



**ADDIS ABABA UNIVERISTY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE
DEPARTEMENT OF PROJECT MANAGEMENT**

**ASSESSMENT OF CURRENT PROJECT MONITORING AND
EVALUATION PRACTICES OF DEVELOPMENT PROJECTS: THE
CASE OF ADDIS ABABA BUREAU OF FINANCE AND ECONOMIC
DEVELOPMEN**

BY ABERA REGASSA

**Project Work Submitted to Addis Ababa University College of Business
and Economics School of Commerce In Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Project Management**

**JUNE, 2017
ADDIS ABAB**

**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE
DEPARTMENT OF PROJECT MANAGEMENT**

**ASSESSMENT OF CURRENT PROJECT MONITORING AND
EVALUATION PRACTICES OF DEVELOPMENT PROJECTS IN
ADDIS ABABA: THE CASE OF ADDIS ABABA BUREAU OF
FINANCE AND ECONOMIC DEVELOPMENT**

A Project Work Submitted to Addis Ababa University College of Business and Economics School of Commerce In Partial Fulfillment of the Requirements for the Degree of Master of Arts in Project Management

By: Abera Regassa Gindaba

Approved by:

Advisor

Signature

Date

Internal Examiner

Signature

Date

External Examiner

Signature

Date

ACKNOWLEDGEMENT

First of all I would like to thank the ever merciful Almighty Heavenly God for giving me opportunity, courage, strength to pursue my Masters. It is by his Grace that I am still alive and had the power to compile this document.

I thank the monitoring and evaluation officers as well as officials of AABoFED that participated in the completion of this study. I thank for your precious time, patience and support.

My heartfelt gratitude goes to my study leader Dr. TemesigenBelaynehfor being such an inspiration and encouragement throughout the study. Thank you from the bottom of my heart for your guidance, patience, direction and time you always provided to me in times of need.

I would also like to acknowledge the Addis Ababa BoFEDfor providing me this opportunity to complete my Masters.

Lastly I would like to be grateful to my family who supported and encouraged me during my studies. My further appreciation goes to my mother who has been an inspiration and encouragement throughout my studies.

TABLE CONTENTS

ACKNOWLEDGEMENT	i
Acronyms/Abbreviations	iv
ABSTRACT.....	v
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	2
1.3. Basic research questions.....	4
1.4. Objectivesof the study	4
1.5. Significance of the Study.....	4
1.6 Scope of the study	5
1.7.Limitation of the Study	5
1.8. Operational definitions	5
CHAPTER TWO: REVIEW OF RELATED LITRATURE	6
2.1.Theoretical Literature Review	6
2.1.1 Theory of Project Management.....	6
2.1.2 Rational Choice Theory	6
2.1.3 Strategic Leadership Theory	7
2.1.4. Project Monitoring.....	8
2.1.5. Project Evaluation	9
2.1.6.Methods and Techniques of Project Monitoring and Evaluation.....	9
2.1.7. Importance of monitoring and evaluation.....	10
2.1.8. Steps to conduct project monitoring and evaluation	10
2.1.9. Project Monitoring and Evaluation indicators	11
2.1.10. Emergence of monitoring and evaluation worldwide	12
2.1.11. Drivers for Monitoring and Evaluation	13
2.1.12. Role and Importance M&E in the Development Sector.....	17
2.1.13. Monitoring and evaluation practices Concepts	18
2.1.15. Monitoring and evaluation of development projects in Ethiopia	24
2.2 Empirical literature review.....	25
2.3 Conceptual Framework.....	29
CHAPTER THREE: RESEARCH METHODOLOGY	31
3.1 Research approach design	31
3.1.1. Target population.....	31
3.1.2. Sampling and Sampling techniques	31
3.1.3 Sample size determination	32

3.1.4. Research instrument development	32
3.2. The research process	32
3.6.1. The administration of <i>questionnaires</i>	32
3.6.2. Focus group discussion	33
3.6.3. Interview	33
3.6.4. Document review.....	33
3.3. Data analysis method.....	33
3.4. Ethical consideration.....	33
CHAPTER FOUR: RESULTS AND DISCUSSIONS.....	34
4.1. General background.....	34
4.1.1. Responses Rate	34
4.1.2. Demographic characteristics of the respondents of AABoFED.....	34
4.1.3. Major Sources of fund for Development Projects in Addis Ababa	35
4.1.4. Completion as Per Scheduled Timeline and Approved Budget	35
4.1.5. Government M&E reporting expectations	37
4.2 Monitoring and Evaluation practices in AABoFED	38
4.3 Interview Analysis	51
4.4 Focus group discussion	53
4.5 Document review analysis	54
4.6 Discussions	56
4.6.1. Start and end of projects	56
4.6.2. Allotment of Budget.....	56
4.6.3. Monitoring and Evaluation Plan	57
4.6.4. Challenges faced in the implementation of M&E.....	57
4.6.5. Stakeholder’s involvement in M&E Activities.....	57
4.6.6. Monitoring and Evaluation Information for Rational Decision.....	58
4.6.7. Lesson Learned Practices	58
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	59
5.1. Summary	59
5.2. Conclusion.....	61
5.2. Recommendations	63
Reference.....	64
Appendix	i

Acronyms/Abbreviations

AABoFED	Addis Ababa Bureau of Finance and Economic Development
AAU	Addis Ababa University
ACCG	Addis Ababa City Government
BEN-E	Basic Education Network-Ethiopia
CCRDA	Consortium of Christian relief and Development Associations
ChSa	Charities and Societies Agency
CoRH	Consortium Reproductive Health Associations
DFID	Department for International Development
EMI	Ethiopian Management Institute
ESAPII	Ethiopian Social Accountability Program phase II
FDGE	Federal Democratic Government of Ethiopia
GDP	Gross Domestic Product
IGA	Income Generating Activities
MA	Management Agency
MDG	Millennium Development Goals
MoFED	Ministry of Finance and Economic development, Ethiopia
MWUD	Ministry of Works and Urban Development
PMC	Project Management Cycle
PSC	Project Steering Committee
SSNPR	Southern Nations, Nationalities and Peoples Region
ULGDP	Urban local Development Program
UNDP	United Nations Development Program
UNECA	United Nations Economic Commission for Africa
USAID	United States Agency for International Development
WB	The World Bank

ABSTRACT

The general objective of this thesis was assessing the current practices of monitoring and evaluating activities in development projects of Addis Ababa Bureau of Finance and Economic Development. For the achievement of its objective, the study employed descriptive research approach and both primary and secondary data were used. Questionnaires, focus group discussion, interview, and document review were, therefore, used as data collection tools. Furthermore, it employed purposive and judgmental sampling techniques. For data analyzed purpose, the research employed tables, frequency and percentage approaches and examined questionnaires, focus group discussion, observation, review of administrative records, and interview set by AABoFED as development projects monitoring and evaluation gathering tools and techniques.

It was found out that efficiency, effectiveness, relevance, impact, sustainability, environment and socio-economic impacts have been employed by the AABOFED as development projects evaluation criteria's and lack of project evaluation principles and standards, that were not included in monitoring and evaluation manual. AABoFED employed all stages of evaluation and the tasks that were carried out mostly in monthly, quarterly, mid-term and annual bases in planned manner in sector level while at specified bureau level the monitoring and evaluation process were unplanned and irregular. Hence, the study revealed that the most development projects monitoring and evaluation process was participatory involving stakeholders through meetings and discussions held at different stages. The other finding is that there were limited human resources both in terms of quality and quantity to conduct monitoring and evaluation at all levels. Specially, there were no engineers to handle construction projects monitoring and evaluation. Competition over projects resource was also other obstacle identified by this study.

The study recommended that conducting development projects outcomes evaluations; reconsidering the human resource structure; Hire qualified and experienced local consultants, providing adequate resources for sector implemented development project coordination office; providing separate plan and allocated separate for M&E; organize documentation of lesson learned during project implementation, and improving its monitoring and evaluation manual by including projects monitoring and evaluation principles and standards were some points

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Monitoring and evaluation systems support development by generating relevant, accurate and timely information which is used to improve program design, enhance decision-making and thus increase impact. While closely related to research, operations research and the social sciences, functional M&E may neither practice nor aspire to emulate, exactly, the stringent scientific standards of more academic approaches (Elkins, 2006). Elkins (2006) further states that without doubt M&E practices and approaches overrides the academic social- science domains, nevertheless M&E purposes and techniques are usefully distinguished as a variety of information collection, processing and use.

Monitoring and Evaluation has been a key performance management tool for planning, decision making and economic policy management. This includes decision to improve, reorient or discontinue the evaluated intervention or policy. It could also be decisions that involve change of organizations strategic plans or management structures. National and international policy makers and funding agencies also use this to inform as well as challenge the decision making process (UNICEF, 2003).

Many international organizations such as the United Nations, the World Bank and the Organization of American States have been utilizing this process for many years (UNDP, 2002). The process is also growing in popularity in the developing countries where the governments have created their own national M&E systems. The main focus of implementing this is to assess the development projects, resource management and the government activities or administration. Chikati (2009) emphasizes that M&E of development projects are increasingly recognized as indispensable management functions. This is because M&E strengthens the performance of the project since it enables the stakeholders to make prompt decisions on matters relating to the projects.

According to Berhanu et al. (2011), implementation of development project is important to reduce poverty and achieve sustainable livelihood. The success and speed with which development project is achieved depends in part on the performance of the institution working to promote the development project. Thus, any institution working in implementing development project is concerned with the need to assess and understand its performance and to improve relevance, effectiveness and efficiency of project through M&E. In addition, Berhanu et al.

(2011) stated that, currently, the focus of management changes from activities to result. As a result, the focus of project monitoring and evaluation also changes from focusing on assessing inputs and progressive monitoring to the assessment of the contribution of intervention to development project outcomes or changes.

Properly functioning monitoring and evaluation system are expected to control against these negative observations. Therefore the study wishes to assess the current monitoring and evaluation practices of Development projects of Addis Ababa.

1.2. Statement of the Problem

The importance of developing a constraint-free and reliable work plan has long been recognized by development, private and civil society. Monitoring and Evaluation (M&E) provides government officials, development managers, the development and private sector and civil society with better means for learning from past experience, improving service delivery, planning and allocation of resources and demonstrating results as part of accountability to key stakeholders (International Finance Corporation(IFC), 2008).

Currently, there is high demand for achieving development projects results and demonstrate effective M&E to maximize organizational performance in Ethiopia to bring tangible change in community livelihoods. This calls for having effective project monitoring and evaluation practice in place for sustainable improvement and quality of performance in any organizational activities (Bido, 2014). However, according to Ethiopian Country Program Evaluation [ECPE] (2010), in Ethiopia, most of the government organizations do not use monitoring and evaluation system in appropriate manner for their projects. Besides assessment of existing M&E capacity in Ethiopia reveal gaps in both institutional and individual skills development for monitoring and evaluation. According to a report on capacity building in Africa (Ethiopia), there are many misconceptions and myths surrounding M&E like: it's difficult, expensive, requires high level skills, time and resource intensive, and only comes at end of a project and it is someone else's responsibility (IFC, 2008). IFC evaluated that there is often a sense of frustration because expectations of M&E activities appear to outstrip resources and skill sets (IFC, 2008).

Development sectors in Addis Ababa City Administration mobilize development resources to implement development interventions projects. So far despite huge resources these sectors mobilize and spent, except scattered reports from external studies and from reviews and

evaluations commissioned by the sectors themselves, there are relatively little known about the monitoring and evaluation practices of projects executed by sector bureaus in the study area.

Assessing whether monitoring and evaluation activities are carried out effectively on projects implemented by development sectors in Addis Ababa is an important research question due to the following basic reasons: for development sectors, whether they utilize huge or small government budget, to meet their intended objectives as per the requirement with the government and the community, the collection, analysis and dissemination of data relating M&E is an essential part of overall project management; M&E strengthens organization's own creditability, legitimacy and accountability to the development and communities it works with/for; to the researcher's knowledge, studies linking practices of M&E of projects executed by development sectors are nonexistent in Addis Ababa.

The extent to which a development intervention has contributed to the achievement of desired targets should not only be examined after its completion, it requires continuous monitoring during its implementation. In contrary to this, Addis Ababa Bureau of Finance and Economic Development report (2016) criticizes an inadequacy of monitoring practices on development projects implemented by sector bureaus. Besides, two basic points that strengthen this argument are: The first point the past 5 years government report states, there is almost no project that successfully completed as per the schedule and allocated cost. The second point is the problem that states the management capacity of projects is at its lowest level; the work of project administering and leading as well as completing according to their cost, schedule and quality is acute problem of the Administration.

