	a. Always	7	26.9	6	25.0			
	b. Sometimes	8	30.8	6	25.0			
	c. Never	11	42.3	12	50.0			
8	Bases on the interaction of input process out put	No	%	No	%	2	1.15	5.99
	a. Always	3	11.5	2	8.3			
	b. Sometimes	8	30.8	11	45.8			
	c. Never	15	57.7	11	45.8			
9*5	Reason for selecting model	No	%	No	%	2	1.14	5.99
	a. The intended outcome needed from the evaluation	14	35	14	45.1			
	b. A task needed from the evaluator	8	20	6	19.4			
	c. Availability of data	2	5	2	6.5			
	d. Felt need of the donor	8	20	5	16.1			
	e. Felt need of the higher officials	8	20	4	12.9			

*1= %is calculated from N *2= degree of freedom *5 = N is greater due to multiple responses
*3= Calculated chi value *4= significant at 0.05 *6= (N=26) *7= (N=24)

According to Cleaned and King (1983:74) this model of evaluation, emphasizes on why something emerged, whether the set standards have been met or not. Concerning the application of this model, question was forwarded in item 1 table 3.6. Accordingly, twelve (46.1%) and 16(66.7%) of ES and HS respondents replied they were commonly using it. Eleven (42.3%) of ES and 8(33.3%) of HS samples replied they were sometimes applying it and the remaining 3(11.5%) of ES respondents replied they had never practiced it. The Chi- square test depicts no statistically significant difference between the two groups of respondents. Therefore, discrepancy model is found widely applied type of model. This implies that project standards and underlying reasons that constrain the accomplishment of projects were clearly identified to take action. The application of this model positively contributes to pin point problems and project accomplishment level.

Item 2, of table 3.6 was designed to assess how often kind of model that uses to see whether or not projects are addressing the needs of the users is being applied in the projects under study. When responding to the extent of using this model of evaluation, 13(50%) of ES and 14(58.3%) of HS samples replied always, and 8(30.8%) of Es and 8(33.3%) of HS rated sometimes. Never is marked by 5(19.2%) and 2(8.3%) of the respondents of ES and HS respectively. This model which is called "Goal Free" by Michael Servein (Popham, 1974:71) was a favorite type of model. Therefore, this implies that attempt was made to investigate the needs of the beneficiaries of the projects. This has positive contribution to the planning and implementation of future projects.

In item 3 of table 3.6, the opinions of the respondents were also gathered to analyze how often experts directly involved in the evaluation of projects. Fifteen (57.7%) of ES and 13(54.2%) of HS subjects confirmed that they never applied this sort of model. Nine (34.6%), 4(16.7%) of ES and HS subjects of the study reported that they sometimes use it. Two (7.7%) and 7(29.1%) of ES and HS respondents respectively replied always. The Chi- square test depicts no statistically significant difference between the two groups of respondents. The great majority of the study group assured they never implemented this type of model so far. In this model, the evaluator should be expert in the field of area to conduct the evaluation (Boulmetis and Dutwins, 2000:78). Nevertheless, in case of this study, as it is learned from the education profile of the respondents, most of them had no expertise in the field as a result of which they might have failed to apply this model. This means, HAPCO financed projects are lacking critical examination of projects due to lack of trained personnel in the field.

In the same table, item 4, attempt was made to see the extent of usage of a model that only pays goal attainment written on the project document forgetting other factors. For this, 15(57.7%) of ES and 13(54.2%) of HS respondents respectively reported sometimes. Six (23%) and 8(33.3%) of the education and health sector study subjects agreed that they always apply this model. Others, 5 ES and 3 HS in number and 19.2% and 12.5 in percent respectively reacted never. The result of the Chi-square also confirms that there was no opinion difference between groups of respondents. Therefore, it is possible to say that this model (Goal Based) is applied occasionally. In fact, this is against the assumption of Goodman (1988, 49) in that, as to him, this is the simplest and most applicable type of evaluation model. This has negative contribution to the full attainment of projects as objective realization was not precisely known.

An expert in the field can be involved in the evaluation process to use his/her prior knowledge of similar projects to judge accomplishment level. "How often was this model (Art criticism and Adversary) applied in the projects of HAPCO financed education projects?" was relevant question to examine its applicability. In responding to it, 14(53.8%) of ES and 16(66.7%) of HS samples replied never. Eleven (42.3%) and 4(16.6%) of ES and HS respectively answered sometimes; and the remaining 1(3.8%) and 4(16.6) of ES and HS replied always respectively. Majority of respondents rested their opinion on the inapplicability of such model. The Chi-square test also depicts no statistically significant difference between the two groups of respondents. As it is clearly indicated in the profile of the qualification of the respondents most of them were not in the suggested fields of study to conduct M&E (Cracknel, 200:184). Thus their response here matches with their field of study. This has negative impact because it is hardly possible to include lessons gained from other projects learned while conducting evaluation.

Item 6 of table 3.6 attempts to pin point the extent of utilization of model that targets on the continuity of projects. In this regard, 14(53.8%) of ES and 16(66.7%) of HS samples of the study agreed that they were always using this model, Decision making for that matter. Those who responded sometimes were 9 and 5 in number; and 34.6 and 20.8 in percent respectively. On the other hand, who replied never were 3(11.5%) and 3(12.5%) of ES and HS respectively. The Chi-square test reveals no statistically significant difference between the two groups of respondents.

This model was commonly applied because the continuity of the projects is the pressing agenda as it is also put by Wholey and Newcomer (1994, 195). In fact, all activities of projects are undertaken only when the continuity of projects is ensured. This positively contributes to the continuity of HAPCO financed education projects.

Item 7, of table 3.6 depicts the responses of the study subjects on the usage of arranging a jury for evaluation. To this end, 11(42.3%) of ES samples of the study and 12(50%) of HS respondents confirmed they never conducted it. Eight (30.8%) and 6(25%) of ES and HS respondents reported they sometimes used this model. The remaining 7(26.9%) and 6(25%) of the inquired subjects reported they always use it. The two groups of respondents had no significant statistically identified opinion difference between them. Hence this was found not popular model of evaluation. This model is used whenever there is difference in view among the implementers and beneficiaries of the projects (Boulmetis and Dutwin, 2000:78). Disputes occurred during the implementation of projects, therefore, were resolved through other mechanisms. This has negative impact to resolve conflicts emerged in the accomplishment of projects as the appropriate tool was undermined.

The applicability of systems model, which focuses on the interaction of input-process-output, was exposed to the respondents to forward their opinion on in item 8 of the same table. Accordingly, 15(57.7%) of ES respondents and 11(45.8%) of HS respondents replied never. Eight (30.8%) and 11(45.8%) of ES and HS repliers respectively reported they sometimes apply it. The remaining 3(11.5%) of ES and 2(8.3%) of HS study subjects confirmed always. The Chi-square test depicts no statistically significant difference between the two groups of respondents. From the data, therefore, it is possible to deduce that systems model was never practiced despite its popularity in both sectors: Shapiro, (2008: 44) says that this model of evaluation is important to see the participation level of stakeholders, fulfillment of goal and efficiency of projects. Thus, projects understudy were losing the benefit gained out of this model since they fail to use it. This has negative implication on the projects of the study because this model evaluates projects in their entirety as oppose to other models.

To know what reason/s dictate them to use the model of evaluation they are currently using, question was forwarded. For this, five possible factors that underlie as reason that lead one to use certain kind of model were given and respondents were allowed to choose one or more among. Consequently, 14(35%) of ES and 14(45.1%) of HS subjects of the study responded that it was the intended outcome needed from the evaluation was the primary reason. Eight (20%) of ES and 6(19.4%) of HS subjects agreed that it was a task needed from the evaluator that was leading them to choose model of evaluation. Those who said "Felt need of the donor" were 8(20%) of ES and 5(16.1%) of HS respondents. Felt need of the higher officials was rated by 8(20%) of ES and 4(12.9%) of HS samples of the study respectively. Finally, 2(5%) of ES and 2(6.5%) of HS respondents reacted availability of data that was obliging them to prefer the model of evaluation they were using. The Chi- square test also depicts no statistically significant difference between the two groups of respondents. Therefore, as the data reveal, outcome of evaluation was the core reason. This means a task needed from the evaluator, availability of data, donors' and higher officials' interest were not given due emphasis. The projects under study are financed by HAPCO. Thus, at least, there should be a room to entertain the interest of the financer. This indicates that there is a loose relationship between the financer and the recipient. This has a negative contribution to the attainment of goal of the evaluation.

3.7 Designing Plan of M&E System

A well and smooth accomplishment of any project is highly determined by the plan formulated to its realization. As appropriate and careful plan is designed, the likely of project implementation is very probable (Goodman, 1996: 40). To examine this, therefore, questions were designed. The following table was intentionally included to gather data on the designing process of M&E system of projects under study.

3.7 Percentage and Chi-square Distribution of Designing M&E System

No	Designing M&E system	Respondents				df*2	x2*3	CV*4
		Education*5		Health*6				
1	Objectives of M&E	No	%*1	No	%			
	a. Agree	22	84.6	21	87.5			
	b. I don't know	2	7.7	1	4.1	2	0.28	5.99
	c. Disagree	2	7.7	2	8.3			
2	Scope of M&E process:	No	%	No	%			
	a. Agree	19	73.0	17	70.8			
	b. I don't know	4	15.4	4	16.6	2	0.02	5.99
	c. Disagree	3	11.5	3	12.5			
3	Resources are identified	No	%	No	%			
	a. Agree	18	69.2	19	79.1			
	b. I don't know	5	19.2	2	8.3	2	1.16	5.99
	c. Disagree	3	11.5	3	12.5			
4	Stakeholders are identified	No	%	No	%			
	a. Agree	21	80.8	19	79.1			
	b. I don't know	3	11.5	3	12.5	2	3.56	5.99
	c. Disagree	2	7.7	2	18.3			
5	Discussion are planned	No	%	No	%			
	a. Agree	20	76.9	14	58.3			
	b. I don't know	1	3.9	3	12.5	2	3.77	5.99
	c. Disagree	5	19.2	7	29.1			
6	Jobs are described	No	%	No	%			
	a. Agree	17	65.4	18	75.0			
	b. I don't know	4	15.4	1	4.1	2	1.71	5.99
	c. Disagree	5	19.2	5	20.8			
7	Schedules are prepared	No	%	No	%			
	a. Agree	20	76.9	18	75.0			
	b. I don't know	3	11.5	3	12.5	2	0.03	5.99
	c. Disagree	3	11.5	3	12.5			
8	Trainings are planned	No	%	No	%			
	a. Agree	18	69.2	17	70.8			
	b. I don't know	3	11.5	2	8.3	2	0.14	5.99
	c. Disagree	5	19.2	5	20.8			
9	Channels of reporting are identified	No	%	No	%			5.99
	a. Agree	18	69.2	20	95.8			
	b. I don't know	4	15.4	1	4.2	2	1.93	
	c. Disagree	4	15.4	3	12.5			

*1= %is calculated from N *2= degree of freedom *5= (N=26)

*3= Calculated chi value *4= significant at 0.05 *6= (N=24)

In item 1 of table 3.7 respondents were asked to indicate their agreement on the identification of objectives. For it, 22(84.6%) of ES and 21(87.5%) of HS subjects confirmed their agreement. Two (7.7%) and 1(4.1%) of ES and HS subjects of the study respectively they did not have information. Two (7.7%) of ES and 2(8.3%) of HS respondents replied they disagree with the opinion. The Chi- square test depicts no statistically significant difference between the two groups of respondents. Identifying objectives is the first step in the designing process of M&E plan. In fact, as it is indicated in the data, this was given due emphasis in the projects understudy. Thus, this has positive contribution in the accomplishment of projects as destiny of M&E was already identified.

Rehle and others (2001:36) indicate that M&E should be framed in advance taking in to account the input, activities, output and expectations of the evaluation process. Accordingly, item 2 of table 3.7 depicts whether or not scope of M&E process is determined before beginning implementation. For this, 19(73%) of ES and 17(70.8%) of HS subjects replied "agree". Four (15.4%) and 4(16.6%) of ES and HS respondents respectively answered "I don't know"; and the remaining 3(11.5%) of ES and 3(12.5%) of HS samples of the study disagree with the issue. The data reveals that scope of M&E is identified in advance. At significance level of 0.05, no significance opinion was observed between the two groups of respondents. This has positive contribution because it helps M&E process to focus on the identified issues only.

Resources with which M&E activities are undertaken need to be identified in the project planning which otherwise result in the failure of the whole process (Rehle and Others, 2001:36). This was attempted in the item 3 of table 3.7. As they respond, 18)69.2%) of ES and 19(79.1%) of HS subjects agreed on the point. Five (19.2%) and 2(8.3%) of ES and HS respondents respectively reported they did not have information. The other segment of the respondents reported that they were against the view. The Chi- square test depicts no statistically significant difference between the two groups of respondents. A closer look at the responses given by a significant number of respondents can serve as spring board to conclude that resources were identified before directly involving in to implementation of projects. This was also confirmed through interview conducted. The identification of resources for the realization of M&E helps to save time, money and energy during the implementation stage. This helps to know where to focus, what to do and what to ignore.

Projects by nature are beneficiary oriented. They are designed to satisfy the needs of the target people (Rehle and others, 2001:37). Item 4 of table 3.7, therefore, tries to examine whether or not stakeholders of the projects identified. The response of ES was 21(80.8%) and response of HS was 19(79.1%) for the 'agree' category. Three (11.5%) and 3(12.5%) of ES and HS respondents respectively did not know about it. The remaining 2(7.7%) of ES and 2(8.3%) of the HS disagree with the identification of stakeholders. In an attempt to examine the variation in view between groups of respondents, the Chi-square test confirms that there was no statistically identified opinion difference. Thus, it is empirical to conclude that the beneficiaries of the projects under study were identified in advance. This means, during the M&E process, it helps to measure the satisfaction level of the project users.

In the case of item 5, of table 3.7, the concentration area to inquire was the presence of plan for discussion with beneficiaries as this is the main means of paving ways for full participation. Twenty (76.9%) of ES and 14(58.3%) of HS respondents agree that it is inculcated in the plan. Five (19.2%) of ES and 7(29.1%) HS subjects of the study disagree with the idea. The others 1(3.9%) of ES and 3(12.5%) of HS showed that they do not know. The Chi-square test was also confirms that there was no difference in view between the groups of respondents. Thus the M&E plan of HAPCO financed education projects have taken in to account means of discussion in its plan of implementation. This helps to examine: how projects were being performed, why it is done that way, what the role of each was in the implementation of M&E.

Unless jobs that need to be done in M&E is cascaded down and clearly spelled out, to the experts assigned to do it, it will remain untouched as responsibility given to all is responsibility given to nobody (Rehle and others, 2001: 36). As such the M&E plan should consider this reality. On this issue, in table 3.7 of item 6, samples of the study that is: 17(65.4%) of ES and 18(75%) of HS rated this was already done in the plan. Four (15.4%) of ES respondents and 1(4.1%) of HS subjects of the study did not have information on the issue. Five (19.2%) of ES and 5(20.8%) of HS respondents reacted negatively. The Chi- square test depicts no statistically significant difference between the two groups of respondents. In conclusion, jobs that need to be done by each in M&E were clearly identified in the projects under study. This implies actors of the M&E process know what their roles and responsibilities are and act accordingly. This has positive contribution to the realization of the M&E process since everybody knows what is expected of him/her.

Only describing activities are not enough unless it is bounded by time. The aspect of 'when' is pretty important in M&E like in other endeavors. To examine this, in table 3.7 item 7, question was forwarded to the respondents. To this end 20(76.9%) of ES and 18(75%) of HS respondents agree on the issue. Three (11.5%) of ES and 3(12.5%) of HS subjects did not have information and the same number of them oppose the issue. To see whether or not opinion difference exists, Chi-square test was done and the result confirms there was no difference. Therefore, each activity done by each person in M&E plan was not only described but also bounded by time in the project under study. Bamberger (1986:46) also agrees with this assumption. This means that in the M&E plan of projects, when to do each activity is known beforehand. Therefore, this facilitates the realization of M&E on time.

However personnel working in M&E are experts in the field, they need to be offered training that refreshes their prior knowledge to contextualize their prior knowledge with the realities of the new project (Boulmetis and Dutwin, 2000:79). It is to check whether or not trainings needed were assumed in the plan that item 8 of table 3.7 intentionally forwarded. In summarizing their responses, 18(69.2%) of ES and 17(70.8%) of HS subjects of the study agree it was considered in the plan. Five (19.2%) and 5(20.8%) of ES and HS respondents replied negatively. The rest 3(11.5%) of ES and 2(8.5%) of HS study subjects could not decide. The Chi- square test depicts no statistically significant difference between the two groups of respondents. Therefore, all sorts of trainings needed in the M&E was taken in to account and planned for it in the projects of this study. This positively contributes to the accomplishment of M&E of projects under study because workers will get a chance to update their knowledge.

M&E was not done for the sake of requirement. For it to hit its target, the results got through it need to be communicated through the maintained system. To achieve this, therefore, there must be formulated means of communication (Bamberger, 1986:50).In item 9 of the same table; the arrangement of channels of reporting of M&E was investigated. A great majority of the respondents i.e. 18(69.2%) of ES and 20(83.3%) of HS, replied that it was arranged. Four (15.4) and 1(4.5%) of the ES and HS respondents respectively confirmed they did not have knowledge about the issue; 4(15.4%) of HS and

3(12.5%) of ES respondents were indifferent. The Chi- square test depicts no statistically significant difference between the two groups of respondents. Thus it is possible to say that channels of reporting of M&E through which information flow were established. This was also learned true through the interviews made. This positively contributes to the utilization of findings of the M&E and to take immediate corrective measure on the implementation of projects.

3.8 Indicators in M&E

Performance indicators, as their name indicates, are benchmarks from where accomplishment level of any project could be judged. They are extremely important management tool to make decisions about certain projects, strategies and activities (USAID, 1996:25). To meet the requirement of measurement, however, they need to fulfill certain criteria. This table was formulated to see the existence of indicators and how they could be seen against criteria that good indicators fulfill.

3.8 Percentage and Chi-square Distribution of Indicators of M&E System

No	Indicators of M&E	Respondents				df*2	x2*3	CV*4
		Education*5		Health*6				
		No	%*1	No	%			
1	a. Existence of indicators	22	84.6	18	75.0			
	b. Inexistence of indictors	4	15.4	6	25.0	1	0.70	3.84
2	Direct	No	%	No	%			
	a. Agree	19	95.5	15	83.3			
	b. I don't know	2	59.1	2	11.2	2	0.13	5.99
	c. Disagree	1	4.5	1	5.5			
3	Objective	No	%	No	%			
	a. Agree	19	86.3	14	77.8			
	b. I don't know	1	4.5	2	11.2	2	0.70	5.99
	c. Disagree	2	9.1	2	11.1			
4	Adequate	No	%	No	%			
	a. Agree	16	72.7	15	83.3			
	b. I don't know	4	18.2	1	5.5	2	1.49	5.99
	c. Disagree	2	9.1	2	11.1			
5	Quantitative	No	%	No	%			
	a. Agree	20	90.9	15	83.3			
	b. I don't know	1	4.5	2	11.1	2	2.44	5.99
	c. Disagree	1	4.5	1	5.5			
6	Practical	No	%	No	%			
	a. Agree	20	90.5	13	72.2			
	b. I don't know	1	4.5	3	16.7	2	4.51	5.99
	c. Disagree	1	4.5	2	11.1			
7	Reliable	No	%	No	%			
	a. Agree	14	63.6	14	77.8			
	b. I don't know	4	18.2	2	11.1	2	0.91	5.99
	c. Disagree	4	18.2	2	11.1			

*1= %is calculated from N *2= degree of freedom *5= (N=26)

*3= Calculated chi value *4= significant at 0.05 *6= (N=24)

Concerning existence of performance indicators, 22(84.6%) of ES and 18 (75%) of HS respondents agreed with its presence. The rest 4(15.5%) of ES and 6(25%) of HS responded negatively. The Chi- square test also depicts no statistically significant difference between the two groups of respondents in their responses at significant level of 0.05. Its existence helps to measure the accomplishment level of projects.

Further questions were forwarded for those who replied 'yes' to see to what extent the designed indicators fulfill the labeled criteria. Directness, as stated by Shapiro (2008, 72), means measuring what is expected to measure. To check this, item 2 was designed. Accordingly, 19(86.3%) of ES and 15(83.3%) of HS subjects of the study agree to the point under discussion. Two (9.1%) of ES and 2(11.2%) of HS had no information and 1(4.5%) of ES and 1(5.5%) of HS contradict the issue. The Chi- square test shows no statistically significant difference between the two groups of respondents. Thus indicators measure what are required of them to measure in the study projects. This means, results obtained through the measurement of the designed indicators were up to level of an outcome measured.