Addis Ababa M&E expert periodic report also show that in recent times many projects implemented in the city are unable to solicit sufficient benefits for the society/beneficiaries for the reasons that include shortage of engineers, overloaded contractors, absence of integrated M&E, quality problems, etc., in order to ensure accountability, transparency, value for money, and lesson learning. The central argument of this project work is therefore, to examine the existing M&E practices of development sectors projects executed in Addis Ababa.

1.3. Basic research questions

The study answered the following research questions:

1. What are the current practices of monitoring and evaluation of development projects in Addis Ababa BoFED?
2. What are the challenges that affecting the effectiveness of monitoring and evaluation system of development projects in Addis Ababa BoFED?
3. What are the coping mechanisms of Addis Ababa BoFED adopt to overcome challenges they face in relation with monitoring and evaluation?

1.4. Objectives of the study

1.4.1 Main Objectives

The purpose of this research is to assess monitoring and evaluation practices of development projects in Addis Ababa.

1.4.2 Specific Objectives

- To assess the existence of functional monitoring and evaluation practices of Addis Ababa BoFED Development Projects,
- To examine the challenges affecting the effectiveness of a monitoring and evaluation system of Addis Ababa BoFED Development Projects,
- To identify the major challenge faced in development project and forward alternative recommendations

1.5. Significance of the Study

The beneficiaries of the research have been the projects, managers and project coordinators, community and donors. Findings of the study will be provided to projects to assist them to understand the importance of monitoring and evaluation of donor funded projects. The study will assist in the awareness of monitoring and evaluation process and its necessity within the projects. It will assist in the implementation of monitoring and evaluation within donor funded projects. The findings will also aid in the designing of interventions to help in the improvement of

monitoring and evaluation where it is in practice. The findings will be provided to individual projects with the purpose of improving monitoring and evaluation already implemented, with the purpose of improving performance and the accountability in terms of resources and the direction and whether projects are within track.

1.6 Scope of the study

The study is concerned with the assessments of current monitoring and evaluation practices of development projects in Addis AbabaBoFED, focus to identify strengths and potential improvements.

Addis Ababa City Administration is structured in 10 sub-cities and 117 woredas which totally consist of around 51 sector bureaus, commissions and agencies. Though it is valuable to explain the existing monitoring and evaluating practices and all factors that may obstruct the achievements of sectors down to the sub-city and woreda executing projects in the city administration, this study is delimited to those selected bureau M&ES only.

1.7. Limitation of the Study

The study has the following main limitations:

- It is based on limited data collected from limited number of samples
- The study is limited only to single development organization.
- Time limitation to cover all the details and all sectors of city administration

1.8. Operational definitions

This section presents the definition of the key terms used in the study. The terms are defined within the context of the research paper.

Projects: A Project in the context of this research is defined as a temporary work to get a unique service and result.

Expectation: Expectation in the context of this research is a belief about what might happen in the future based on the knowledge individuals have about M&ES of the organizations as well as the knowledge they have in general.

Practice: Practice is the actual application or use of monitoring and evaluation system within the organization.

CHAPTER TWO: REVIEW OF RELATED LITRATURE

This chapter presents the related literatures on the study so as to have an insight in to the research topic and briefly expose the readers to some of the major areas of the subject matter under consideration. The chapter is presented under the following sections.

2.1.Theoretical Literature Review

2.1.1 Theory of Project Management

The foundation of project management theory can be broken down into two (Koskela& Howell, 2001). They are theory of project and theory of management. The theory of project is provided by the transformation view on operations. In the transformation view, a project is conceptualized as a transformation of inputs to outputs. There are a number of principles, by means of which a project is managed. These principles suggest, for example, decomposing the total transformation hierarchically into smaller transformations, tasks, and minimizing the cost of each task independently.

Theory of management is viewed as planning, executing and controlling. In management-as planning, management at the operations level is seen as consisting of the creation, revision and implementation of plans (Koskela& Howell, 2001). This approach to management looks into a strong causal connection between the management actions and outcomes of the organization. It is further assumed that planned tasks can be executed by a notification to the executor of when the task should begin.

2.1.2 Rational Choice Theory

This study was guided by the rational choice theory by Gray Becker also known as the choice theory. The rational choice theory use an economic metaphor, they are theoretically generalized to explain not only economic behavior but also the behavior studied by nearly all social science disciplines from political philosophy to psychology (Zey,1992). People perform various actions based on their choices and these actions are what we consider to be the best alternatives to situations. Elster (1989) elaborates the essence of rational choice theory when he states that, “when faced with several courses of action, people usually do what they believe is likely to have the best overall outcome”.

The theory indicates that human beings have the capacity to make rational decisions. Rationality in the theory simply means individuals act of balancing cost against benefits to arrive at an action that maximizes personal advantage (Elster, 1989). Kakar (1972) on the other hand says that “rationality, which is closest to Aristotle’s conception of deliberate, intellectual virtue, simple means a kind purposive thinking in which various goals are weighted against each other and selected course of action follows the drawing up of a balance sheet between goals and means as well as between goals and other side effects arising as a consequence of reaching these goals.

Hence, attempting to make choices while selecting the best alternative is a necessity whereby focusing on certain consequences facilitates decision making that best fits a situations. Becker (1976) asserts that rationality is obviously a relative concept. Whether a given action or the decision to perform it is rational will depend on the objectives that the action is meant to achieve and on the relevant empirical information available at the time of decision. An action will quantify as rational on the basis of the given information, it offers optimal prospects of achieving its objectives. He further stated that a classical formulation of rational decision making suggests that, faced with the need to make and implement a decision, a given individual will first clarify his or her goals, values or objectives and then rank or otherwise organize them in his or her mind.

This rational individual will then investigate the entire important consequences attendant upon the selection of each of the alternatives at hand. It is then a relatively straight forward matter of comparing consequences each alternative with goals, values or objectives and selecting the alternative that promises the largest amount of favorable consequences. The decision making process then simply involves the evaluation and selection of some relevant alternatives that offers a perceived advantage to the decision maker (Zey, 1992). Since projects are guided by set objectives and goals, it is by M&E that individuals can make informed decisions in order to meet the goals and objectives. This means that M&E has a role to play in the decision making process in development projects.

2.1.3 Strategic Leadership Theory

The essence of strategic leadership involves the capacity to learn, the capacity to change and managerial wisdom (Boal&Hooijberg, 2001).Strategic leadership theories are concerned with the leadership of organizations. They are marked by a concern for the evolution of the organization as a whole, including its changing aims and capabilities (Selznick, 1984). According to Boaland

Hooijberg (2001) strategic leadership focuses on the people who have overall responsibility for the organization and includes not only the head of the organization but also members of the top management team.

Activities associated with strategic leadership include making strategic decisions, creating and communicating vision of the future, developing key competences and capabilities, developing organizational structures, processes and controls; sustaining effective organizational cultures and infusing ethical value systems into the organization (Hunt, 1991; Ireland & Hitt, 1999). Strategic leaders with cognitive complexity would have a higher absorptive capacity than leaders with less cognitive complexity. To the extent that these leaders also have a clear vision of where they want their organization to go the absorptive capacity will have a greater focus.

That is, strategic leaders look at the changes in the environment of their organization and then examine those changes in the context of their vision (Boal & Hooijberg, 2001). This theory is relevant to the study as it highlights the functions of a leader of which decision making is one of the functions. M&E is a vital tool in decision making. In the context of this study, M&E enables leaders to make right decisions that foster completion of development projects.

2.1.4. Project Monitoring

Project Monitoring is the regular systematic collection and analysis of information to track the progress of program implementation against pre-set targets and objectives for the purpose of the management and decision making (MoFED, 2008).

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

According to International Union for Conservation of Nature [IUCN] (2005), the main aim of monitoring is to be able to detect problems at an early stage where it is still possible to change aspects of the project and thus turn it towards a successful outcome. Furthermore, monitoring contains elements of accountability in that it confirms whether projects conform to agreements and project plans. However, it is important that the problem solving and forward looking perspective is stressed.

2.1.5. Project Evaluation

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

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

2.1.6. Methods and Techniques of Project Monitoring and Evaluation

According to Hunter (2009) and MoFED (2008), project monitoring and evaluation methods include keeping project records, formal surveys, interviews, direct observation, focus-group

discussions and mapping. The project evaluation and review technique organize schedules and coordinates all project events in the form of a network chart.

2.1.7. Importance of monitoring and evaluation

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

2.1.8. Steps to conduct project monitoring and evaluation

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

- i. Identify the purpose and scope of the M&E system answers,** “Why do we need M&E and how comprehensive should it be?” It serves as a reference point for the M&E system, guiding key decisions such as informational needs, methodological approaches, capacity building and allocation of resources.
- ii. Plan for data collection and management:-**Once you have defined the project/programme’s informational needs, the next step is to plan for the reliable collection and management of the data so it can be efficiently analyses and used as information. Both data collection and management are firmly linked as data management begins the moment it is collected.
- iii. Plan for data analysis:** - Data analysis is the process of converting collected (raw) data into usable information. This is a critical step of the M&E planning process because it shapes the

information that is reported and its potential use. It is really a continuous process throughout the project/programme cycle to make sense of gathered data to inform ongoing and future programming. Such analysis can occur when data is initially collected, and certainly when data is explained in data reporting.

- iv. Plan for information reporting and utilization:** - Reporting is the most visible part of the M&E system, where collected and analyzed data is presented as information for key stakeholders to use. Reporting is a critical part of M&E because no matter how well data may be collected and analyzed, if it is not well presented it cannot be well used – which can be a considerable waste of valuable time, resources and personnel.
- v. Plan for M&E human resources and capacity building:** -An effective M&E system requires capable people to support it. While the M&E plan identifies responsibilities for the data collection on each indicator, it is also important to plan for the people responsible for M&E processes, including data management, analysis, reporting and M&E training. This section summarizes key considerations in planning for the human resources and capacity building of a project/programme's M&E system.
- vi. Prepare the M&E budget:** -It is best to begin systematically planning the M&E budget early in the project/programme design process so that adequate funds are allocated and available for M&E activities.

Berhanu et al. (2010) added that select indicators development actor. Indicators do not have to be many, a few good indicators are better than having many indicators at different level of performance chain, set baselines and targets, collect data on indicators about inputs, activities and results, analyze and compare progress against baseline and targets, identify deviations from work plans, explain causes of deviations and share results with others.

2.1.9. Project Monitoring and Evaluation indicators

Indicators are a measure that is used to demonstrate change in a situation, or the progress in, or results of, an activity, project, or programme. They are quantitative and qualitative criteria that provide a simple and reliable means to measure achievement, to reflect the changes connected to an intervention or to help assess the performance of a development actor. Indicators do not have to be many, a few good indicators are better than having many indicators.

Indicators can be expressed in quantitative terms-where numbers are used to measure changes (such as percentage, rate, and ratio) and in qualitative terms-where words are used to describe changes for example, perception on well-being, quality of life and quality of diet.

Types of Indicators	Purpose
Impact indicators	Measure the extent to which the overall program goals are being achieved
Outcome indicators	Measure the extent to which the project objectives are being met
Output indicators	Measure project deliverables
Input indicators	Measure the extent to which the planned resources e.g. money, materials, personnel are being utilized
Performance indicators	Measures of inputs, processes, outputs, outcomes, and impacts for development projects. Performance indicators enable managers to track progress, demonstrate results, and take corrective action to improve project objectives and goals achievements.

Table2.1. Types of indicators and purpose

*Source:*TANGO (2007) and World Bank (2004)

2.1.10. Emergence of monitoring and evaluation worldwide

According to Bowden (1988), M&E are not recent administrative developments since they are an inherent part of any organized human activity. Bowden (1988) clarified what is perhaps new is the incorporation of M&E into the political and administrative systems of national governments and organizations on a regular administrative basis. Segone (2006) divided the emergence of M&E into three stages. The first stage began in the 1950s-70s where M&E started to be implemented in US-based organizations (e.g.: World Bank, UN, USAID), focusing on appraisal rather than evaluation. Organizations were trying to design projects according to a logical model and to establish mechanisms and indicators to measure projects' outputs. In the second stage, during the 1980s, there was an expansion of interest in M&E. International agencies started institutionalizing M&E. M&E departments were set up, not only in the United States, but also in Europe, mainly as an accountability tool to satisfy development opinion and governments' demands to know how development aids funds were being used. At this stage, international organizations became more professional in carrying out evaluations focused on the long-term impact of aid assistance (Segone, 2006).