Indictors need to have only one interpretation at a time which otherwise mislead the implementers (Rehle and others, 2001: 36). Item 3 of table 3.8 attempts to see whether or not indicators fulfill this criterion. The great majority, that is 19(86.3%) and 14(77.8%) of ES and HS respondents respectively agree with this idea. One (4.5%) of HS and 2(11.2%) subject had no information. Two (9.1%) of ES and 2(11.1%) of HS respondents replied negatively. The absence of opinion difference was discovered through Chi-square test. From the data, therefore, it is possible to confirm that performance indicators were not misleading as they are not open to many interpretations. This has positive role because the data gathered using these indicators are consistent enough to reach on conclusion about projects.

As Rehle and others (2001: 37) indicate, indicators should be sufficient enough in number in the M&E of projects if they are to serve properly. Accordingly, in item 4 of table 3.8 the adequacy of performance indicators was examined. In responding to it, 16 (72.7%) of ES and 15 (83.3%) of HS agreed that it was adequate. Four (18.2%) and 1(5.5%) of ES and HS respectively did not have knowledge. Two (9.1%) of ES and 2(11.5%) of HS did not believe in the adequacy of indicators. The group of respondents' opinion difference was tested through Chi-square and the result shows the absence of significant variation. Hence, performance indictors were sufficient in number to measure accomplishment level of projects. This has positive contribution to fully measure M&E activities.

Quantifiability helps to measure results precisely and this precision will bring about agreement on the part of result interpreters (Rehle and others, 2001:28). Item 5 of table 3.8 was intentionally made respondents to forward their opinion on the quantifiability of the existing performance indicators. Accordingly, 20(90.9%) of ES and 15(83.3%) of HS agree with the opinion. One (4.5%) of ES and 2(11.2%) of HS respondents could not decide. One (4.5%) of ES and 2(11.1%) of HS respondent oppose the opinion. The Chi- square test portrays no statistically significant difference between the two groups of respondents. This might make M&E easy to conduct. This helps to precisely tell the accomplishment level of projects.

Performance indicators, apart from their presence and other requirements that make them sound, they need to measure project accomplishment level with optimum cost and within limited time. In this regard, in item 6 of table 3.8, twenty (90.5%) of ES and 13(72.2%) of HS subjects agree and 1(4.5%) and 3(16.7%) of ES and HS respondents respectively could not either agree or disagree. The remaining 1(4.5%) of ES and 2(11.1%) of HS respondents stood against this point. The Chi- square test portrays no statistically significant difference between the two groups of respondents. Therefore, performance indicators were found easy to use them with the existing resources- money and time for that matter. This has a positive contribution for the realization of M&E because the designed indicators were not beyond the capacity of the users to apply them.

Performance indicators should be those that help the interpreters to depend on to measure result and consequently make sound decisions. Table 3.8 items 6 were designed to gather the opinion of the samples of the study to indicate their agreement on the reliability of performance indicators they were using. To this end, 14(63.6%) of ES and 14(72.2%) of HS respondents agree with the issue. Four (18.2%) and 2(11.1%) of ES and HS subjects respectively could not decide. The remaining same kind of respondents stood against this view. The Chi- square test depicts no statistically significant difference between the two groups of respondents. Thus, performance indicators were consistent enough to measure accomplishment level. Generally speaking, performance indicators in use in the HAPCO financed education projects fulfill the criteria put by scholars. Consequently, applying M&E becomes relatively easy.

3.9 Data Collecting Instruments for M&E

Data collecting tools for monitoring and evaluation have different forms. The most important ones are questionnaires, observation (site visit), interview, and focus group discussions. But using both at once may seem good but due to different obliging situations one confines her/himself to choose among (Boulmetis and Dutwins, 2000:93).What data collecting instruments were used and why they were preferred was the aim of the following table.

3.9 Percentage and Chi-square Distribution of Data Collecting Instruments of M&E System

No	Data collecting instruments	Respondents				df*2	x2*3	CV*4
		Education*6		Health*7				
		No	%*1	No	%			
1	a. Existence of instruments	25	96.1	22	91.7			
	b. Absence of instruments	1	3.9	2	8.3	1	0.43	3.84
2	Questionnaire	No	%	No	%			
	a. Always	8	32.0	5	22.7			
	b. Sometimes	17	68.0	15	68.2	2	2.59	5.99
	c. Never	-	-	2	9.1			
3	Interview	No	%	No	%			
	a. Always	2	8.0	2	9.1			
	b. Sometimes	13	52.0	12	54.5	2	0.24	5.99
	c. Never	10	40.0	8	36.4			
4	Observation	No	%	No	%			
	a. Always	3	12.0	2	9.1			
	b. Sometimes	21	84.0	18	81.8	2	0.50	5.99
	c. Never	1	4.0	2	9.1			
5	Focus group discussion	No	%	No	%			
	a. Always	3	12.0	7	31.8			
	b. Sometimes	7	28.0	4	18.1	2	2.91	5.99
	c. Never	15	60.0	11	50.0			
6*5	Reason to choose tool	No	%	No	%			
	a. kind of respondent	7	25.0	6	26.0			
	b. distant of the needed data	6	21.4	5	21.7			
	c. Urgency of the needed data	4	14.2	3	13.0	3	0.02	7.82
	d. kind of data needed	11	39.3	9	39.1			

*1= %is calculated from N *2= degree of freedom *5 = N is greater due to multiple responses

*3= Calculated chi value *4= significant at 0.05 *6= (N=26) *7= (N=24)

Chi-square and the result shows the absence of significant variation. Hence observation was also a kind of tool that was not commonly used data gathering tool. This implies M&E process was losing information that can be obtained through observation. Therefore, data gathered was not wholesome to make decision.

Focus group discussion, is important tool when target group's attitude, preferences or interests are needed on the plan of the project, when implementation gaps are not well identified and when opinion of the target groups are important (Rehle and others,2001:31).To check the applicability of this tool, question was forwarded. When reacting to it, 15(60%) of ES and 11 (50%) of HS respondents confirmed they never used it as a data gathering tool. Seven (28%) and 4(18.1%) of ES and HS respondents reported that they were sometimes using it. 'Always' was responded by 3(12%) of ES and 7(31.8%) of HS subjects. The Chi- square test depicts no statistically significant difference between the two groups of respondents. Thus it is possible to conclude that focus group discussion was never utilized which might have resulted in the lose of advantages of the tool including eliciting in-depth qualitative data and cross checking of realities as well as correcting of false assumptions made in the implementations of projects as indicated by USAID(1996:57).

Item 6 of table 3.9 was, in fact, aimed at to know the underlying reason/s for choosing the kind of data collecting instrument. Here respondents were allowed to choose more than one responses that they think was relevant. Accordingly, 11(39.3%) of ES and 9(39.1%) of HS respondents rated that it is the kind of data needed that dictated them to use the tools they were using. Seven (25%) of ES and 6(26%) of HS reacted that it was the kind of respondents that led them to use certain tool. Six (21.4%) of ES and 5(21.7%) of HS, on their part, responded that distant of sources of information and the remaining 4(14.2%) of ES and 3(13%) of HS confirmed urgency of the needed data that obliges them to prefer the tool they had used. The two groups of respondent had no opinion difference between them when tested by Chi-square test. Thus the leading reason, from the data, to choose data gathering instrument was found the kind of data needed. In reality, however, the reasons mentioned under item 6 are possible factors that oblige one to use one or another tool as indicated by Boulmetis and Dutwin (2000:93). Thus, all reasons mentioned should have been equally rated by all the respondents. Therefore, this indicates that data gathering tools were chosen haphazardly by forgetting the relevant underlying reasons. This implies the data gathering process of M&E was negatively affecting the decisions being made on the projects

3.10 Involvement in M&E

In the M&E process of any project, all the concerned parties, from those who donate, manage to those who are expected to benefit from the project should be involved. Because their involvement in the M&E is quite indispensable that it facilitates accomplishment (Shapiro, 2008:46). Thus their involvement in the M&E process of projects under study was analyzed using the following table.

3.10 Percentage and Chi-square Distribution of Involvement of Stakeholders in M&E System

No	Involvement of Stakeholders	Respondents				df*2	x^2*3	CV*4
		Education*5		Health*6				
1	Donors	No	%*1	No	%			
	a. very good	2	7.7	3	12.5			
	b. good	7	31.8	6	25.0			
	c. fair	2	7.7	2	8.3	3	0.55	7.82
	d. poor	15	68.2	13	54.2			
2	Government	No	%	No	%			
	a. very good	15	68.2	12	50.0			
	b. good	6	23.1	4	16.7			
	c. fair	-	-	3	12.5	3	3.78	7.82
	d. poor	5	19.2	5	20.8			
3	Consultants	No	%	No	%			
	a. very good	1	3.8	3	12.5			
	b. good	5	19.2	3	12.5			
	c. fair	1	3.8	3	12.5	3	2.89	7.82
	d. poor	19	73.1	15	62.5			
4	Beneficiaries	No	%	No	%			
	a. very good	17	65.4	12	50.0			
	b. good	1	3.8	2	8.3			
	c. fair	7	31.8	6	25.0	3	3.00	7.82
	d. poor	1	3.8	4	16.7			
5	All together	No	%	No	%			
	a. very good	2	7.7	1	4.2			
	b. good	5	19.2	5	20.8			
	c. fair	2	7.7	5	20.8	3	2.14	7.82
	d. poor	17	65.4	13	54.2			

*1= %is calculated from N *2= degree of freedom *5= (N=26)
*3= Calculated chi value *4= significant at 0.05 *6= (N=24)

Financers other than donating money should involve in the M&E of projects to keep their interests. If they leave implementers alone to do the M&E, they can not truly know where their money is going. To examine this, therefore, items were designed among which Item 1 table 3.10 examines the involvement of donors. To this end, 15 (68.2%) of ES and 13(54.2%) of HS respondents replied it was poor. Seven (31.8%) and 6(25%) of ES and HS answered that it was good. Two (7.7%) of ES and 3(12.5%) of HS rated very good. Others, 2(7.7%) of ES and 2(8.3%) of HS replied fair. The Chi- square test depicts no statistically significant difference between the two groups of respondents. Therefore, the participation level of financers in M&E was found poor. This indicates that financers are only concerned to release money but they do not actually know where the donated money is going. This loose relationship will result in the failure of accomplishment of M&E in particular and ultimately attainment of projects in general.

The involvement of government in M&E process was rated very well by majority of the respondents in item 2 of table 3.10. As it is indicated in the table above, 15(68.2%) of ES and 12 (50%) of HS responded very well; and 6(23.1%) and 4(16.7%) respectively replied well. Five (19.2%) and 5(20.8%) of ES and HS subjects of the study answered poor; and 3(12.5%) of HS reported fair. Thus the involvement of government in the M&E process was found very well. This implies the implementing body is acknowledging uses of M&E. This helps to make M&E a useful device to the realization of project goals.

Item 3 of table 3.10, was added in this table to see to what extent consultants were involving in the projects under study. When summarizing their responses, 19(73.1%) of ES and 15(62.5%) of HS confirmed poor. Five (19.2%) and 3(12.5%) of ES and HS respectively replied well. One (3.8%) of ES and 3(12.5%) of HS reported fair and very good in that order. The Chi- square test shows no statistically significant difference between the two groups of respondents. The advantages of inviting external evaluators in M&E, to mention one, is helpful to get the real picture of the project that might have not been exposed by internal evaluators due to fear of complaint (Cracknell,2001:74). Thus, failure to invite external evaluators might have resulted in the loose of such advantage.

Beneficiaries are the ultimate targets of any projects. They better know whether or not the designed projects are fulfilling their needs. Therefore, their involvement in M&E is unquestionable (Shapiro, 2008:46). Item, 4, was added in this table to see the rate of their participation level in M&E. seventeen (65.4%) and 12(50%) of ES and HS respectively rated very well. Seven (31.8%) of ES and 6(25%) of HS reported fair; one (3.8%) of ES and 4(16.7%) of HS confirmed poor. The remaining1 (3.8%) of ES and2 (8.3%) HS reported well. The Chi-square test results in no statistically significant difference between the two groups of respondents. Therefore, beneficiaries were involved in the M&E process. Their involvement, if it was found meaningful, gives them chance of: evaluating their own role, inculcating their interest and so on this is helpful for the enrichment of M&E process.

Item 5 was included in the table to attempt the participation level of all together. Accordingly, 17(65.4%) of ES and 13(54.2%) of HS responded poor; and 5(19.2%) and 5(20.8%) of ES and HS respectively reported well. Two (7.7%) and 1(4.2%) of ES and HS respectively answered very well. The result of Chi-square confirms that there was no opinion difference between two groups of respondents. The participation of all together as team, was found to be poor. Whenever M&E is being done in team, every aspect of the project can be thoroughly assessed, problems encountered can be resolved, and lesson for future project implementation can be drawn. Thus failing to do in team, at least, causes in losing such advantages.

3.11 Reports in M&E

Report is means of communication through which what has been accomplished at different levels are made known for the concerned bodies. M&E activities need to be reported after they have been done if accomplishment level is known and correction on the project implementation is taken timely (Pact-Ethiopia, 1999:31). To investigate its presence and sufficiency in terms of content, the following items in the table were designed.

3.11 Percentage and Chi-square Distribution of Reports in M&E

		Respondents						
		Education*5		Health*6		df*2	x2*3	CV*4
No	Reports in M&E	No	%*1	No	%			
1	a. reports produced	26	100	22	91.7			
	b. reports not produced	-		2	8.3	1	2.42	3.84
2	Respond to the needs of the user	No	%	No	%			
	a. Agree	18	69.2	15	68.1			
	b. I don't know	6	23.0	6	27.2	2	0.23	5.99
	c. Disagree	2	7.6	1	4.5			
3	Are free from jargons	No	%	No	%			
	a. Agree	18	69.2	15	68.2			
	b. I don't know	5	19.2	4	18.2	2	0.05	5.99
	c. Disagree	3	11.5	3	13.6			
4	Give sound recommendations	No	%	No	%			
	a. Agree	18	69.2	16	72.7			
	b. I don't know	3	11.5	4	18.2	2	1.25	5.99
	c. Disagree	5	19.2	2	8.3			
5	With executive summary	No	%	No	%			
	a. Agree	17	65.3	12	54.4			
	b. I don't know	3	11.5	1	4.5	2	2.18	5.99
	c. Disagree	6	23.1	9	40.9			
6	With variety of visual illustrations	No	%	No	%			
	a. Agree	6	23.1	2	9.1			
	b. I don't know	4	15.3	6	27.3	2	2.25	5.99
	c. disagree	16	61.5	14	63.6			
7	With cases that give lesson	No	%	No	%			
	a. Agree	26	100	19	86.4			
	b. I don't know	-		3	13.6	2	4.03	5.99
	c. disagree	-		-	-			
8	Genuinely reflects what was done in the field	No	%	No	%			
	a. Agree	20	76.9	21	87.5			
	b. I don't know	2	7.7	-	-	2	3.66	5.99
	c. disagree	4	15.4	1	4.5			

*1= %is calculated from N *2= degree of freedom *5= (N=26)
*3= Calculated chi value *4= significant at 0.05 *6= (N=24)

Item 1 of table 3.11 was forwarded to assess whether or not reports were prepared after M&E activities. For this, all ES and 22 (91.7%) of HS agreed that it is prepared. The Chi- square test also depicts no statistically significant difference between the two groups of respondents in their responses at significant level of 0.05. This implies ways to exchange information among the concerned bodies after M&E activities have been done was already maintained.

For those who confirmed preparation of reports, various questions were forwarded to get their opinion on the contents of the produced reports. Item 2 focuses on the extent of responsiveness of the reports to the needs of the users. For this, 18(69.2%) of ES and 15(68.1%) of HS respondents agreed on the sensitivity of the produced reports to the needs of the users. Six (23%) and 6(27.2%) of ES and HS respectively responded they did not have information; and the rest 2(7.6%) of ES and 1(4.5%) of HS disagree with the idea. In the attempt to see the existence of opinion difference between the two groups of respondents, the Chi-square test confirms that no significance difference was observed. Thus reports produced satisfy the needs of the beneficiaries. This implies the produced reports were demand driven which means they recognize expectations of the users. Thus helps to take action.

Reports should be easily understood by all beneficiaries. Technical words that are difficult to understand should not be used (Berhanu, 1997:75). Item 3 assesses if reports were free from technical words that are difficult to understand. Eighteen (69.1%) and 15(68.2%) of ES and HS respectively confirmed their agreement; 5(19.2%) and 4(18.2%) of ES and HS in their order of sequence did not have information; 3(11.5%) and 3(136%) disagree. The result of Chi-square confirms that there was no opinion difference between two groups of respondents. Reports of M&E were free of jargons hence easily understood by all its users. This positively contributes for those who need to know the status of projects, what problems encountered and what solutions forwarded for the problems and so on.

Item 4, was concerned if recommendations were included in the produced reports. In responding to this item, 18(69.1%) of ES and 16(72.7%) of HS subjects of the study were agreed with this issue. The remaining minorities, that is 3(11.5%) and 4(18.2%); 5(19.2%) and 2(8.3%) of ES and HS responded they did not have information and disagree respectively. The Chi- square test results in no statistically significant difference between the two groups of respondents. Thus reports produced included suggestions that are important to the future project accomplishment. Frech and others (2002:35) also agree with this idea. Recommendations forwarded from practitioners are very practical as they know what works in their respective situations. Therefore, doing so in the reports of M&E would help to get such advantages.

Reports produced should have executive summaries that briefly put the whole bulky report in to one or two pages (Berhanu, 1997:70). Item 5 investigates whether or not this was included in the reports of M&E of projects that this study tries to study. In this regard, 17(65.3%) of ES and

12(54.4%) of HS responded they agree with this opinion. Three (11.5%) and 1(4.5%); 6(23.1%) and 9(40.9%) of ES and HS responded "I do not know" and disagree respectively. The Chi-square test results in no statistically significant difference among the two groups of respondents. This leads us to the conclusion that busy officials and workers that do not have time to read the whole report, got a chance of getting a gist of the M&E activities in brief due to which nobody fail to read M&E reports.

Reports of M&E should compose variety of visual illustration, audiovisuals, for it to be better descriptive about what is going on in the field (Frech and others 2002:36). In the table 3.11 item 6 inquired if audiovisuals were used in the reports of M&E. Sixteen (61.5%) of ES and 14(63.3%) of HS confirmed they disagree with this opinion. Six (23.1%) and 2(9.1%); 4((15.3%) and 6(27.3%) of ES and HS responded "agree" and "I do not know" respectively. The Chi-square test results in no statistically significant difference between the two groups of respondents. This leads us to the conclusion that reports of M&E were not supported with all sorts of audiovisuals which makes them incomplete to describe what is actually going on in the ground. If reports are not complete, they can not guarantee decision making. Therefore, decisions made so far might have not been reliable because it is based on incomplete data.

When reports of M&E are prepared, they should include cases that give lesson in the implementation process so that it can initiate learning atmosphere among the project actors, beneficiaries and so on (Frech and others, 2002:37). Item 7 attempts to assess whether or not reports of M&E fulfills this. Accordingly all ES and 19(86.4) of HS agree in the inclusion of such cases in the produced reports of M&E. only 3(13.6%) of HS responded that they did not have information. The Chi- square test results in no statistically significant difference between the two groups of respondents. From the data, therefore, reports of M&E included lessons that instigate experience sharing among different actors. If properly used, this has positive contribution to the usability of M&E of the projects under study because best practices gained from different corners of the Region can be used as reference for decision making of higher officials.

Item 8 was designed to see whether or not the produced reports genuinely reflect what was done in the field. To this ideas, 20 (76.9%) and 21(87.5%) of ES and HS respectively agreed that they are authentic. Four (15.4%) of ES and 1 (4.5%) of HS stood against this opinion; and 2(7.7%) reported they did not know nothing about the situation. The Chi- square test results in no statistically significant difference between the two groups of respondents. Therefore, as the data reveals, reports produced by all after M&E was conducted were found genuine enough. Many reports are said to include information that pleases higher officials. But this was not found true in the M&E of projects of this study. So this makes its contribution for the consistency of M&E result.

3.12 Budgets for M&E

Financial resource is among the most important supply to accomplish certain endeavor. In the same way, like any activity, M&E need budget with which it is done (Goodman, 1996:50). The existence and utilization of budget was assessed in the table below.

3.12 Percentage and Chi-square Distribution of Budget in M&E System

No	Budget In M&E	Respondents				df*2	x^{2}*3	CV*4
		Education*5		Health*6				
		No	%*1	No	%			
1	a. Budget allocated	24	92.3	20	83.3	1	1.01	3.84
	b. Budget not allocated	2	7.7	4	16.7			
2	The amount of budget	No	%	No	%			
	a. below 2.5%	5	20.8	4	20.0			
	b. 2.6-4.9%	4	16.7	2	10.0	3	0.40	7.82
	c. 5-10%	15	62.5	14	70.0			
	d. above 10%	-						
3*5	Budget utilization	No	%	No	%			
	a. fully utilized	21	87.5	18	90.0			
	b. partially utilized	2	8.3	1	5.0			
	c. under utilized	-	-	-	-	3	2.47	7.82
	d. not utilized	1	4.2	-	-			
	e. I don't know	-		1	5.0			

*1= %is calculated from N *2= degree of freedom *5 = (N=26)
*3= Calculated chi value *4= significant at 0.05 *6= (N=24)

Item 1 was concerned about the allocation of budget for M&E activities. Accordingly, 24(22.3%) of ES and 20(83.3%) of HS responded that budget was earmarked for M&E activities. The rest 2(7.7%) and 4(16.7%) of ES and HS reported budget was nonexistent. On this issue, the two groups of respondents did not have opinion difference as tested by Chi-square. The existence of budget to M&E was also confirmed through the interview made. This indicates M&E was considered as important tool for the realization of HAPCO financed education projects.