In the third phase, during the 1990s, international agencies have internalized the meaning of, and the need for, M&E systems within an organization. Organizations, at this stage, are focusing on M&E as a strategic tool for knowledge acquisition, decision making and organizational learning. During this period, international agencies are aware of the relevance and importance of M&E, but resources allocated to evaluation units are still insufficient to allow them meet their objectives satisfactorily (Segone, 2006).

Nowadays, the whole international development assistance worldwide has been going through further changes (Unicef, 2006). The UN reform and Post-Paris Declaration on Aid Effectiveness are reshaping the purpose and strategies of international development assistance (Unicef, 2006). Cracknell (2000) explains that the current phase signaled the beginning of switch emphasis of M&E work from the previous emphasis on project management and rigid frameworks towards a new emphasis on stakeholder analysis and willingness to experiment participatory approaches. There is an increasing need to enhance M&E capabilities of developing country partners, so they have to tackle far more direct responsibility of the evaluation process (Bowden, 1988).

2.1.11. Drivers for Monitoring and Evaluation

Developing M&E in an organization or a country requires a significant investment in time, resources (human and financial), and energy. Building on Segone (2006) division of M&E evolution stages, it can be inferred that the start of M&E adoption was mainly by US-based development agencies then by European development organizations and finally it reached other developing countries after the Paris Declaration on Aid Effectiveness which led to country-led M&E Systems. The following paragraphs will discuss further the drivers and reasons for adopting M&E from a worldwide perspective.

a) *Monitoring and evaluation for accountability:* One of the main and most significant drivers for conducting M&E is accountability towards different actors for different purposes (Loveridge, 2011). During the past 15 years, development projects have been increasingly pressured by all types of funders to demonstrate their effectiveness and document their programs outcomes as the current political and funding environment continues to stress the importance of accountability and measuring performance (Walker and Grossman, 1999; Salamon, 1999). Donors are demanding more formal accountability requirements from development projects to

ensure that their donations are being used to benefit society. In response to these demands for greater accountability, development projects are adopting monitoring and evaluation practices (Juillet et al., 2001).

According to Edwards and Hulme (1995), accountability is the mechanism by which individuals and organizations are responsible in front of a recognized authority and accordingly, are held responsible for their acts. OECD (2010) defines accountability, in development terms, as the obligations of partners to act according to clearly defined responsibilities and roles with an efficient and effective use of the resources. For evaluators, it implies the responsibility of providing accurate, objective and credible monitoring reports and performance assessment (OECD, 2010). Ebrahim and Weisband (2007) further identify four core components of accountability, which are: transparency, answerability or justification, compliance, and enforcement.

b) *Monitoring and evaluation for learning and knowledge acquisition:* Learning and knowledge acquisition is another main driver for conducting M&E in non-profit organizations (Unicef, 2006). In his book "Evaluating Development Effectiveness: Issues, Problems and Solutions", Cracknell (2006) introduced "knowledge perspective" which argues the "accountability perspective" for adopting M&E in non-profit organizations. Cracknell discussed that since M&E of aid first began in the early 1960s in the USA, there has been a tension and a dichotomy between the main drivers and objectives of M&E ; namely, accountability and knowledge acquisition (Cracknell, 2006).

The Inter-American Development Bank (1997) clarified lessons learned from M&E findings are transformed into knowledge when they are analyzed, systematized, disseminated and internalized within an organization. However, before transforming the lessons to knowledge, lesson learnt should meet certain criteria in order to have effective results. According to NASA (2001) lesson learnt is knowledge or understanding gained by experience. The experience may be positive, as in as successful test or mission, or negative, such as failure. A lesson must be significant in that it has a real impact on operations and valid that is factually and technically correct. It should be applicable in that it identifies a specific design or process that reduces or eliminates the potential failures and reinforce a positive result (NASA, 2001). The attention paid by development projects and evaluators to 'lessons learnt' as a result of the M&E process has

increased over the past decade (UNEP, 2007). Patton (2001) observed that M&E has moved from merely generating findings about certain programs to meet donor requirement to generating knowledge.

Patton (2001) explained two major uses of M&E findings which are instrumental or conceptual use. Instrumental utilization of M&E findings occurs when a decision or action follows the evaluation results and is often associated with recommendations. Evidence that confirm the use of recommendation can readily be allocated, particularly if recommendations identify a specific actor, action, performance target and means of verification (ibid). Conceptual utilization of M&E findings, on the other hand, contrasts with instrumental use where no decision or action is expected; rather, it involves the use of evaluation to influence thinking and deepen understanding by increased knowledge. This knowledge might be clarifying a program model, testing theory, distinguishing kinds of interventions, understanding how to measure outcomes (ibid). In addition, the conceptual use may reduce uncertainty, offer illumination, enlighten funders and staff about what participants really experience, enhance communication. Patton (2001) argues that conceptual use of M&E findings, by its very nature, often difficult to discern. Lessons might be utilized, but evidence of such use or influence of learning is usually lacking.

c) *Organizational learning, change and strategic planning:* The new concept of evaluation as a function of organizational learning and strategic planning is being accepted at both the development agency level and at the academic level (Preskill and Torres, 1997; Lysyk, 1997; Cousins, 1995). Preskill and Torres (1997) defined organizational learning as a continuous process of organizational growth and improvement that is integrated with work activities. It uses information and feedback about processes and outcomes to make changes. Organization learning does not imply only the use of information, but is based on the concept of knowledge construction. This means gathering relevant information, processing, analyzing and communicating it to other members inside the organization, and it is being understood and accepted and internalized as part of the organizational culture. This process facilitates behavior and attitude change among organization members and enables continuous adaptation of the organization according to internal and environmental changes (Lysyk, 1997). However, it is argued that the continuous improvement process requires a commitment to learning; therefore,

the absence of a learning culture within an organization can prevent M&E results from being used for program improvement.

A non-learning organization does not recognize the need to evaluate, nor is it hungry to reflect on its experience or identify the problems and experiment with proposed solutions. Fortunately, a non-learning organization can be transformed into a learning organization through different means (Preskill, 1994). For example, staff members can learn about the benefits associated with this transformation and receive training in conflict resolution, team building, critical thinking, M&E and other relevant topic areas (Preskill, 1994). Empowerment and participatory M&E approaches directly involving organization members can also lead to deeper and broader learning, since individuals have stronger ownership and understanding and can engage in an authentic dialogue with peers about the meaning of data (Cousins, 1995).

Strategic planning is a process for ensuring that the organization is sensitive and responsive to its social, economic and political environment which enables it to anticipate and to respond to major environmental changes, and can prepare and implement effective approaches for improving its program and operational performance (Fisk, 1994). It is used by organizations to effectively plan future overall missions and changes in the external environment. The knowledge and lessons acquired, learned and built through the M&E process is a fundamental input to and support for this strategic organizational process (Segone, 2006).

d) *Improving program performance and effectiveness:* Besides being a donor requirement, Hunter (2009) argues that the most important application of M&E should be for Development projects themselves to establish if their projects are really making a difference for their beneficiaries. And if they discover that they are not, they have to learn how to improve their performance and make appropriate changes to project plans (Hunter, 2009). M&E systems provides an extremely useful tool for all stakeholders to manage ongoing activities, identify successes, and plan effectively for new initiatives and programs, and thus using the allocated resources most efficiently (Unicef, 2006). According to Rossi and Freeman (1982), the purpose of M&E is to improve planning, administration, implementation, effectiveness, and utility of social interventions. For the U.S. Environmental Protection Agency (2004), program M&E determines how well a program is working and why these results are occurring. It can help program managers and staff: identify areas needing improvement as well as those that are

working well; design strategies to effectively achieve program goals; and improve program data collection and measurement of results. However, conventional M&E approaches focus only on examining outputs, outcomes and the impact of a program without examining the environment in which it operates or the process involved in a project's development (Rossi and Freeman, 1982). Although it is agreed that assessing short and long term outcomes is important and necessary, the exclusive focus on impacts leads us to overlook equally important aspects of evaluation that could affect the program performance and effectiveness (W.K. Kellogg Foundation, 1998).

According to Kellogg Foundation (1998), to ensure program effectiveness, M&E should focus on the following three aspects: Examine how the project functions within the economic, social, political environment of its community and project setting (context evaluation); Help with the planning, setting up and carrying out of a project, as well as the documentation of the evolution of a project (implementation evaluation); and assess the short and long term results of the project (outcome evaluation)

2.1.12. Role and Importance M&E in the Development Sector

There are as many theories on M&E, as there are many methodologies and approaches to M&E in the development domain (Mackay, 1989). Often the concepts M&E are confused or conflated together as “a function of project management which provides information on the various stages of the project in order to make necessary adjustments,” (Dobrea and Ciocoiu, 2010). As such, M&E interventions are considered important tools that provide information on project management, which assist managers in decision making.

The World Bank (2006) posits that “the process of M&E can be approached and understood from a multi-stage perspective, namely, the budget and allocation of scarce development resources, accountability and transparency, performance of development programs, enhancement of equality of opportunity, and understanding what public investments and interventions work well.” According to in many instances, M&E is “commonly associated with Evidence Based Policy-Making (EBPM) or Performance-Based Budgeting (PBB) or Results-Based Management (RBM).” The aforementioned researchers also argue that by introducing M&E at the initial stages of a project, the project team will benefit from continuous feedback allowing for timely-corrective decision making, before evaluation happens. As such, M&E provides an evidence base” for development budget resource allocation decisions and identifies mistakes and

replicates success. Therefore, monitoring provides the background for reducing schedule and budget cost overruns, while ensuring that the required quality standards are achieved in project implementation. Evaluation can be understood as “an instrument for helping planners and project developers to assess to what extent the projects have achieved the desired objectives set forth in the project documents,” (Solomon and Young, 2007). M&E has experienced exponential growth, in recent years, thanks to the Organization for Economic Cooperation and Development (OECD) and the World Bank (WB).

According to Bamberger (2006) the traditional functions of M&E stress the managerial and accountability features of the process. However, emerging approaches put the governance and policy dialogue dimensions forward, where M&E functions as “an accountability mechanism, fostering greater transparency, enhances governance and democracy, and the voice of civil society,” (Bamberger, 2006). Although governments the world over continue to promote the importance of M&E in project implementation, in most developing countries, the need for M&E is initiated by outside institutions like multinational agencies, development banks and donors, to promote improved measurement, monitoring and management for result OECD (1996).

Mackay (2000) argues that “governments migrate to M&E since it provides feedback on the performance of departments, ministerial agencies and their staff”. Monitoring and evaluation also helps “improve budgeting, decision making, inter-governmental fiscal control, enhance the quality of government policy and end corruption,” *Asian Journal of Economics and Empirical Research*, 2015, 2(2):91-99

2.1.13. Monitoring and evaluation practices Concepts

When we look at how organization monitor and assess their projects in the government organizations, we see a wide range of approaches. Monitoring and evaluation programs have become a big industry within the development sector, but practices seem less developed with regard to government sector interventions (Joitske et al., 2009). Joitske et al. (2009) describe terms such as—impact, performance, results and accountability—have assumed a new prominence in M&E over the last five years. This urgency to demonstrate the effectiveness of projects and programs does not seem to be felt at the same level of government office particularly development sector M&E interventions. Ermias in his thesis states that non-

government organizations (NGOs) have a good practice and experience on M&E system as compared to government organizations (Ermias, 2007).

How to implement M&E system? Norman (2005) describe the experience of how to implement M&E system, with the framework for the M&E system developed, and if an indicator matrix has been drafted, the first have been taken towards implementing a M&E system for a project. Often in the routine administrative systems, for example the financial system, many of the elements needed for monitoring are in less as well. But each project is specific, and almost certainly, training for staff is necessary if the M&E system is to be successfully implemented. Norman (2005) makes clear that resources are needed for implementing M&E activities. These are both human resources and financial resources. And some other material resources are also necessary, although many of these things are likely to be available in a project for use in other activities as well as in M&E . Generally, the following are the best practices associated with monitoring and evaluations.

Monitoring and evaluation plan: The project should have a monitoring and evaluation plan. The plan should be prepared as an integral part of project plan and design (Palestinian Academic Society for the Study of International Affairs [PASSIA], 2004 and McCoy, Ngari and Krumpke, 2005). The integration is for clear identification of project objectives for which performance can be measured.