For those who answered 'yes', additional items were added to further assess the situation. In this regard, the amount of budget earmarked compared to the overall project budget was forwarded. In responding to this, 15(62.5%) of ES and 14(70%) of HS rated five to ten percent. Five (20.8%) and 4(20%); 4(16.7%) and 2(10%) of ES and HS responded below 2.5% and 2.6 to 4.9% respectively. The two groups of respondent had no opinion difference between them when tested by Chi-square test. The amount of budget earmarked for the activities of M&E was found enough as recommended by different authors, Ferks and others (1990:76), for instance. This means, due to shortage of budget, M&E activities were not constrained.

The utilization of the earmarked budget was inquired in item 3, table 3.12. Twenty one (87.5%) and 18(90%) of ES and HS respectively responded it was fully utilized. Two (8.3%) of ES and 1(5%) of HS replied partially utilized. The remaining responded either not utilized, or he/she did not have information. The two groups of respondent had no opinion difference between them when tested by Chi-square test. Thus the earmarked budget for M&E activities was not only enough but also is free of financial red tape to utilize. The allocation of budget by itself is not enough unless means of utilization is maintained. In this regard, allocation and utilization of budget seems smooth. This has positive contribution to the accomplishment of M&E because no bureaucracy was hampering budget utilization.

3.13 Human and Financial Factors affecting M&E

Various authors have described elements that hinder the application of monitoring and evaluation among which human and financial factors are the major ones. Table 3.13 was designed to elicit information from respondents on these factors.

3.13 Percentage and Chi-square Distribution of Human and Financial Factors in M&E System

No	Human and Financial Factors	Respondents				df*2	x^2*3	CV*4
		Education*5		Health*6				
1	Technical capacity to Conduct M&E	No	%*1	No	%			
	a. Agree	18	69.2	19	79.2			
	b. Undecided	5	19.2	3	12.5	2	2.64	5.99
	c. Disagree	3	11.5	2	8.3			
2	Training on M&E to	No	%	No	%			
	a. Agree	21	80.8	19	79.2			
	b. Undecided	2	7.7	1	4.2	2	0.51	5.99
	c. Disagree	3	11.5	4	16.7			
3	Commitment of Concerned staff	No	%	No	%			
	a. Agree	18	69.2	16	66.7			
	b. Undecided	7	26.9	6	25.0	2	0.44	5.99
	c. Disagree	1	3.8	2	8.3			
4	Response of top management	No	%	No	%			
	a. Agree	-	-	2	8.3			
	b. Undecided	10	38.5	10	41.7	2	2.31	5.99
	c. Disagree	16	61.5	12	50.0			
5	Incentives for personnel	No	%	No	%			
	a. Agree	3	11.5	4	16.7			
	b. Undecided	7	26.9	8	33.3	2	0.69	5.99
	c. Disagree	16	61.5	12	50.0			
6	Work load	No	%	No	%			
	a. Agree	19	73.1	19	79.2			
	b. Undecided	5	19.2	3	12.5	2	0.41	5.99
	c. Disagree	2	7.7	2	8.3			
7	Accountability of the implementing body	No	%	No	%			
	a. Agree	8	30.8	7	29.2			
	b. Undecided	6	23.1	5	20.8			
	c. Disagree	12	46.2	12	50.0	2	0.07	5.99
8	Budget to undertake M&E	No	%	No	%			
	a. Agree	19	73.1	18	75.0			
	b. Undecided	2	7.7	4	16.7	2	2.16	5.99
	c. Disagree	5	19.2	2	8.3			
9	Release of fund	No	%	No	%			
	a. Agree	5	19.2	5	20.8			
	b. Undecided	6	23.1	6	25.0	2	0.06	5.99
	c. Disagree	15	57.7	13	54.2			

*1= %is calculated from N *2= degree of freedom *5= (N=26)
*3= Calculated chi value *4= significant at 0.05 *6= (N=24)

Item 1 of this table was made to focus on the existence of technical capacity at all levels to under take M&E. For this, 18(69.2%) of ES and 19(79.2%) of HS subjects of the study assured the presence of lack of technical capacity to do M&E at all levels. Five (19.2%) and 3(12.5%); 3(11.5%) and 2(8.5%) of ES and HS responded "undecided" and "disagree" respectively. The group of respondents' opinion difference was tested through Chi-square and the result shows the absence of significant variation. Thus, lack of capacity to undertake M&E was found a problem in the projects understudy. As oppose to this, AEA (2004:51) confirms conducting M&E needs technical abilities such as preferring an appropriate model of M&E, gathering and analyzing data as well as reporting. This means the teams are not in a position to conduct M&E as it is lacking the capacity. What has been done so far, it can be said, was substandard that its outcome can not be relied on.

Item 2 assesses whether or not training was offered on M&E to up date employee working on it. As they respond, 21(80.8%) of ES and 19(79.2%) of HS respondents agreed that it was a factor. Two (7.7%) and 1(4.2%); 3(11.5%) and 4(16.7%) of ES and HS reacted undecided and disagree respectively. The group of respondents' opinion difference was tested through Chi-square and the result shows the absence of significant variation. Thus lack of training was also considered as factor to properly conduct M&E. As it is well known, refresher training was not only important for those who did not have professional background, but for those who acquire it, as dynamicity as well as explosion of knowledge call for it (NAC, 2001: 17). Particularly in the situation where a significant majority of people working on the team was found professionally lacking techniques of conducting M&E, failing to offer trainings seems deemphasizing the use of it.

Item 4 of table 13 was primarily designed to elicit information on the commitment of the staff to conduct M&E. To this end 18(69.2%) of ES and 16(66.7%) of HS agreed that the existing staff was lacking commitment. Seven (26.9%) and 6(25%) of ES and HS respectively could not decide to give information. The rest 1(3.8%) and 2(8.3%) of ES and HS respectively disagree with this opinion. The group of respondents' opinion difference was tested through Chi-square and the result shows the absence of significant variation. Therefore, lack of commitment of staff was found problem. This implies M&E was seen as an obligation imposed from exterior with the staff mechanically completing forms. This leads to malfunctioning of the use of the true essence of M&E.

A top management should give immediate response to the findings of M&E so that implementation would get improved. Failure to give feedback on time for the requirements of people working on M&E will consequently bring about failure in moral (Kean, 1995: 87). To assess this, question was raised due to which 16(61.5%) of ES and 12(50%) of HS responded as there was no problem in this regard. Ten (38.5%) and 10(41.7%) of ES and HS replied "undecided". The rest 2(8.3%) of HS agreed that the commitment of top management to give immediate feedback was non existent. The Chi- square test results in no statistically significant difference between the two groups of respondents. Thus top managements at all levels were responding to the needs of people working on M&E. As emphasis given by top management to M&E, it has a tendency to transfer to the lower workers. This has a positive contribution to the realization of M&E objectives in particular and that of project in general.

In item 6 of table 13, if the absence of incentives was identified as factor in the accomplishment of activities of M&E was examined. When responding to it, 16(62.5%) of ES and 12 (50%) of HS respondents disagree with the opinion. Seven (26.9%) and 8(33.3%); and 3(11.5%) and 4(16.7%) of ES and HS responded undecided and agree respectively. The Chi- square test results in no statistically significant difference between the two groups of respondents. Thus, lack of incentives, monetary and non monetary, were not considered as factor in the activities of M&E. The presence of incentives, if properly applied, has positive contribution to the accomplishment of M&E as it motivates workers to do their work well.

Item 7 of table 13, on its part, tried to see whether or not work load was leading them to focus on routine activities ignoring M&E tasks. For this, 19(73.1%) of ES and 19(79.2%) of HS reported the case in point. Five (19.2%) and 3(12.5%); and 2(7.7%) and 2(8.3%) of ES and HS responded "undecided" and "disagree" respectively. The Chi-square test results in no statistically significant difference between the two groups of respondents. Therefore, from the responses, it is possible to deduce that people who were engaged in M&E activities were busy in that they were giving emphasis for routine tasks than the actual M&E activities. M&E activities need full attention as it is instrument through which realization of projects are checked. Whenever employees working on M&E are obsessed with other activities at the expense of M&E tasks, the likely of project implementation is minimal.

Item 8 of the same table attempted to examine absence of accountability on the part of implementing body. When reacting, 12(46.2%) of ES and 12 (50%) of HS replied "disagree" with this assumption. The rest 6(23.1%) and 5(20.8); and 8(30.8%) and 7(29.2%) of ES and HS replied "undecided" and "agree" respectively. The Chi- square test results in no statistically significant difference between the two groups of respondents. Thus, personnel working on M&E feel accountable as a result of which it was not considered as a problem in the M&E activities of the projects. This has a positive contribution to the realization of M&E activities because they know that they are responsible for what they are doing. This in turn leads them to regularly attend their duties.

Budget should be allocated for M&E activities if they are to properly be implemented. Item 9 of table 13, was intentionally forwarded whether or not lack of budget to conduct M&E was found a hindering factor. For this, 19(73.1%) of ES and 18(75%) of HS confirmed their agreement on the issue, Five (19.2%) and undecided respectively. The Chi- square test results in no statistically significant difference between the two groups of respondents. Thus, lack of budget was considered as a bottle neck for the accomplishment of M&E activities. In the situation where costs are getting high rocketing, failure to adjust it with the prevailing condition will result in the loose of quality and quantity of M&E activities. This was also confirmed through the interview made.

Allocating budget alone cannot guarantee the implementation of M&E activities but utilizing it matters. To this end, item 10 of table 13, tries to examine this situation. The table depicts, 15(57.7%) of ES and 13(54.2%) of HS did not agree with this assumption. The rest 6(23.1%) and 6(25%); 5(19.2%) and 5(20.8%) of ES and HS respondents reported "undecided" and "agree" respectively. The Chi- square test results in no statistically significant difference between the two groups of respondents. Hence delay in release of fund to utilize for M&E purposes was not found a problem. This was also further assured in the response of budget full utilization in the table 3.12, item 3 that confirmed the absence of red tape.