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

Monitoring and evaluation budget: The project budget should provide a clear and adequate provision for monitoring and evaluation activities. A monitoring and evaluation budget can be clearly delineated within the overall project budget to give the monitoring and evaluation function the due recognition it plays in project management (McCoy et al., 2005). Some authors argue for a monitoring and evaluation budget to be about 5 to 10 percent of the total budget (Kelly and Magongo, 2004). The intention with this practice is not to be prescriptive of the percentage that is adequate, but to come up with sufficient funds to facilitate the monitoring and evaluation activities. Provision of a budget for monitoring and evaluation ensures that the monitoring and evaluation activities take place when they are due. It also ensures that monitoring and evaluation are not treated as peripheral function

Schedule of monitoring and evaluation: The monitoring and evaluation activities of the project should be included in the project schedule so that they are given the due importance they require, not only done at the whims of the project manager (Handmer and Dovers, 2007; and McCoy et al., 2005).

Individuals for monitoring and evaluation activities: There should also be an individual who is directly in charge of the monitoring and evaluation as a main function (Kelly and Magongo, 2004) and an identification of different personnel for the different activities of the monitoring and evaluation such as data collection, analysis, report writing, dissemination of the monitoring and evaluation findings (AusAID, 2006 and McCoy et al., 2005).

Specification of the frequency of data collection: There should be a clear specification of how often monitoring and evaluation data is to be collected and from whom. There should also be a specification of a schedule for monitoring and evaluation reports to be written (Walter, 2014). The monitoring should be done regularly in order to be able to track the project and identify problems early enough before they go out of hand. The regularity of monitoring could be a function of the size of the project, but a monthly frequency would be adequate, monitoring every 3 months would still be acceptable (AusAID, 2006). The monitoring would involve collecting data, analyzing and writing a report at the specified frequency.

Stakeholder involvement: Involvement of all stakeholders (beneficiaries, implementation staff, donors, wider communities) in the monitoring and evaluation process of the project is very

important. Participatory approach to monitoring and evaluation is viewed as an empowerment tool for the beneficiaries and other stakeholders of project who in most cases are not consulted in this function. It is also demonstration of downward accountability i.e. accountability to the beneficiaries. There is a lot of emphasis on upward accountability (Aune, 2000). This obsession with upward accountability creates a barrier between the project and other stakeholders in terms of monitoring and evaluation, this result in the process being geared towards satisfying the demands of the donor at the expense of the other stakeholders. Involvement of the beneficiaries in monitoring and evaluation gives them a sense of ownership and contributes to long term sustainability long after the project donor has ceased financing the project and also increases the chance of more beneficiaries to take up the services of the project. Other key neglected Stakeholders are the field staff involved in implementing the project.

Inputs: The different inputs of the project need to be monitored effectively to ensure that they are used optimally on project the activities in order to produce the desired outputs. The recommended practices for monitoring each of the inputs as identified by the log frame approach include the following.

A) *Financial resources:* Financial resources should be tracked with a project budget with the project activities having cost attached to them, with comparison of what has been spent on project activities with what should have been spent as per planed expenditure in the budget (Crawford & Bryce, 2003). This information of expenditure is obtained from the individual in charge of project accounts. This comparison of actual expenditure versus planned expenditure should be done regularly to determine if the project is not going over budget.

Norman (2005) gives details about the finance resources M&E should have a separate budget. Some projects have a specific budget for M&E activities, in others a specified percent of total budget might be set aside, whilst in others nothings is provided and all activities must be funded from—regular budget. A number of items that should be included in a budget are: field data collection—fees and per diems for enumerators; incentive payments for informal data collectors/informants; travel expenses for project staff engaged in M&E activates; fees, per diems and expenses for midterm review; materials; and fees, per diems and expenses for ex-post evaluation.

B) *Human resources:* Human resources on the project should be given clear job allocation and designation is suitable to their expertise, if they are inadequate then training for the requisite

skills should be arranged. For projects with staff that are sent out in the field to carry out project activities on their own there is need for constant and intensive on-site support to the outfield staff (Reijeret, Chalimba and Nakwagala, 2002).

Norman (2005) explains about the human resources experiences that are required: it is important to identify a person in the project office who serves as the coordinator for all M&E activities.

Activities: There are activities which are very important for the practicality of monitoring and evaluation system. Processes or activities to be done on the project are tracked with aid of a project schedule or project timeline. At regular intervals actual schedule of activities done is compared with the planned schedule to determine whether the project is within schedule or over schedule (Crawford and Bryce, 2003).

Outputs: For monitoring outputs of the project, it is important to use a mix of both qualitative and quantitative indicators.

A) Quantitative indicators: Quantitative indicators look at outputs in terms of numbers, such as number of people reached, number of trainings carried out, number of materials distributed (Hughes-d'Aeth, 2002). Quantitative information such as attendances, people served, is best captured by a standardized form then information is aggregated at regular intervals (Gyoriko, 2002). Materials distributed can be captured by a standard distribution log. The standardized facilitates the implementation staff and allows for comparability across implementation areas and also facilitates the implementation staff and allows for comparability across implementation areas and also facilitates data entry of the information. These actual outputs at specified periods such as monthly are then compared with planned or targeted outputs as illustrated in the project plan.

B) Qualitative Indicators: Qualitative indicators describe situations and give an in-depth understanding of issues of the outputs. Methods such as focus groups discussions, observation, interviews are used with qualitative methods of monitoring. For evaluation of both the outcomes and goals, both qualitative and quantitative methods are recommended in order to get clear in-depth understanding in to the success of the development projects project (Hughes-d'Aeth,2002)

Outcomes and goals: Outcomes and goals are best evaluated with both qualitative and quantitative data. Data from project records is very vital and should be kept securely up to the

end of the project and even longer (Muzinda, 2007). This helps in getting the whole picture of the project and is cost effective.

Capture and Documentation of Lessons Learned: Lessons learned from the implementation should be captured and documented for incorporation into the subsequent projects and sharing with other stakeholders. The lessons would include what went right in implementation and what went wrong and why so that the mistakes are not repeated in the subsequent projects (Reijeret et al., 2002). These lessons should be shared with the implementing staff. Sustainability of the project should be determined. It is not easy to determine sustainability, but the level of the communities' involvement can give an indication of the continuation of the project activities even at the end of funding period.

Dissemination of monitoring and evaluation findings: There should be a monitoring and evaluation findings dissemination plan. Monitoring and evaluation findings should be disseminated to the stakeholder by way of a report to the other depending on his requirement, communication or report to the community and beneficiaries and to the implementing staff to improve on their implementation practices and strategies (McCoy et. al., 2005).

Reporting and follow up of monitoring and evaluation: As MoFED (2008) justifies, once project monitoring and evaluation are planned and implemented, thoroughly analyzed findings must be reported. Based on provided recommendations, follow up activity is very crucial to take corrective measures, to take lesson and re-planning.

Objectivity by an external facilitator:

Objectivity in evaluations is enhanced by an outside facilitator that would come in to aid the evaluation. This is in contrast to the fully participatory advocating authors who argue that objectivity is not that important, but empowering the stakeholders to learn from the evaluation, so evaluations should be subjective and done by the stakeholders (Aune, 2000). A compromise position is recommended, whereby an external facilitator comes in for objectivity and an outward opinion but the stakeholders are actively involved in the process for learning and empowerment.

2.1.15. Monitoring and evaluation of development projects in Ethiopia

Development sector projects monitoring and evaluation at different stages of projects cycle are the most crucial function to enhance the quality of project management and ensure the efficiency and effectiveness of the development intervention made by the government. Accordingly, this section tries to provide bird's eye-view of the Ethiopia's experience of the development sectors projects monitoring and evaluation practices. Ibid has disclosed that the development sectors projects monitoring and evaluation practice manifested different features from regime to regime. In Ethiopia conception, the *Dergue* and Federal Democratic Redevelopment of Ethiopia (FDRE) regimes development sectors projects monitoring and evaluation features shall be discussed. During the *Dergue* regime, the centrally planned command economy, the Central Planning Commission was responsible for the overall monitoring and evaluation of development sectors projects activities. Quarterly, bi-annual and annual progress reports, field inspection interviews and discussions held with development sectors projects implementers were used as the basic tools of data gathering for projects monitoring and evaluation (MoFED, 2008).

As the Ministry of Finance and Economic Development indicates, the overall development sectors projects monitoring and evaluation of the past system had suffered from the following basic limitations. The development sectors projects monitoring and evaluation system was too rigid, and lack dynamism and project managers had limited autonomy of decision making. There was also delay of monitoring and evaluation feedbacks to both managers and implementers. As a result, the projects were incurred high cost for executing project monitoring and evaluation activities and the outcome evaluation did not get attention.

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

MoFED (2008) added that during the early 1990's, the responsibility of conducting externally financed projects monitoring and evaluation was given to the Ministry of External Economic Cooperation. The ministry had no its own projects monitoring and evaluation system and was

relied only on adopting donors driven projects monitoring and evaluation philosophy like field visit, review meeting and periodic monitoring. And the observed major challenges were: review meetings were conducted only on annual bases which created long interval to take corrective measure on time, monitoring activities were dependent only on progress reports that had obtained from projects implementing sectors and monitoring and evaluation lacked comparative analysis of what was planned and achieved.

Following the decentralization process in the country, during the Federal Democratic Redevelopment of Ethiopia, development sector projects monitoring and evaluation system has begun to be conducted at both city and federal levels. As a result, the planning and program departments both at the Federal Ministry of Finance and Economic Development and Addis Ababa Bureaus of Finance and Economic Development is mandated to play a role of coordinating and consolidating projects monitoring and evaluation (MoFED, 2008). At the federal level, the MoFED has developed standard guidelines and formats for federal development sectors to conduct development sectors development projects monitoring and evaluation accordingly. In addition, Proclamation No.41/1993 vested power and responsibility on the Ministry of Finance and Economic Development to following up and evaluate the implementation of capital budget, external assistance, loan and Federal subsidies granted to the regional states.

2.2 Empirical literature review

Monitoring and Evaluation practices better applied in developed country than undeveloped. Even though the researcher couldn't find the research on the area he is currently studying, there are some investigations done on the area of monitoring and evaluation in Ethiopia at different places, different periods, and different subjects but not in the area of government organizations specially development sectors. Accordingly, this section is concerned with other case study conducted on other land in similar discipline. The first case study that was taken as an empirical framework is a case study conducted in Kenya by Owur, et al.(2011) at Ainamoi District under the title „effectiveness of monitoring and evaluation of constituency development fund projects”. This study was meant to monitoring and evaluation framework conducted by constituency fund Committee members and looks at the effectiveness of monitoring and evaluation of district development projects. The case study employed research design that involved constituency development committee members, projects management committee and district development

officers. They used questionnaires and interviews as tools data collection and analyzed using both quantitative and qualitative approaches. Concerning the findings of this study, Owur, et al. (2011) concluded that the projects management Committee, Constituency Development Fund Committee and external assessors were involved in monitoring and evaluation of the projects with very low participation of the beneficiaries, which, in turn, affect the viability of the project and finally recommended the importance of frequent and holistic involvement of all stakeholders in projects monitoring and evaluation.

Lyons (2000) conducted a case study on Administrative Management Design (ADMADe) Program in Zambia. This study examined an effective monitoring framework for community based natural resource management project in relation to game management areas. It was guided by three research objectives:

- 1) to test the adequacy of the effective monitoring framework
- 2) to describe and guide analysis of the monitoring system of an actual community based natural resource management project and
- 3) to describe the components of ADMADe's monitoring program, to analysis its major bottlenecks and strength and plan intervention.

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

Another case study was conducted by Uisso (2009) in Tanzania. This study sought to explore the effectiveness of the local community participation in forest management and conservation project monitoring and evaluation, in Kisarawe and Kibaha districts of Tanzania. A total of

86 respondents were involved in the study by which the data was obtained through questionnaires, structured and unstructured interviews and focus group discussion, and was analyzed using both quantitative and qualitative approaches. The findings of the study marked that there were ineffective participation of the local community in their projects monitoring and evaluation. Among the reasons stated are lack of capacity and lack of motivation for villagers who took part in the community forest management. The study recommended the importance of capacity building and motivating the local community to ensure the sustainability of forest management and conservation projects.

In addressing development projects monitoring and evaluation practices and gaps, Eckman(1994) conducted case study on how non-governmental organizations monitor projects for impacts. This study was guided by three research objectives: to describe current monitoring and evaluation practices, to identify gaps and to identify the degree of local participants involved in the projects monitoring and evaluation process. The study employed the descriptive research design and the obtained through mailed questionnaires, interviews and document reviews.

Taking a total of 172 respondents through purposive sampling and both quantitative and qualitative findings of the study suggest that, both socio-economic and environmental impacts are inadequately monitored, insufficient time, transport, and resources for project monitoring, poor local participant both in the process of projects monitoring and decision making, and monitoring is generally overlooked as a management tools.