3.14 Factors Related to M&E System

Other than financial and human factors, M&E system related factors are points that need to be analyzed. Therefore, these factors were assessed in the following table.

3.14 Percentage and Chi-square Distribution of Factors Related to M&E System

No	Factors related to M&E system	Respondents				df*2	x2*3	CV*4
		Education*5		Health*6				
1	Information communication system	No	%*1	No	%			
	a. Agree	2	7.7	4	16.7			
	b. Undecided	9	34.6	8	33.3	2	1.03	5.99
	c. Disagree	15	57.7	12	50.0			
2	Long chain of planning	No	%	No	%			
	a. Agree	15	57.7	13	54.1			
	b. Undecided	5	19.2	4	16.7	2	0.15	5.99
	c. Disagree	6	23.1	7	29.2			
3	Complex bureaucracy	No	%	No	%			
	a. Agree	14	53.8	15	62.5			
	b. Undecided	4	15.4	3	12.5	2	0.35	5.99
	c. Disagree	8	30.8	6	25.0			
4	Facilities	No	%	No	%			
	a. Agree	18	69.2	13	54.2			
	b. Undecided	-	-	1	4.2	2	2.21	5.99
	c. Disagree	8	30.8	10	41.7			
5	Integration between actors	No	%	No	%			
	a. Agree	21	80.7	14	58.3			
	b. Undecided	2	7.6	3	12.5	2	3.10	5.99
	c. Disagree	3	11.5	7	29.2			
6	Discontinuity of projects	No	%	No	%			
	a. Agree	7	26.9	5	20.8			
	b. Undecided	4	15.4	7	29.2	2	1.38	5.99
	c. Disagree	15	57.7	12	50.0			
7	Fear of complaint	No	%	No	%			
	a. Agree	9	34.6	9	37.5			
	b. Undecided	6	23.1	4	16.7	2	0.30	5.99
	c. Disagree	11	42.3	11	45.8			

*1= %is calculated from N *2= degree of freedom *5= (N=26)

*3= Calculated chi value *4= significant at 0.05 *6= (N=24)

Table 14 was concerned with analyzing factors related to system of M&E. The first item was dedicated to elicit information on the existence of information communication system. For this 15(57.7%) of ES and 12(50%) of HS agreed that reporting system was not delayed due to absence of information communication system. Others, 9(34.6%) and 8(33.3%); 2(7.7%) and 4(16.7%) of ES and HS replied they "undecided" and "agree" respectively. The computed Chi-square test also reveals there is no statistically significance opinion difference between the two groups of respondents. In fact, these days ICT was widely being expanded that even the remote corners of the country are accessed to it as a result of which flow of information became easy which this in turn might have facilitated M&E reports.

Item 2, table 14, emphasized on the presence of long chain of planning for procurement of goods and services. Accordingly 15(57.7%) of ES and 13(54.1%) of HS agree with this idea. The remaining 6(23.1%) and 7(29.2%); 5 (19.2%) and 4(16.7%) of ES and HS responded "undecided" and "disagree" respectively. The computed Chi-square test also reveals there is no statistically significance opinion difference between the two groups of respondents. As to the data, therefore, it is possible to reach on conclusion that planning for procurement was taking long process that might have been adding unnecessary burden on the personnel working on M&E. Obviously; this was done at the expense of the actual M&E activities that might have caused impairment on the quantity and quality of M&E activities.

Item 3 of table 14 examines the existence of complex bureaucracy for purchasing of goods. To this end, 14(53.8%) of ES and 15(62.5%) of HS confirmed that this was among the significant factors that affect M&E process. Six (23.1%) and 7(29.2); and 5(19.2%) and 4(16.7%) of ES and HS responded "disagree" and "undecided". The computed Chi-square test also reveals there is no statistically significance opinion difference between the two groups of respondents. Hence the data depicts that long chain of commands with all its consequences was found prominent in the M&E system of projects that this study looks in to. Still this might have been consuming a good portion of the time of the people working on M&E which this may negatively affect the level of project accomplishment.

Facilities are among the important factors that may assist, when exist or hinder, when absent, the accomplishment level of projects in general and that of M&E activities in particular. To check this, item 4 was added. The responses, were summarized as 18(69.2%) of ES and 13(5.2%) of HS agreed that it was a hindering factor. Others 8(30.8%) of ES and 10(41.7%) of HS did not see it as a factor. Only 1(4.2%) of HS was unable to decide on the issue under discussion. The computed Chi-square test also reveals there is no statistically significance opinion difference between the two groups of respondents. Therefore, M&E activities were suffering from lack of facilities such as vehicles. M&E activities, in most instances, are those that are undertaken in the field, perhaps at a distant of so many kilometers which need vehicles without which it could be so difficult to employ it. Thus, M&E was being done, may be in coordination with other activities that may affect periodic visit to cites as need arises. This will negatively contribute to the realization of goals of M&E.

There is a wide spread lack of integration and cooperation among the concerned bodies while undertaking M&E (George, 2001:15). Item 5 of table 14 was intended to investigate whether or not lack of integration between different actors was assumed a factor to undertake M&E activities. To it, 21(80.7%) of ES and 14(58.3%) of HS reported they agree with the opinion. Two (7.6%) of ES and Three (12.5%) of HS could not decide on the issue. Three (11.5%) of ES and 7(29.2%) of HS believed that there was no integration. The remaining 3(12.5%) of HS could not decide to either agree or disagree with this assumption. The computed Chi-square test also reveals there is no statistically significance opinion difference between the two groups of respondents. Therefore, integration between M&E function and other was non existent. Both parties, as the data reveals, run independently to perform their duties. Thus this needs more resources that would have wisely been used had there existed integration to the accomplishments of both M&E and other duties. This further exacerbates the already existing financial problem.

There are situations where an evaluator is informed the project accomplishment level decides the fate of the worker, and if negative evaluation is received, the project could be discontinued and the worker no longer needed (Kean, 1995:88). In the attempt to examine this, 15(57.7%) of ES and 12(50%) of HS confirmed that they oppose with this assumption. Nine (34.6%) and 10(41.7%); 6(23.1%) and 4(16.7%) of ES and HS responded "agree" and "undecided" respectively. The computed Chi-square test also reveals there is no statistically significance opinion difference between the two groups of respondents. Therefore, fear of folding up of projects as a result of M&E was not found a factor. This might be due to the fact that the projects under operation are donor driven that they must be implemented irrespective of their successful realization. If this is the case, less emphasis to both quality and quantity of M&E will follow that may harm its usefulness as tool.

Item 7 of table 14 was intended to investigate if fear of complaint of top officials due to the result of M&E was assumed factor. As the subjects of this study respond, 11(42.3%) of ES and 11(45.8%) of HS were not in agreement with the opinion. The rest 9(34.6%) and 9(37.5%); 6(23.1%) and 4(16.7%) of ES and HS reacted "agree" and "undecided" respectively. The computed Chi-square test also reveals there is no statistically significance opinion difference between the two groups of respondents. Hence, the data leads us to the conclusion of absence of fear. The absence of fear of complaint from top officials will end up in the description of the real picture of the accomplishment level of projects that are reliable to make decisions.

CHAPTER FOUR

4.0 Summary, Conclusions and Recommendations

Chapter four deals with summary of the findings, conclusion drawn from findings and recommendation given for the improvement of the Region's M&E activities of HAPCO financed education projects.

The general objectives of this study were:

1. To investigate the current practices and the major problems underlying in the preparation and utilization of M&E that hinder its proper functioning.
2. To identify appropriate solutions that contributes to the betterment of the preparation and utilization of M&E in order to promote project accomplishment in the Region.

The specific objectives of the research include:

1. To examine the importance of the established M&E system of projects under study.
2. To asses the overall planning process of M&E system of HAPCO financed education projects.
3. To examine the use of indicators of HAPCO financed education projects.
4. To examine data gathering procedures of HAPCO financed education projects.
5. To assess the involvement of stakeholders in the M&E of HAPCO Financed education projects.
6. To assess the reporting system of the projects of the study.
7. To examine the sufficiency of budget allocation in the projects under study.
8. To identify problems encountered in the implementation of M&E of HAPCO financed education projects.

To achieve these objectives, the following basic questions were formulated:

1. To what extent the formulated M&E system is considered important for the implementation of HAPCO financed education projects in the Region?

2. A) To what extent the following are used in the HAPCO financed education projects?

   a) Type/s of Monitoring

   b) Type/s of Evaluation

   c) Model/s of Evaluation

   B) What is the reason to choose Type and Model of Evaluation?

3. What necessities were considered in the plan of Monitoring and Evaluation system of HAPCO financed education projects?

4. To what extent a) Indicators used fulfill criteria for good indicators in the HAPCO financed education projects?

   b) The stakeholders involved in the M&E of HAPCO financed education projects?

   c) The produced reports satisfy the requirements of good report?

5. What types of data gathering tool/s is/are commonly used for M&E Purpose? Why?

6. How much project budget is a) Allocated?

   b) Utilized?

7. What constrain the effective implementation of M&E of HAPCO financed education projects in terms of:

   a) Human related factors,

   b) Financial related factors and

   c) System related factors.

4.1 Major Findings

The following are summary of the major findings:

4.1.1 Personal Characteristics of Respondents

- Significant number of respondents of both Education and Health sectors that were involved in this study were males.
- More than half the respondents of this study were found Bachelor Degree holders. Concerning Fields of Specializations, quite a significant number of subjects of this study were not from suggested fields of study to conduct M&E.
- Half the subjects of this study included were in the "Expert" position in their respective sectors. But almost all positions identified by the study were occupied, at least, by one person.
- With regard to years of experience, most of the respondents fall under 3 years. Nevertheless, the study group comprised of all years of experiences acknowledged by the study.

4.1.2 Importance of M&E

- Almost all the subjects of this study believe in the existence of established M&E system. With reference to the established Monitoring, it was found important that it helps to control finance, project input sufficiency, stakeholders' participation, and reshape plan as well as accomplishment review. But it failed to forecast problems to come. On the other hand, concerning Evaluation, the established system was found indispensable in achieving goal, ensuring benefits of the target people, draw lesson for similar future project implementation, project sustainability, and guideline improvement as well as in acting as a base for accountability. But found minimal in changing vision of an organization.