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

Another case study is conducted in Tanzania by Emel et al. (2012) under the title “problems with reporting and evaluating mining community development project.”” they raised question about reporting and evaluation of community development project that undertaken by Anglogold Ashanti company in a community of Nyakabale and Nyamalembo, Geita District, mining project in the Lake Victoria goldfield of Tanzania. They employed descriptive research design and obtained data through field visit, interviews, questionnaires and use of archival and applied both quantitative and qualitative analysis approach. Their findings revealed that the corporate reporting is misleading, ambiguous and omissive. They proposed the following remedies:

increasing government inspection and fines, citizen involvement in monitoring and reporting process.

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

Past researches conducted by Eckman (1994), Lyons (2000), Temesgen (2004), Uisso (2009), evaluation tools are inadequate for addressing such a complex as change in socio-economic well-being of the community. On the other hand, there is high demand for ensuring development projects results at grassroots level. This indicate that there is growing consensus that tangible benefits from development projects could result by placing and applying adequate tools and methods for projects monitoring and evaluation.

Mekonen (2013) studied development business organizations Monitoring and Evaluation System in Addis Ababa. Out of 24 development business organization in Addis Ababa he studied 8 of them. He found that the correlation between expectation and practices is $r = -0.597$, and 90% of his respondents were answered there is no separate budget for monitoring and evaluation system. Another study which is (ECPE, 2010), it investigates the main challenges of Ethiopian Country Program Evaluation includes: the program/project evaluation always presents constraints in terms of time and resources given for such evaluation, inconsistencies and limitations with the quality and comparability of data available with reared to coding and disbursements did not gives a clear understanding of resource use and limited evaluative data was available.

2.3 Conceptual Framework

The conceptual framework is a combination of the various findings in literature which have been grouped and arranged to a framework which will guide this research in an attempt to provide a solution to the research problem. The conceptual framework is illustrated in Fig 2.1 below.

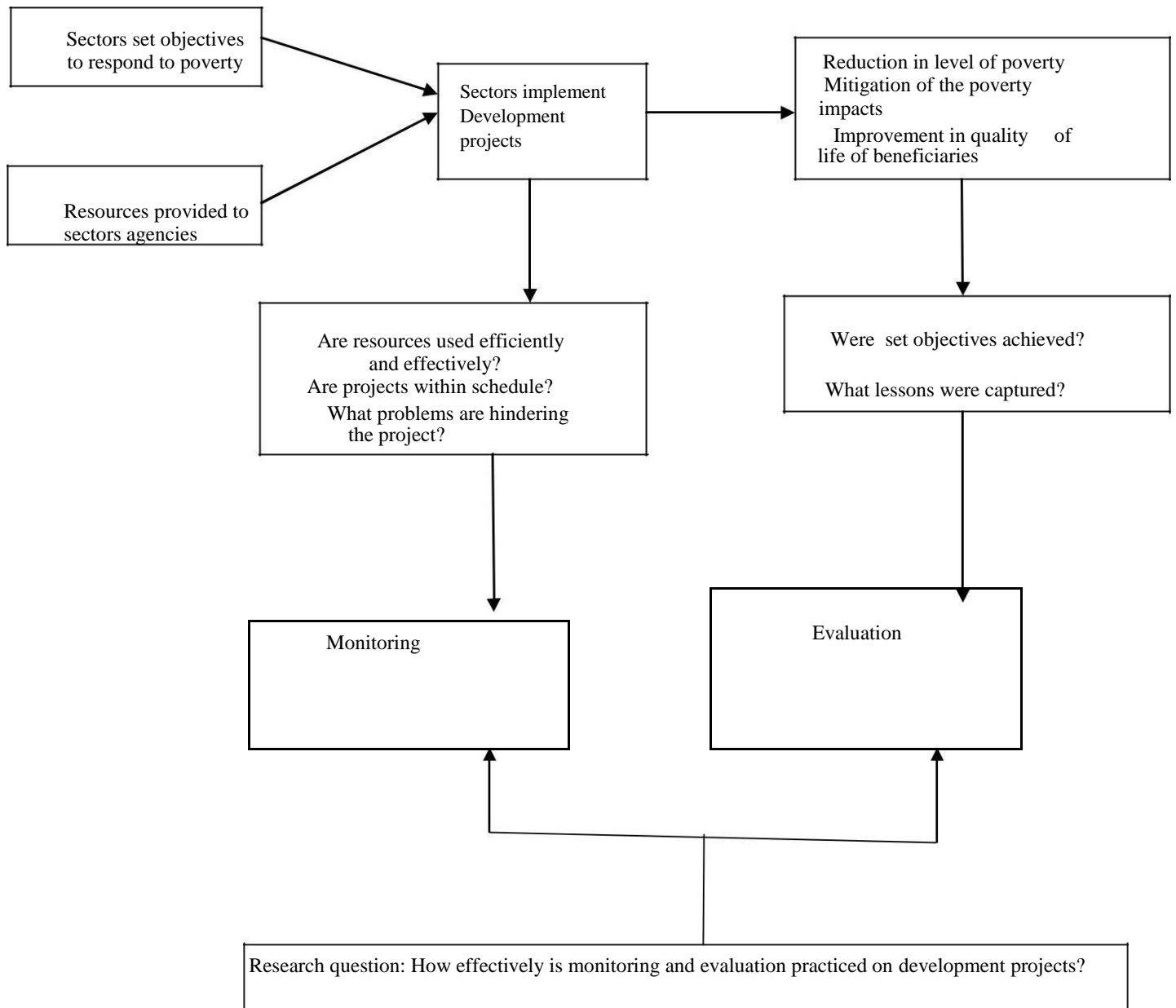


Figure 2.1. Conceptual Framework

Source: Mark (2012) with some modification

i) **Resources and objectives to implement development projects:** A lot of resources have been provided to the sector bureaus of AABoFED to implement development/program related projects and other stakeholders expect transparency, proper accountability and good project performance from them. For instance, more than 19.5 billion Birr was approved and provided by the government to implement projects in 2017/16. The resources were provided with set objectives of adequately responding to the challenges posed by poverty.

ii) **Sectors:** Sectors carry out projects with the resources provided in order to achieve objectives such as reduction in poverty rates in the areas, improvement in quality of life for people living with poverty and mitigation of the impacts of health problems.

iii) **Need for project monitoring:** There is a need to determine whether the resources provided by the governments are being used efficiently and effectively, whether the projects are within schedule and to determine any problems that may be hampering the implementation. Determination of efficient management of resources is a factor of project monitoring.

iv) **Need for evaluation:** There is also a need to determine whether the set objectives were achieved and extent of achievement of the same plus capture any lessons learned from the implementation of the projects to aid future projects. This is a function of project evaluation.

v) **Research question:** The research question of the study was whether monitoring and evaluation were done effectively on the projects implemented by development organization of Addis Ababa

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter introduces the research methodology used for this study and how it has guided data collection, analysis and development of theory. Research methodology considers the context of the research and the results in order to achieve meaningful research outcomes. Moreover, the selection of an appropriate research design involves several steps, beginning with identifying the problem, purpose of the study and in depth literature review. Accordingly, this chapter presents the details of the methods employed in this research; it has different sub sections that describes and justifies the method and processes that were used in order to answer the research questions.

3.1 Research approach design

Burns and Grove (1993) state that designing a study helps researchers to plan and implement the study in a way that will help them obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation. The design intended to use a mixed method of qualitative and quantitative data. Therefore, information was collected through an in-depth interview; focus group discussion; and semi-structured questionnaires distributed to the respondents by the researcher.

3.1.1. Target population

Castillo (2009) defines target population as, referring to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. For this research, the target populations will be all employees of AABoFED in Monitoring and Evaluation core process; team leader, M&E experts/officers and plan experts. The total number of these groups of employees in the organization is 16. These people are expected to have knowledge about M&E system either through career structure and training given or due to the responsibility and accountability they assumed. The study considered those who have above 2 years' experience within the organization.

3.1.2. Sampling and Sampling techniques

According to Price (2009), purposive sampling is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. Some types of research design necessitate researchers taking a decision about the individual participants who would be most likely to contribute appropriate data, both in terms of relevance and depth. Purposive sampling was

preferred in this study, and participants were only identified as project M&E experts and officers, planners and managers. This method is made use of when the members of the entire population do not present same performance, or when the sampling size is very small to represent the entire population efficiently.

The sampling technique used for the selection of questionnaire respondents was purposive sampling technique. Those who are expected to have M&E knowhow as a whole were selected, and it is because their number is not large as well as to get reliable result.

3.1.3 Sample size determination

According to Neuman (2006), the question of how large a sample should be depends on the kind of data analysis the researcher plans to use, how accurate the sample has to be for the researchers' purposes and the population characteristics. Accordingly, the targeted groups intended to use for this research is 16 and workers with experience and background with project management particularly in M&E were considered as respondents to the study.

3.1.4. Research instrument development

The main data gathering instruments employed in this study were semi-structured questionnaire, interview, and focus group discussion as well as document reviews. Both questionnaire and interview questions were taken, with modifications, from three researches (Bido, 2014; Ermias 2007 and Wegayehu, 2014) whose validity and reliability tested and conducted successful researches. Besides, modification was done to customize to the context of this research through pilot testing and discussing with experienced researchers in and outside the organization under consideration and research advisor. Therefore, both questionnaire and interview were designed and their validity and reliability were tested by those researchers.

3.2. The research process

3.6.1. The administration of questionnaires

For the purpose of this study, the researcher has chosen to use personal hand delivery to ensure that the target sample received and returned the questionnaire. This administration method ensures very high response rate, i.e., 94% . Another advantage of self-administration method is that the researcher will have a personal contact with the study population. The administered questionnaires were distributed to development project M&E experts/officers of AABOFED. That means a semi-structured questionnaire was distributed to the respondents who were M&E experts in the development sector under discussion. Questionnaire distribution was considered

vital for the survey in order to have a true reflection of the M&E practices of practitioners in the development sector.

3.6.2. Focus group discussion

The focus group discussion was held two times. Repeated discussion with the consent of participants was made mainly because the researcher himself was new for the existing system as well the title needs detail understanding of background. The group was composed up of not only M&E experts but also other related employees with prior experience and stakeholder of the issue.

3.6.3. Interview

The interview (better to call in-depth interview) was held with different key individuals those with close concern with the point of discussion. These include head of the bureau, vices (planning and finance sector chiefs), directorates (policy and strategy design director, finance director, and planning, M&E director-basically divided into economic and social units) and finally concerned body from Office of the President. Accordingly, the total number of the interviewees was seven.

3.6.4. Document review

Almost all necessary documents related to area of study were reviewed. For empirical analysis, quarter report, semiannual report, yearly reports and up to strategic plan to five year reports are addressed.

3.3. Data analysis method

There are a variety of specific data analysis method, some of which include data mining, text analytics, business intelligence, and data visualizations (Price, 2009). The quantitative data obtained through the use of the survey questionnaire in this study was analyzed by using the tables, frequencies and percentages.

3.4. Ethical consideration

The researcher took into account the ethical obligations to the professionals in the industry whose input from the research questionnaire were kept confidential and will only be used for academic purposes. Respondents to the questionnaire had the right not to answer questions that they felt were not appropriate without any intimidation. Respondents were given assurance about anonymity of their responses.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

In this part of the study, data gathered from different sources were presented, analysis and interpreted. Respondents profile in terms of (major areas of intervention, geographic area and affiliation to umbrella body), Monitoring and evaluation systems, AABoFED past five years monitoring and evaluation practices, s and adopted coping mechanisms was discussed in detail. The first section, deals with analysis of questionnaires administered to AABoFED M&E experts/workers while the second section concerned with the analysis of focus group discussion. The third section reveals the analysis of interviews. The fourth section depicts the analysis of document reviews and the last section is meant to provide discussion of the study.

4.1. General background

4.1.1. Responses Rate

The percentage of people who respond to a survey is called the response rate, this rate is important, and shouldn't be left to chance. For the purpose of gathering a primary data, questionnaires were distributed to sample development project M&E experts. In addition, interviews were conducted with the concerned authorities in charge of AABoFED. Furthermore, data was also collected through focus group discussion using guiding questions. Accordingly, from 16 of the questionnaires distributed to the respondents, 15 (94 percent) were responded; but out of the interviews that were planned to be conducted 10 only 7 was accomplished, i.e. 70 percent was accomplished. This was due to busy with training and meeting of AABoFED M&E experts.