4.1.3 Type/s of Monitoring and Type/s and Model/s of Evaluation

- Physical monitoring and beneficiary contact monitoring were applied sometimes as need arise; financial monitoring was practical all the time; whereas project quality monitoring was not functional at all.
- Evaluation under taken at the beginning of projects, evaluation targeted at fund release, and evaluation done at the end of projects were applied haphazardly. Progress evaluation, on the other hand, was applied constantly. As oppose to these, impact evaluation was not found practical in the projects of HAPCO financed education projects.
- The leading reason to choose the type/s of Monitoring and Evaluation, according to the study was cost.
- A model that allows the evaluator as implementer for evaluation, a model that bases on the prior knowledge of the evaluator, a model that arranges a jury for evaluation and an Evaluation that bases on the interaction of input-process-output were not practical at all. On the contrary, the remaining models were either "sometimes" or "always" applicable. The reason behind to choose the model of evaluation primarily was the 'intended outcome' needed from the evaluation.

4.1.4 Designing Plan of M&E

- Almost all the subjects of this study believe that objectives of M&E of projects under study were identified. Quite a significant number of respondents had also agreed that scope of M&E process were known, resources were identified, stakeholders were recognized, discussions with concerned parties were planned, jobs were clearly described, training needs were also considered and channels of reports were maintained.

4.1.5 Indicators of M&E

- Most of the respondents of the subjects of the study believe the existence of indicators in the projects this study tries to assess. Among the six identified criteria that most indicators should minimally fulfill, as to the great majority of respondents, all were fulfilled by the indicators of HAPCO financed education projects.

4.1.6 Data Gathering Tools in M&E

- The existence of data gathering tools in the projects of this study was evident that it was confirmed by almost all the respondents though their applicability varies. For instance, questionnaire, interview, observation were utilized "sometimes". However, focus group discussion was a tool that was totally abandoned in the projects of this study. The reason that dictates to choose the type of tool in use, primarily, was the kind of data targeted to be extracted.

4.1.7 Involvement and Reporting in the M&E

- In the study, it is revealed that the involvement of the concerned government bodies and the participation of beneficiaries in the implementation of M&E of projects were found very well. On the other hand, the input of donors and consultants in the M&E of project execution that this study looks in to was inadequate. The study had also pin pointed that the involvement of all together as team was poor.
- The reports produced after M&E were fulfilling the criteria that a good report need to suffice. What the reports lack was, as to the study, including varieties of audio-visuals to make it complete.

4.1.8 Budget for M&E

- As it is discovered from the research, budget was earmarked to undertake M&E. Its amount ranges from 5 to 10 percent. The research also revealed the earmarked budget was made operational.

4.1.9 Human Financial and System related factors

- Concerning human and financial factors that hamper the execution of Monitoring and Evaluation, capacity to conduct M&E, lack of training, commitment of staff, work load, shortage of budget were the identified ones in the study.
- With reference to factors related to system, the detouring factors of the smooth running of M&E were: long chain of planning, complex bureaucracy, lack of facilities such as vehicles, and integration between actors were the recognized ones.

4.2 Conclusions

- M&E were found important as it helps to control finance, project input sufficiency, stakeholders' participation, and reshape plan as well as accomplishment review. It was also instrumental in achieving goal, draw lesson for similar future project implementation, project sustainability, guide-line improvement and acting as a base for accountability. But found minimal in changing vision of an organization and it failed to forecast problems to come. Therefore, the established M&E system could not help personnel working on it to be proactive but receptive of the status quo which as a result might have hindered creativity in its accomplishment.

- In the M&E of HAPCO financed education projects, types and models were applied haphazardly. Some were commonly applied, where as others were not totally considered for application. The attempt made to investigate the underlying reasons that lead to prefer the type or model of evaluation indicates that it is 'cost' and the 'intended outcome' needed from the evaluation respectively. In fact, these are important factors; but others are also equally important that need to be considered in choosing types and models. Therefore, this leads us to the generalization that there exists lack of knowledge as to how types and models of evaluation should be preferred. Due to this, appropriate types and models of evaluation were not in use leading to sub standard performance.

- In the designing process of M&E, all the necessary points that need to be taken into account were incorporated. From resource identification to schedule preparation were carefully identified in the designing process of M&E of HAPCO financed education projects. Thus it is possible to conclude without doubt that M&E plans were ready to serve the purpose for which they were intended.

- Indicators were readily available in the projects of HAPCO financed education projects. The existing indicators were also tested against criteria that good indicator should fulfill. Accordingly, the indicators satisfied all the requirements that they need to. In general, it is safe to conclude from the existing premise that indicators are reliable in that they were not misleading as they were carefully designed.

- Data gathering tools in the projects of under study were used on and off. There was no data collecting instrument consistently applied to bring together information. Even among the listed, focus group discussion was not totally used. The paper reveals that the dictating rationale that obliges the subjects of this study to prefer one to other was the kind of data that they seek than any reason mentioned. In fact, the reasons mentioned as causes that obliges one to use this or that data gathering tool should equally be rated by all as they apply to the entire. Consideration of all these, thus, there exists a necessary ground to conclude that a gap seems apparent in identifying when to apply certain tool on the part of implementers which this may lead to failure in gathering the necessary data for decision.

- The involvement of donors and consultants, as the research reveals, was seen minimal. It was also revealed in the study that the participation of all stakeholders as team in the M&E of the projects under study was negligible. The involvement of all in the M&E is quite important as they contribute their irreplaceable input towards the successful accomplishment of projects. On the basis of the foregoing premises, it is, therefore, possible to conclude that M&E activities were disintegrated and loosing some unique inputs leading to wastage of resources and inferior performances.

- The allocation of budget to the activities of M&E was underlined. Actually, without finance the likely of endeavors to happen was unthinkable. In line with this, the action of budget allotment to this activity was something that needs to be appreciated. At the same time, as it is indicated in the paper, the allocated budget was fully utilized. Considering all these it is, thus, possible to conclude that M&E activity was considered as an important tool for achieving project implementation and budget utilization was found successful.

- The produced reports were fulfilling all the requirements needed from an ideal report. Nevertheless, what it was lacking is the full use of audio-visuals in order to support the conventionally functioning reports. This leads to the generalization of incompleteness of reports that result in the failure of communication.

- Factors that hinder the accomplishment of M&E activities were classified under two categories: human and financial related factors as well as system related factors. Among the first category, the dominant ones that contribute negatively were: lack of technical capacity to undertake M&E, shortage of training on M&E, commitment of the implementing body, shortage of budget and work load were the identified ones. Concerning system related factors: long chain of planning, complex bureaucracy, lack of facilities and integration between implementing bodies were the prominent ones. On the basis of the foregoing premises it is, thus, possible to conclude that the system is lacking the very ingredients that are required to conduct M&E activities as a result of which it was not capably being done.

4.3 Recommendations

- Types of M&E and models of Evaluations have their own right places to apply. This is to mean that each is called upon its own requirement emerged from the real situations. In the findings of this study, however, this was not found true. This emerges from lack of knowledge of people working on M&E of the projects of under investigation, as most of them were not from suggested fields of specializations. Thus to curb this problem, Bureau of Education and HAPCO need to organize a serious of workshops and in service trainings on M&E to the existing staff to build the capacity of the teams. In the long run, however, hiring experienced and professionals from suggested fields of study seem quite a step.
- The quantity and quality of data gathered was highly determined by the kind of tool applied to collect it. In order to get the right data from the right source, one needs to use the appropriate instrument. The application of data gathering tools negates with this reality in the projects this study focuses. Therefore, sensitizing personnel working on M&E on the general advantages of each tool can ameliorate the usage of tools. Moreover, incorporating all tools in the reporting format so that they are obliged to apply them can help to improve the conditions.
- The involvement of all concerned is so important that it facilitates the accomplishment level of any endeavor. Particularly, in the M&E, the meaningful participation of stakeholders is very important. Unless those who have right to be heard in the project significantly participated, it is quite difficult to secure their special input. Apart from this, due to lack of integration, resource wastage will exhibit. Hence to mitigate this: the

implementation plan should be designed together with all the concerned parties to conduct M&E by identifying the role of each. The plan need also be supported with sufficient resources (financial and material) so that this could not be a hindering factor. In addition to this, it is important to establish close and healthy work relationship to fight HIV/AIDS. For this, arranging periodic review meeting may help to maintain the relationship.

- To maintain integration between various organs (with in and between organizations), the underlying cause for lack of it, need to be investigated as this is the very problem of M&E implementation. Based on it, recommending remedies is important for the long run solutions. Until then, however, arranging forum where discussions on the issue is made is indispensable. Moreover, planning together to conduct M&E and channeling the necessary resources may help to bring about integration among the actors.
- In order for reports to be complete enough, they should be supported with audio-visuals (tape, video and so on). The materials were not used because they either were not available or were not considered important for the reporting process. Thus, if not available, distributing by purchasing is advisable. If they were not considered important, however, creating awareness on the benefits of supporting reports with audio and video will help to reduce the problem. In addition, putting this as requirement in the reporting system may help to encourage the use of audio-video.
- Lack of technical capacity to conduct M&E can be resolved through offering trainings, Before this, however, the Education Bureau and HAPCO need to have profile of the personnel working on M&E and their training need areas. For it, however, there should be careful plan emerged from the real capacity gaps of the concerned parties through bottom-up, not top-down, approach. Whether or not the right person is getting the training need to be certain as this is emerging problem.
- When M&E is seen as an obligation imposed from exterior with project staff mechanically completing forms and project mangers seeing the task merely as the collection of data for writing up reports for donors, it is due to lack of commitment. This assumption should be clear away from personnel working on the system as the notion of reporting goes beyond this. Therefore, sensitizing them on the use of M&E, in the first

place, is advisable. More than this, the consequences of M&E should be made clearly visible. For instance, rewarding those who undertake meticulous M&E can encourage others to do better. The remuneration may include: monetary reward, study tours, certification and so on.

- Employee should do volume of work cascaded down to them. If the burden is high, it will be at the expense of quality and quantity which this may result in the overall collapse of goal attainment. In the projects of this study, work load was reported. The better way to reduce the problem can be listing all activities and prioritizing the most important ones that are relevant to their main objective may help diminish the problem.
- Long chain of planning and complex bureaucracy is a process that add unnecessary burden on the employee. Actually, this should be noticed by the concerned parties and cut down where exists. These days, however, Business Process Reengineering (BPR) is widely being practiced to correct such unnecessary processes which this can be corrected in the meantime. If continues, revisiting it through BPR to purge off the problem is recommendable.
- Without facilities with which M&E activities are undertaken, it is unbelievable to expect adequate result from it. For this, facilities should optimally be fulfilled. In this regard, first of all assessing the existing facilities to wisely use them is important step. If idle or under utilized facilities exist, in placing interventions to intelligently use them could be a step. If it is totally lacking, fulfilling it from different sources could help solve the trouble.