4.1.2. Demographic characteristics of the respondents of AABoFED

As the data obtained from the respondents, 87.5% of the respondents are male and 12.5% are female. Concerning the age of the respondents, 20% of the respondents are in the age range 21-30, while 73.33% of them are in the age range 31-40, the remaining 6.67% in the age range 41-50. Concerning level of respondents educational qualifications, 53% of the respondents have their first degree, 40% have Master's degree, and the remaining 7% are PHD. Regarding respondents job position 6.67% of the respondents are top management, 6.67% of the respondent are middle-managers, and 86.67% of them are M&E expert and project team leaders. Finally

46.67% of the respondents have experience 3-11 years, 40% and 13.33% of them have 12-18 and 19-26 year of experience respectively.

4.1.3. Major Sources of fund for Development Projects in Addis Ababa

The response to the question that required identifying the major sources of funding to development project explained on the following table.

Table 4.1. Major sources of project fund

S.N	Sources	Count	Percent
1	Government treasury	14	42.42
2	International donor agencies	8	24.24
3	Bi-lateral Organizations	4	12.12
4	Nongovernmental Organizations	3	9.09
5	Income generating activities	2	6.45
6	Individual donations	2	6.45
	Total	33	100.78

Source: Field data June 2017

As indicated on table 4.1, 42.42 percent of the major financial source was government treasury, 24.24 percent was dependent upon funding from international donor agencies, 12.12 percent of the fund came from bilateral organizations, 6.45 percent of fund from NGOs income generating and from individual contribution respectively. The respondents further added on the space provided to mention any more sources fund, community contribution was another major source. This shows that highest portion (42.42 percent) development project was come from the government treasury. This indicates that in the last five years the contribution of the government for the capital investment was very high.

4.1.4. Completion as Per Scheduled Timeline and Approved Budget

The responses to the question that show the completion of development projects in Addis Ababa are within approved budget and schedule timeline or not are explained on the following table.

Table 4.2. Completion of development projects

	Response	Count	Percent
Completion as per scheduled timeline	Yes	2	13.33
	No	13	86.67
	Total	15	100.00

Source: Field data June 2017

Table 4.2 indicated that 13.33 percent of the respondents replied that development projects were completed as scheduled timeline and approved budget while almost all of the respondents 86.67 percent of the responded No. Majority of the respondents (86.67 percent) confirmed that almost all the implemented development project did not achieve its objectives or at least stressed so that M&E needs special attention. Majority respondents mentioned problems related to development projects were not completed within time schedule and approved budget:

- Failure in planning,
- delay in project document preparation and revision of design,
- delay in bid documents preparation and bid evaluation process,
- delays in material supply and lack of construction capacity,
- low capacity of contractor,
- low frequency of M&E undertaken by government bodies,
- low involvement of community and
- inadequate organizational structure in order to protect correction problems

As a result of price escalation, capacity of contractors, capacity of the experts to M&E the project according to the signed agreement and problems of study and design—due to light/absence of feasibility study, the design is changed frequently. They further stated factors such as lack of sartorial commitment; because of lack of enough budgets, most of the projects are not monitored on time; weakness of the contractors’ performance in completing the projects as per the agreement.

Most of the time, corrective actions were not taken by the government if the contractors are not completed the projects on time. There are inadequate or irregular M&E activities on the side of the government, so that most of the development projects take longer period of time and the cost increases as time increases; incomplete planning procedure; lack of capacity for both implementer and contractor as well as misuse of resource.

4.1.5. Government M&E reporting expectations

The respondents were sought to determine how strict the monitoring and evaluation expectations from City Administration and society and local administrators’ counterparts were. Table 4.3 illustrates the findings.

Table 4.3. Reporting expectation and actual practices

S.N	Response	Reporting Expectation		Reporting Actual Practices	
		Count	Percent	Count	Percent
1	Very strict	9	60.00	1	6.67
2	Strict	4	26.67	2	13.33
3	Lenient	2	13.33	4	26.67
4	Very lenient	0	0	8	53.33
	Total	15	100.00	15	100

Source: Field data June 2017

Table 4.3 indicate that 60% of the respondents were agreed City Administration and society and local administrators’ counterparts had very strict expectation in monitoring and evaluation reports. The table further shows that 26% and 13.33% of the respondents were agreed with the themes City Administration, society and local administrators’ counter parts monitoring and evaluation reporting expectations were Strict and lenient respectively. This implies that, the majority of the respondents. i.e. 60% have confirmed that the government expectation was very strict. This shows that government expectation can also be expressed from reporting mechanism.

In Addition, table 4.3 indicated that 53.33% of the respondents agreed the actualization of the expectation in reporting was very lenient while 26.67% was lenient. On other hand, 13.33% and 6.67% of the respondents were agreed with the themes City Administration, society and local administrators’ counter parts monitoring and evaluation reporting practices were very strict and strict respectively. As per the finding, the majority of the respondents, i.e., 80% have justified that actual reporting practices was either very lenient or lenient which is completely reverse of government expectation, i.e., the actual reporting practices on the ground are also less practical.

4.2 Monitoring and Evaluation practices in AABoFED

The practices of different monitoring and evaluation issues by managements, M&E experts, project team leaders and other experts in AABOFED are presented in the following:

a) Stakeholders involvement in M&E activities of AABoFED

The data obtained from the respondents about the stakeholder's involvements in monitoring and evaluation activities are presented on the Table 4.7 below.

Table 4.4. Involvement of stakeholders in the M&E activities

S.N	Response	Count	Percent
1	Yes, for all projects	5	33.33
2	Yes, for some projects	9	60.00
3	Never	1	6.67
	Total	15	100

Source: Field data June 2017

Table 4.4 indicated that 60% of the total respondents were agreed there stakeholder involvements in M&E activities for some projects while 33.33% of the total respondents were agreed for all projects. However, 6.67% of the respondents had replied that stakeholders never involve in any level of the M&E activities. As a result, the majority of the respondents, i.e., 60% replied that stakeholder involvement of M&E activities for some projects in AABoFED, i.e., which were participatory while 33.33% participators were replied that stakeholder involvement for all projects. In turn, they confirmed that stakeholder involvement in M&E activities were disregarded or did not included in all projects of Addis Ababa BoFED.

b) Major stakeholders involved in M&E processes

The respondents were also asked which salient stakeholders were involved in monitoring and evaluation practices of their executed projects" M&E. Table 4.8 shows the findings.

Table 4.5. Kind of stakeholders involved in the planning of the M&E processes

No.	Questions	Responses					
		Yes	Percentage	No	Percentage	Partially	Percentage
a)	City Administration Bureaus	14	93.33	1	6.67	0	0
b)	Private sectors	3	20.00	12	80.00	0	0
c)	Federal sectors (MoFED)	4	26.67	11	73.33	0	0
d)	Organizational middle and top management	13	86.67	2	13.33	1	6.67
e)	Organizational project M&E experts	15	100.00	0	0	0	0
f)	External advisors/consultants	6	40.00	8	53.33	1	0
g)	City Administration president office	3	20.00	12	80	0	0
h)	Donors	7	46.67	6	40.00	1	6.67
i)	Council of People's Representatives of AA	9	60.00	5	33.33	1	6.67

Source: Field data June 2017

As shown in table 4.5, 15(100 percent) of the respondents said that organizational project M&E experts were involved in monitoring and evaluation planning carryout on projects followed by the City Administration bureaus 14(93.33)and organizational middle and top management 13(86.67) percent each). Furthermore,12(80 percent), and 11 (73.33) of the respondents were not involved in development projectsof planning monitoring and evaluation process.

c) Major monitoring and evaluation planning aspects

AABoFED's written monitoring and evaluation plan were questioned on whether they incorporated the following major aspects of monitoring and evaluation in their plan or not. Table 4.6 illustrates the findings.

Table 4.6. M&E plan aspects that constitute M&E plan.

No.	Questions	Responses					
		Yes	Percentage	No	Percentage	Partially	Percentage
1	Data to be collected identified	11	73.33	2	13.33	2	13.33
2	Frequency of data collection defined	9	60.00	2	13.33	4	26.67
3	Individual(s) in charge of M&E	8	53.33	4	26.67	3	20.00
4	Schedule of M&E activities	10	66.67	2	13.33	3	20.00
5	Plan/schedule for dissemination of findings	7	46.67	5	33.33	3	20.00
6	Resources needed for M&E	7	46.67	3	20.00	5	33.33
7	Roles and responsibility of staff in M&E clearly stated	6	40.00	4	26.67	5	33.33

Source: Field data June 2017

As can be observed from table 4.6, 11 (73.33 percent), 10 (66.67 percent) of respondents and 9 (60 percent) of respondents were replied data to be collected, schedule of M&E activities and frequency of data collection respectively were elements incorporated in M&E plan.

d) Type of monitoring and evaluation plan employed by AABoFED

A question aimed at investigating the type of monitoring and evaluation plan AABoFED employed while implementing projects was posed to the respondents whether they had written monitoring and Evaluation plan. Table 4.10 shows the findings.

Table 4.7. Type of M&E plan used

Response	Count	Percent
Separate	2	13.33
Incorporated within main proposal	9	60.00
Incorporated into the routine work plan of your organization	4	26.67
Total	15	100

Source: Field data June 2017

Table 4.7 indicated that 26.67% of the respondents replied that M&E plan was incorporated into the routine work plan of their organization, while only 13.33% replied that the plan was separate. The remaining 60% of the respondents replied that the plan was incorporate within the main proposal of the project to be implemented. This shows that the majority of the respondents, i.e., 86.67% have confirmed that the type of M&E plan used by the bureau is either incorporated within main proposal of the project or incorporated into the routine work plan of the organization. This in turn clearly indicates that there was no separate plan for M&E activities in the organization under discussion.

e) Separate Budget Allotment

All research participants were asked whether the organization allotted separate budget for the M&E or not. Accordingly, the result is presented in table 4.9 as follows:.

Table 4.8. Separate Budget Allotment

	Category	Count	Percent
1	A separate budget	3	20.00
2	Not separate budget	11	73.33
3	Have no idea	1	6.67
	Total	15	100.00

Source: Field data June 2017

As indicated in Table 8, all research participants were asked whether the organization allocated separate budget for the M&E or not. A separate budget allocated for M&E activities are affirmative action to implement the project so only 20% of the respondents were replied it. On the other hand 8% of the respondents reported that they have no idea and 73.33% of the respondents reported that there is no separate budget allocated to the M&E activities. This shows that the majority of the respondents had confirmed that there was no separate budget allocated to the M&E activities. This is directly in conformance with the response that says there was no separate plan for M&E activities in the bureau that is mandated to carryout M&E.

The findings from the interview showed similar to the result obtained from the questionnaire respondents. All of the interviewee informed the fact that there is no specific budget for the M&E activity; there were discussion on what separate budget for M&E means, almost all the informants discussed about the practical situation the organization working, they informed there is no separate budget for M&E so far within the organization.

f) Share of monitoring and evaluation budget

Respondents reported had assigned financial resources for monitoring and evaluation were further probed for percentage share of their monitoring and evaluation budget to the overall project budget. Table 4.12 illustrates the findings to this question.

Table 4.9. Amount of budget allocated for M&E

Category	Count	Percent
Less than 5%	1	6.67
5-10%	0	0
More than 10%	0	0
Not specific	14	93.33
Total	15	100

Source: Field data June 2017

Table 4.9 indicated that 93.33% of the respondents reported that there was no separate and specific budget for M&E activities of the organization while 6.67% replied that less than 5%. This demonstrated that almost all of the respondents justified that there was specified amount of budget allocated to M&E work which in turn implies that first it is against a theory that states M&E budget has to amount from 5 percent to 10 percent of the project cost and second makes the bureau arbitrary in utilizing operating cost of M&E activities.

g) Using indicators and Log Frame for Monitoring and Evaluation System

All research participants were asked to fill whether the organization use log frame for the organization project monitoring and evaluation or not. Table 4.13 shows the result.

Table 4.10. Using indicators and logical framework

Item No	Questions	Responses	Count	Percent
1	Indicators	Yes	13	86.67
		No	2	13.33
		Total	15	100.00
2	Linkage with others	Yes	10	66.67
		No	5	33.33
		Total	15	100.00
3	Logical framework	Yes	12	80.00
		No	3	20.00
		Total	15	100.00

Source: Field data June 2017

As indicated in Table 4.10, item 1, 86.67% of the respondents were agreed yes, in favor of that the organization employed in its M&E plan that is clearly linked to the objective of the project while 13% of the respondents were agreed no disfavoring that there was indicator included in the M&E plans that clearly connected to the objectives of the project.