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APPENDECIES

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management

This questionnaire is intended to collect data on "**Monitoring and Evaluation Problems of HAPCO Financed Education Projects in SNNPR"**. The data gathered through this questionnaire is quite vital to realize the objective of this research. The information you offer is strictly confidential, and it is utilized for academic purpose only. Therefore, you are kindly requested to carefully fill and return it.

Thank you in advance!

Instructions

Please, note the following

- Do not write your name
- Put "**x**" mark in the box provided for questions with alternative responses.
- Write your opinion for open ended questions. If the provided space is not enough, use the back of the page.
- M&E is to mean Monitoring and Evaluation; HAPCO denotes HIV/AIDS Prevention and Control Office.
- If your responses refer to either Monitoring or Evaluation, not both, please, identify them.
- It is possible to give multiple responses where needed.

Put an "**x**" mark in the box provided or write your opinion for open ended question.

Part One: Personal Information

1. Sex a) ☐ Male b) ☐ Female

2. Level of education a) ☐ Diploma b) ☐ MA/MSC c) ☐ BA/BSC

   d) ☐ PhD e) other; please specify-----------------

3. Your field of specialization a) ☐ EdPM b) ☐ Economics c) ☐ Sociology
   d) ☐ Specialist in M& e) Other; please specify--------------------

4. Name of organization--------------------------

5. Your current position /title of the job a) ☐ Head of department
   b) ☐ Team leader c) ☐ Senior expert ☐ d) ☐ Expert e) ☐
   Junior expert f) Other; please specify-----------------------

6. Years of experience in M&E a) ☐ below 1 year b) ☐ 1-3 years ☐
c) ☐ 4-6 years d) ☐ 7-9 years e) ☐ 10-12 years f) ☐ 13-15 years

g) ☐ 16 years and above

Part Two: Importance of M&E

2.1. Importance of Monitoring

1. Is there formulated Monitoring system for HAPCO financed education projects?

   a) ☐ Yes b) ☐ No

2. If "Yes", how do you rate the importance of the existing Monitoring in

No	Item	High	Medium	Low
2.1	Controlling financial activities			
2.2	Ensuring sufficiency of project inputs			
2.3	Guaranteeing participation level of stakeholders			
2.4	Forecasting problems that are to come			
2.5	Reshaping the project plan			
2.6	Reviewing the project accomplishment level			
2.7	Any other			

2.2. Importance of Evaluation

1. Is there established system of Evaluation for HAPCO financed education projects?

a) ☐ Yes b) ☐ No

2. If "yes", how do you rate its importance in

No	Item	High	Medium	Low
2.1	Addressing the intended goal to which the project is planned			
2.2	Appraising whether or not the targeted beneficiaries are addressed			
2.3	Drawing lesson for future similar project implementation			
2.4	Ensuring the sustainability of project			
2.5	Improving the future aid guidelines			
2.6	Helping as a base for accountability			
2.7	Initiating change of vision of an organization			
2.8	Any other			

Part three: Types of Monitoring and Types and Forms of Evaluation

3.1 Types of Monitoring

1. Indicate your agreement on the type/s of Monitoring you are using for the HAPCO financed education projects against the points given

No	Item	Always	Sometimes	Never
1.1	Physical progress monitoring (constructions, for instance)			
1.2	Financial progress monitoring(fund utilization, for instance)			
1.3	Beneficiary contact monitoring (community participation, for instance)			
1.4	Project quality monitoring(fulfilling the expectation of the beneficiaries, for instance)			
1.5	Any other			

3.2 Types of Evaluation

1. Rate the type/s of Evaluation you are using in the HAPCO financed education projects against the points given

No	Item	Always	Sometimes	Never
1.1	Evaluation done at the beginning of the project			
1.2	Evaluation done while the project is in progress			
1.3	Evaluation done as a requirement for release of fund			
1.4	Ex-post evaluation(at the end of the project)			
1.5	Evaluation undertaken after five or ten years to see whether or not the objective of the project was met			
1.6	Any other			

2. What is/are the reason to choose the kind of Evaluation you are using for HAPCO Financed education projects? (You can give more than one response)

a. ☐ Technically easier to undertake

b. ☐ Less costly

c. ☐ Consumes less time

d. ☐ It is the donor's interest

e. ☐ It is higher official's interest

f. Other, please specify--------------------------------------

3.3 Forms of Evaluation

1. Indicate your agreement on the Forms of Evaluation you are using in the HAPCO financed education projects against the points given

No	Item	Always	Sometimes	Never
1.1	That helps to see differences between plan and accomplishment			
1.2	That helps to assess how/what of the project to see whether or not projects are addressing the needs of the beneficiaries.			
1.3	That allows the evaluator to actively involve in the process as if he/she is the implementer.			
1.4	That pays attention on the goals written in the project document for evaluation.			
1.5	The evaluation done/judged by the expert in the field based on his/her prior knowledge of similar project.			
1.6	That uses to decide the continuity of the project			
1.7	That arranges a meeting to hear the ideas of the witnesses to make decision.			
1.8	That helps to see the interaction of input- process-out put as a base to see the status of the project.			
1.9	Any other			

2. What dictates you to choose the Form/s of Evaluation you are using for HAPCO financed education projects?

   a. ☐ The intended outcome needed from the evaluation
   b. ☐ A task needed from the evaluator
   c. ☐ Availably of data
   d. ☐ Felt need of the donor
   e. ☐ Felt need of the higher officials
   f. Other, please specify ____________________

Part Four: Designing M&E system

1. Indicate your agreement on the designing process of M&E against the points used in the HAPCO financed education projects

No	Item	Agree	I don't know	Disagree
1.1	Objectives of M &E system are identified			
1.2	Scope of M &E process is known prior to its implementation			
1.3	Necessary resources to conduct M &E system are identified			
1.4	Stakeholders of M &E system are identified			
1.5	Discussions with beneficiaries are planned			
1.6	Jobs that need to be done by each are clearly described in M &E system			
1.7	Schedules with which each activity is accomplished are put in M &E			
1.8	Plan assumes the trainings needed			
1.9	Channels of reporting of M &E to the concerned parties are arranged?			
1.10	Any other			

Part Five: Indicators

1. Are there performance indicators in the projects of HAPCO financed education projects?

a) ☐ Yes b) ☐ No

2. If "Yes" above, indicate your agreement on the indicators you are using against the points below

No	Item	Agree	I don't know	Disagree
2.1	Direct(measures what it is expected to measure)			
2.2	Objective(have only one interpretation)			
2.3	Adequate(sufficient in number)			
2.4	Quantitative(can be counted numerically)			
2.5	Practical(works with low cost and limited time)			
2.6	Reliable(dependable to measure)			
2.7	Any other			

Part Six: Data collecting instruments for Monitoring and Evaluation (M&E)

1. Are there consistent data gathering instruments for M & E of HAPCO financed education projects?

   a) ☐ Yes b) ☐ No

2. Indicate your agreement on the type/s of data gathering tool/s you are using for HAPCO financed education projects?

No	Item	Always	Sometimes	Never
2.1	Questionnaire			
2.2	Interview			
2.3	Observation			
2.4	Focus group discussion			
2.5	Any other			

3. What dictates you to choose certain kind of data gathering tool used in the HAPCO financed education projects?

   a) ☐ Kind of respondents
   b) ☐ Distant of the respondents
   c) ☐ Urgency of the needed data
   d) ☐ Kind of data collected
   e) Other, please specify________________
   ____

Part Seven: Involvement in Monitoring and Evaluation (M&E)

1. How do you rate the participation of the stakeholders in the M & E process of HAPCO financed education projects?

No	Item	Very Good	Good	Fair	Poor
1.1	Donors				
1.2	Government				
1.3	Consultants				
1.4	Beneficiaries				
1.5	Any other				
1.6	All together(from1-5)				

Part Eight: Reports in Monitoring and Evaluation (M&E)

1. Are reports produced after M&E activities?

a) ☐ Yes b) ☐ No

2. If "yes", indicate your agreement

No	Items	Agree	I Don't Know	Disagree
2.1	Respond to the needs of the user			
2.2	Are free from jargons			
2.3	Give sound recommendations			
2.4	With executive summary			
2.5	Supported with Audiovisuals			
2.6	With cases that give lessons			
2.7	Genuinely reflects what was done in the field			

2. How often are reports produced by the team of M & E for decision making?

a) ☐ Always b) ☐ Sometimes c) ☐ Rarely

Part Nine: Budget for M&E

1. Is there earmarked budget for M&E activities?

a) ☐ Yes b) ☐ No

2. If "Yes", compared to the overall project budget, the amount earmarked for M&E is

a) ☐ Below 2.5% b) ☐ 2.6% -4.9% c) ☐ 5%-10% d) ☐ above 10%

3. The allocated budget for M&E activities of projects is

a) ☐ Fully utilized b) ☐ Partially utilized c) ☐ Under utilized

d) ☐ Not utilized e) ☐ I do not know

4. If your response is "c" and "d" above, the reason is

a) ☐ Lack of M&E plan

b) ☐ M&E plan is usually folded

c) ☐ Lack of manager's commitment

d) ☐ Difficulty in utilizing money due to complex financial bureaucracy

e) ☐ I do not know

f) If other, please specify ______________________________

Part Ten: Factors that affect Monitoring and Evaluation (M&E)

The following are some of the factors related to human, financial and system related that affect the process of M&E. Please indicate the degree of your agreement or disagreement using "**X**" mark.

3= Agree 2= Undecided 1= Disagree

No	Items	3	2	1
1	**Human and Financial related factors** 1.1Capacity to conduct M&E at all levels			
	1.2Training on M&E to update employees working in the team			
	1.3 Turnover of professionals from M&E			
	1.4 Commitment of project staff to conduct M&E			
	1.5 Commitment of top management to give immediate response			
	1.6 Incentives for personnel working on M&E			
	1.7 Work load that lead to give attention for routine tasks			
	1.8 Accountability of the implementing body			
	1.9 Budget to undertake M&E			
	1.10 Release of fund			
	1.11 Other			
2	**System related factors** 2.1 Information/communication system that result in poor reporting system			
	2.4 Long chain of planning for procurement			
	2.5 Complex bureaucracy for purchasing goods and services			
	2.6 Facilities such as vehicles etc			
	2.7 Integration between M&E the concerned bodies			
	2.8 Fear of the discontinuity of the project			
	2.9 Fear of complaint of top officials due to the result of M & E			
	2.10 Any other			

Declaration

I, the undersigned, declare that this thesis is my work and that all sources of materials used for the thesis have been duly acknowledged.

Name:——————————————

Signature:——————————————

Date of Submission:——————————

Submission Approval Sheet

This thesis has been submitted for examination by my approval as a university advisor,

Name: Professor Manishaa-Pandey(PhD)

Signature:——————————

Date of approval: April 25, 2009