Concerning the linkage of indicators, 66.67% of the respondents said that indicators were linked with inputs, activities, outputs, outcome and impact of the project whereas 33.33% of the respondents responded no.

In terms of using logical framework to plan M&E activities, majority of the respondents (80%) confirm that their organization employed logframe in planning M&E while 20% of the respondents were responded No. This shows that the majority of the respondents respectively confirmed that the bureau did use either indicator, linking them with others or logical framework. Therefore, using this indicators and logframe organization can measure the performance of projects.

h) M&E data acquisition methods

A question was provided to all respondents to confirm that what tools and techniques are applied in their organization collect M&E data. Table 4.14 below reveals the result.

Table 4. 11. Tools and techniques to collect data

Questions	Response	
	Count	Percent
Questionnaire	3	6.67
Interview	3	6.67
Observation	15	33.33
Case study	1	2.22
Community book	1	2.22
Focus group discussion	6	13.33
Document review	15	33.33
No standard tools/techniques used	1	2.22
Total	45	100.00

As table 4.11 indicates (respondents had more than one alternative choice), 33.33% (each) of the respondents replied observation and document review techniques were used while almost close number, 13.33% of the respondents replied focus group discussion. Further, 6.67 percent

of the respondents answered questionnaire and interview respectively. Finally, 2.22 percent each respondents said community book, case study and no standard/technique used. This shows that the majority of the respondents (80%) that replied tools and techniques to collect data used by the bureau were observation, document review and focus group discussion.

i) Monitoring and evaluation findings disseminations modes

Respondents were asked for the methods they employ to disseminate monitoring and evaluation findings of their monitored and evaluated projects to stakeholders and the wider community.

Table 4.12 shows the findings.

Table 4.12 Information dissemination

Category	Response	
	Count	Percent
Report for Cabinet council	15	23.44
Stakeholders" meetings (implementers)	9	14.06
Report for City Mayor Office	15	23.44
Report to beneficiaries	3	4.69
Report to field staff	1	1.56
Report to BoFED	9	14.06
Report to respective sectors	3	4.69
No dissemination	0	0.00
Internet/website	0	0.00
People's Representatives	6	9.38
Workshop/Community meeting	3	4.69
Total	64	100

Source: Field data June 2017

Table 4.12 indicated that, 23.44 percent of the respondents argue that report was delivered to cabinet council of the City Administration & Report for City Mayor Office. 14.06 percent responded they report to AABoFED & Stakeholders" meetings (implementers) while 9.38 % to People's representatives. In addition, 4.69 percent of the respondents argued that was disseminated to workshop/community meeting, respective sectors, implementers and report to beneficiaries (4.69 percent each). This indicates that majority of the respondents (23.44 percent for each) argued information dissemination was to Cabinet council of the City Administration and their own organization AABoFED. This implies that information was distributed for those with decision making power only rather than promoting transparency to beneficiaries and similar others.

j) Capacity building

Training for staffs

This section requested to determine opinion of respondents on how effective their data management and capacity building activities were. For the questions related to M&E training, whether information recorded at spot, whether disaggregated data collected or not, systems assisting staff in capturing data and documentation methods implemented by the respondents.

Accordingly, 80 percent of respondent replied No for the question whether training related to M&E have been offered or not while 20 percent of respondents replied Yes. Therefore, this shown that there was either no training or not satisfactory. This indicates that majority of the respondents (80 percent) replied that they did not take training on M&E systems. This implies that staff can tend to be change resistant as well as rigid for different issues.

Experience sharing

Table 4.14. Experience sharing

	Category	Count	Percent
1	Absent	12	80.00
2	Only to some extent	2	13.33
3	Well developed	0	
4	Unknown	1	6.67
	Total	15	100

Table 4.14 indicates that, 80 percent of the respondents replied absent and only 13.33 percent replied only to some extent. Whereas, no respondent said well developed and 6.67 percent of them argued it was unknown whether absent or present to certain extent or well developed. This indicates that majority of the respondents, i.e., 80% have confirmed that there was not culture of experience sharing with other related parties in similar activity in order to make bench mark.

k) Schedule monitoring

Question sought to determine whether respondents' organization treats monitoring and evaluation activities schedule as part of their project implementation schedules. Figure 4.15 illustrates the findings.

Table 4.15. Schedule monitoring

Choices	Count	Percent
For all project	3	25
For few project	12	75
Never	0	0
Total	15	100

Source: Field data June 2017

Table 4.16, 31 shows that only 25 percent respondents replied that schedule was monitored by measuring planned project activities schedule against actual schedule for all projects. In addition, 75 percent of respondents replied that measuring monitoring and evaluation activities together with their project implementation schedule for some projects in order to determine project schedule performance.

As a result, failing to have monitoring and evaluation schedule implies though there were a monitoring and evaluation plan decision for its implementation and could generate irrelevant data or not help for informed decision making.

l) Financial performance monitoring

Table 4.16 below shows findings to question that sought to determine how often the respondent organization monitored financial performances of the projects implemented in the City Administration.

Table 4.16. Frequency of financial performance monitoring

Choices	Count	Percent
Fortnightly	0	0.00
On monthly bases	2	13.33
Quarterly	13	86.67
Bi-annually	0	0.00
Never	0	0.00
Total	15	

Source: Field data June 2017

Table 4.16 shows that 13.33 percent of the respondents answered financial monitoring was carried out on monthly basis while 86.67% of respondents answered quarterly. But there was no respondent reacted against fortnightly, bi-annually or never. This shows that the majority of the

respondents, i.e., 86.67 percent confirmed that financial performance was monitored on quarterly basis.

m) Monitoring project resources

Respondents were asked to probe idea how often their organization monitor project resources such as equipment's effectively whether they are properly employed to the intended project. As a result, the response result is presented below as shown in table 4.17.

Table 4.17. Monitoring project resources

Response	Count	Percent
Yes	2	13.33
No	7	46.67
Partially	6	40.00
Total	15	100.00

Source: Field data June 2017

As it can be observed from table 4.17, 13.33%, 46.67% and 40% of the respondents said respectively yes, no and partially against the effectiveness of project resources management. This indicates that the majority of the respondents, i.e., 46.67% confirmed monitoring project resources in Addis Ababa was absent but 43.33% still insisted to say that monitoring project resources was carried out fully or partially.

n) Overall progress monitoring

A about how overall progress of the projects are monitored comparing the activities with actual accomplishment is conducted. Accordingly, table 4.18 reveals the result.

Table 4.18. Activity planned against actual

S.N	Response	Count	Percent
1.	Fortnightly	0	0
2.	On monthly bases	0	0
3.	Quarterly	10	67
4.	Bi-annually	0	0
5.	Annually	5	33
6.	Never	0	0
	Total	15	100

Source: Field data June 2017

Table 4.18 indicates that 67 percent of the respondents replied that M&E was conducted quarterly while 33 percent of the respondents argued that activity planned against

actual performance was compared only on annual basis. No project was checked fortnightly, monthly, bi-annually basis. Finally, table 4.21 showed that activities were checked and therefore no one respondent said never. This indicates that all respondents believed that project activity planned was measured against actual performance quarterly or annually.

o) Evaluations types AABoFED employees

Respondents were investigated for the type of evaluation they used in their projects executed in the past five years and how often they used them. Table 4.19 shows the findings.

Table 4.19 Type of evaluation employed by AABoFED

No	Questions	Response		
		Yes	No	Partially
1	Ex-ante evaluation (beginning of the project)	13.33 %	80%	6.67 %
2	Midterm (interim) evaluation	13.33 %	80%	6.67%
3	Summative evaluation (end of project)	13.33 %	86.67 %	0.00
4	Ex-post Evaluation(after the end of the project)	6.67 %	86.67%	6.67
5	Impact evaluation	6.67%	93.33%	0.00
6	Sustainability evaluation	6.67 %	93.33 %	0.00
7	We never conduct evaluation	0.00	93.33 %	6.67 %

Source: Field data June 2017

Table 4.19 shows that 80 % (for each) of the respondents were not found carried out ex-ante evaluation, midterm evaluation and summative evaluation of the projects they execute in the past five years. On the other hand, only 13.33% (for each) of the respondents reported that they were conducted ex-ante evaluation, midterm evaluation and summative evaluation and only 6.67% of the respondents were found conduct partial ex-ante evaluation, and midterm evaluation their projects.

Donors such as UNDP (2009) were argued that midterm evaluation enables project managers to assess the performance of the project status before its completion. Performing midterm evaluations of the projects help the organization to avoid problems that may continue with project till the project completion time.

In addition, as indicated in Table 4.19, 93.3 percent (for each) of the respondents were not found carried out Impact evaluation and Sustainability evaluation or we never conduct evaluation in the past five years.

Table 4.19 also shows that 67% of the respondents never carried out Ex-post evaluation of their implemented projects while 6.67% of respondents carried our Ex-post evaluation of their

projects. As a result, failure to carry out terminal evaluation means primarily planners and decision makers miss recommendations that could improve the planning of future projects as well as miss the benefit of incorporating lessons learnt from previous projects to future projects.

p) External evaluator involvement

A question was asked all respondents regarding how often AABoFED involves external person in development project evaluation or not. Table 4.20 shows the responses result.

Table 4.20. External evaluator involvement

Response	Count	Percent
For all projects	3	20.00
For some projects	5	33.33
Never	7	46.67
Total	15	100.00

Source: Field data June 2017

Table 4.21 shown that 20 percent of the respondents argued that external evaluators involved in M&E all projects whereas 33 percent of the respondents claimed that external evaluators involved in M&E some projects. On the other hand, 46.67 percent of the respondents reported that external evaluators never involved in M&E activities of the City Administration.

External evaluators are more independence and credibility than an internal evaluator as well as they are also expertise and experienced, therefore performing evaluation by external evaluators help the project to produced reliable information for the decision makers.

Contrary to this idea, those respondents who argue to use own force confirm that, since projects are not for profit, in most cases they are not evaluated externally. But we evaluate the achievement against plan. They also added that since the planners know in and out of the project, it's cost saving. The organization conducts evaluation on its own force to compare the project plan against actual performance for both physical and financial activities and to take corrective measures, if any. The bureau's experts in case of lack of manpower at bureau level zonal experts were used so that they can do M&E on their own force except the engineers that was taken from the bureau of Industry and Urban Development of Addis Ababa and other

bureaus. Finally, respondents of this category sum up their argument by stating that, since there was no practical evaluation application, there has been no need to involve external evaluators.

q) M&E Data/Information Management

This section sought to determine opinion of respondents on how effective their data management activities were. Table 4.21 shows response to questions related to M&E whether disaggregated data collected and analyzed by AABoFED in order to assess achievements and challenges.

Table 4.21. Data analysis

Response	Response					
	Yes	Percent	No	Percent	I have no idea	Percent
Effectiveness of Data Management activities	13	86.67	1	6.67	1	6.67

Source: Field data June 2017

As indicated in table 4.21 above, 86.67 percent of the respondents argued that they analyze the data acquired through monitoring, 6.67 percent (for each) replied no and I have no idea. This indicates that the majority of the respondents, i.e., 86.67 replied there was data analysis activity in AABoFED.

r) Data/information provision for decision making

Respondents were requested if M&E results provided to program managers/officers of the bureau for decision making and planning regularly. Then table 4.22 shows the result.

Table 4.22. Provision of M&E information program/officers for decision making

Response	Response					
	Yes	Percent	No	Percent	I have no idea	Percent
M&E Results used for planning & Decision Making process	13	86.67	2	13.33	0	0

Source: Field data June 2017

As Table 4.22 shows that 87.50 percent of the respondents replied yes and only 12.50 percent of them argued by saying no in that M&E information were provided to program officer for decision making purposes. This shows that majority of the respondents, i.e. 87.50% replied there was the activity of providing M&E information program/officers for decision making purpose.

s) Documenting lessons

Respondents were further probed for culture of documenting lessons for projects they implemented. Figure 4.23 shows the findings.

Table 4.23. Documentation of lessons learned

Responses	Count	Percent
For all projects	2	13.33
For effective projects	3	20.00
Never	10	66.67
Total	15	100.00

Source: Field data June 2017

As table 4.23 above indicates that 13.33 percent of the respondents shown there was documentation of lessons learned from M&E activities for all projects, 20 percent of them argued that there was documentation of lessons learned only for effective projects. The table further shows that, 66 percent of the respondents confirmed that there never been documentation of the lessons learned. This indicates that the majority of the respondents i.e., 66.67 justified that there was no documenting of lessons learned from M&E activities.

4.3 Interview Analysis

The aim to plan for conduct interviews in the methodology section of this study was the need of clarification for uncovered part of monitoring and evaluation practices as well as to make detail investigations on M&E practice of Addis Ababa BoFED. The member of participants were 5 and they are from vice bureau head, head of core process of M&E, Finance and administration head and M&E experts of AABoFED.

Regarding Interview, ‘Do projects always start and end at the anticipated time?’, almost the entire interview participants argued that development projects could not completed as the set of time and schedule but they provided different explanations or reasons for the project were not completed with anticipated time.

First interview was conducted with vice of bureau that started his explanation, Addis Ababa BoFED has well developed project management system and work structure while there were different limitations and challenges to complete city development projects within anticipated time. According to him the key problems and gaps contribute to the projects that did not start and complete within the anticipated time were:

- Inadequate project monitoring and evaluation practices due to lack of budget and continuous turnover of human resource,
- Lack of commitments of contractor and professional consultants to supervise and support the underway development projects,
- Inadequate sense of ownership by owners/sectors offices for the underway development projects,
- Repeatedly change of project design due to different reasons and,
- There is no strong working network between the project office/team and project stakeholders

The second interview was conducted with finance and administration head who coordinator the project finance section. He explained that problems related to the projects that were not completed within the anticipated time as follows:

- Bid and procurement process
- Problems related to community participation from the inception up to the sustaining the projects.
- In some area, there are lack of transparency and accountability, this in turn expose projects for corruption and rent seeking,
- Payment executed to the contractor of the projects could not match with the physical performance report of the projects,
- Low capacity of M&E experts in the sector offices as well as at zonal level and they cannot able to monitor such mega projects properly,

In addition, there are three experts each of from policy analysis, planning and macro planning sections were conducted interviewed separately. Accordingly, the following problems identified were identified:

They explained that project is a tool to implement strategic program and attain the objective of government direction. He further stated that policy, strategy and projects are very integrated elements that enable to answer the interest of the peoples and to satisfy the beneficiaries. The

project results could not attain the goal it was intended to achieve due to delay, cost overrun, complain of the development as a result development initiative itself will be a source question.

Furthermore, problems with time for M&E, lack of problems solving methods, capacity of engineers, short come experienced civil engineers from the market, human capacity, financial resource (no separate budget) less attention given to M&E (ignorance, corruption, transparency) and lack of awareness were the major problems identified. They suggested that providing awareness creation workshop about M&E, capacitating human resources with knowhow and technical skills, solving the problems of good governance; sharing and adapting other countries experience, training/educating experts in M&E, recruiting skilled manpower; working to bring accountability and transparency.

Finally, the interview conducted with head of monitoring and evaluation core process is presented as follows. What he mentioned here are no fundamental difference responses with other interviewers. He listed so major problems to be added on what other mentioned, i.e., absence separate budget for M&E, lack expertise, lack of commitment, focusing on personal advantage than citizens", absence of engineer as a bureau to check quality of the project output, absence of timely measure to correct mistakes, delay in project result in the problem of good governance, only sample projects are considered to be monitored or evaluated. To overcome these shortfalls, the bureau uses other sectors" engineer to test quality, one field visitor checks different sectors" projects because had it been assigned individuals for each and every sector project, it costs more, needs more time as well as more manpower, try to create coordination among sectors, utilize additional budget out of treasury.

4.4 Focus group discussion

In the group discussion, 6 individuals who have different experience and background were made negotiation on the M&E practices of development project in AABoFED. Here, the issues how the organization monitoring and evaluating the project in accountability and responsibility manners are the key discussion points of FGD. The mandate of Monitoring and Evaluating development projects implemented in Addis Ababa City Administration has been given for AABoFED, however, M&E are not functioned as the required. Finally, the group suggested such as, AABoFED should pay attention to its due responsibility of M&E, providing training for existing experts; aware the experts about M&E, hired skilled person, should develop a coherent plan and implement it appropriately.

4.5 Document review analysis

Relevant documents of Addis Ababa BoFED were explored for the financial and human resources capacity to conduct M&E of development projects. The findings were discussed next.

a) Financial resources

Investigative questions sought to determine the extent of budget mobilized by Addis Ababa government in the last five years and major funding sources posed to subject development projects. The findings related to the size of project budget mobilized in the past five years are presented in table 4.24 and figure below.

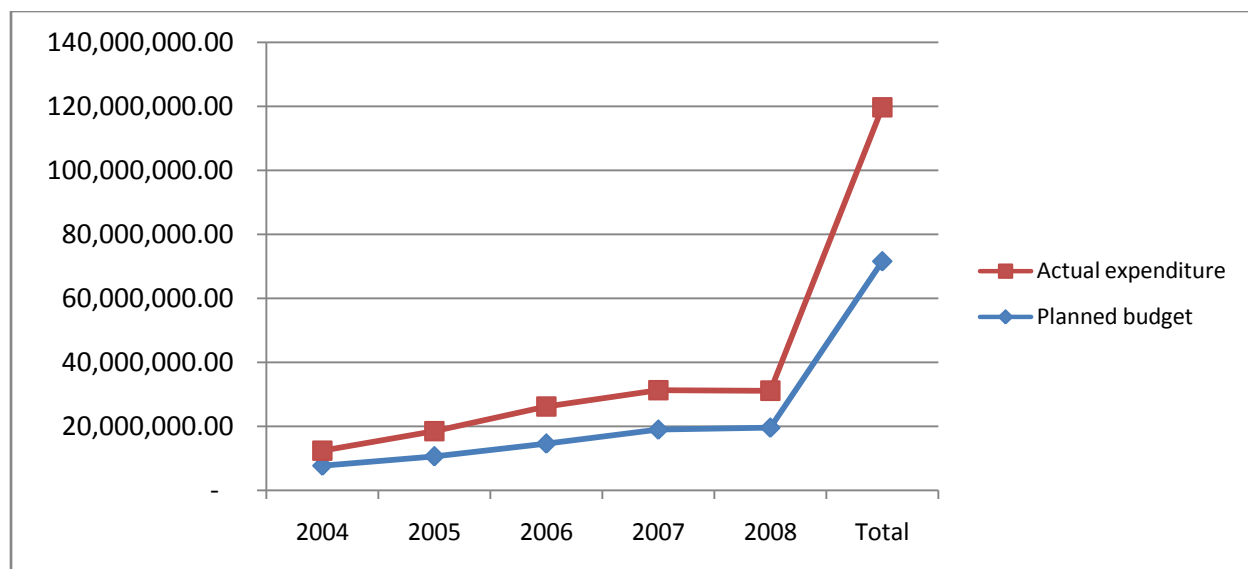
Table 4.24. The total budget mobilized and spent for projects implemented in Addis Ababa in the past 5 years.

Fiscal Year	Planned budget	Actual expenditure	Percent
2004	7,731,930.00	4,708,240.00	60.89
2005	10,660,050.00	7,856,590.00	73.70
2006	14,637,260.00	11,573,600.00	79.07
2007	18,978,100.00	12,351,030.00	65.08
2008	19,595,310.00	11,552,420.00	58.96
Total	71,602,650.00	48,041,880.00	67.10

Source: Financial Database AABOFEDJune 2017

As table 4.24 shows, there was 71,602,650.00ETB that had been planned to be utilized in implementing development projects. Of this amount 48,041,880.00Birr was utilized as capital budget in the project. This figure indicates that more than 67.10% of the capital budget from the government treasury was utilized in the last five years. . But the remaining 32.90% was returned to the treasury due to different reasons. This statistics was also depicted in the figure below.

Figure 4.1 Planned and Actual budget of last five year for development projects



Source: Computed from five year budget of project of AABoFED

b) Human resource review

AABoFED hosted 153 total employees that can be categorized as permanent and contract ones. The permanent employees account for 105 of which was males and 47 of them was female’s workers. The contract employees accounted for 12 (9 males and 3 females). Further down the bureau’s employees under the City Administration planning, Information and Monitoring and Evaluation division consisted of 16 employees of which 14 of them were male and 2 females.

c) General conditions of M&E systems

The review of relevant document or manual describing monitoring and evaluation tools, principles, criteria and standards were considered as important as it could yield significant insight to the study. Researcher has reviewed different relevant documents, policy, manuals and guidelines in order to do this study. Accordingly, Addis Ababa BoFED have no separate plan, separate budget and separate policy & guidelines for implementation of monitoring and evaluation.

Concerning reviewing monitoring and evaluation manual, it was participatory monitoring and evaluation approach i.e., it invited all stakeholder in M&E activities, and includes all necessary information/indicators that help to perform M&E activities.

While concerning review of Addis Ababa BoFED physical and financial report, during the first six months of 2009, Addis Ababa BOFED along with sub-city capital project monitoring and evaluation experts were performed monitoring and evaluation on 143 previously started projects

or old projects, 90 new project totally 233 with past six months. Accordingly, identified major challenges are the sector offices did not develop adequate sense of ownership for respective projects; the consultant did not monitor and support the projects as required, lack of stakeholder involvement in the projects.

In general, the development projects monitoring and evaluation manual found to be simple and comprehensive including different monitoring and evaluation formats. But it lacks evaluation principle and standards and some of the prepared monitoring and evaluation formats are too complex to be filled by focal persons (site residents or sector representatives).

4.6 Discussions

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

4.6.1. Start and end of projects

The monitoring and evaluation activities of the project should be included in the project schedule so that they are given the due importance they require, not only done at the whims of the project manager (Handmer and Dovers, 2007; and McCoy et al., 2005). As study result indicated almost all projects could not completed within anticipated time and approved budget because of failure in planning, budget constraints, delay in project document preparation, continuous project design change and low stakeholders involvement in projects and the project did not achieved its objectives..

4.6.2. Allotment of Budget

The project budget should provide a clear and adequate provision for monitoring and evaluation activities (McCoy et al., 2005). Provision of a budget for monitoring and evaluation ensures that the monitoring and evaluation activities take place when they are due. It also ensures that monitoring and evaluation are not treated as peripheral function. In this study, about 73.33% of the respondents reported that there is no separate budget allotted to the M&E activities. This implies monitoring and evaluation is not considered as a big tool for change and also that tells the system is not implemented as per the theory or as per the baste practice observed somewhere else.

4.6.3. Monitoring and Evaluation Plan

According to Palestinian Academic Society for the Study of International Affairs [PASSIA], 2004 and McCoy, Ngari and Krumpe, 2005, project should have a monitoring and evaluation plan. The plan should be prepared as an integral part of project plan and design. The integration is for clear identification of project objectives for which performance can be measured. However, this study indicated that the majority respondents, i.e., 86.67% have confirmed that the type of M&E plan used in Addis Ababa BoFED either incorporated within main proposal of the project or incorporated into the routine work plan of the organization. This in turn clearly indicates that there was no separate plan for M&E activities and completely isolated from practices and principles of monitoring and evaluation.

4.6.4. Challenges faced in the implementation of M&E

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

4.6.5. Stakeholder's involvement in M&E Activities

In relation to development stakeholder's involvement in monitoring and evaluation practice, about 93.33 percent of the respondents depicted that development projects monitoring and evaluation system was dependent on the active participation of stakeholders, stating that stakeholders were participated in the monitoring and evaluation process. The remaining 6.67 percent of the respondents replied stakeholders were not participating in monitoring and evaluation activities. Data obtained through focus group discussion and key informants interview were consistent with the majority respondents indicating development project monitoring and evaluation system was participatory which coincided with the statement of World Bank Group (2001). As a matter of fact, specially, with regards to the beneficiary community's participation, it is possible to accept that AABoFED has designed participatory monitoring and evaluation system.

4.6.6. Monitoring and Evaluation Information for Rational Decision

According to Rational Choice Theory by Gray Becker also known as the choice theory indicates that human beings have the capacity to make rational decisions and M&E information's help individuals to make informed decisions in order to meet the goals and objectives of the projects. The Strategic Leadership theory (Boal&Hooijberg, 2001) is also highlighted M&E enables leaders to make the right decisions that foster completion of development projects. In this study, the majorities of respondents indicated that M&E information were disseminated to the program officers, managements and to policy makers for rational and right decision making purposes.

4.6.7. Lesson Learned Practices

The lessons learned would include what went right in implementation and what went wrong and why so that the mistakes are not repeated in the subsequent projects (Reijeret et al., 2002). In this study, the majority (66%) respondents confirmed that there never been documentation of the lessons learned. Documented lesson learned could improve the planning of future projects by incorporating lessons learnt from previous projects to future projects.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

The primary aim of this thesis is to assess the current practices of monitoring and evaluating activities in development projects of Addis Ababa BoFED. This chapter seeks to situate the findings from chapter four in to the context of the aim and objectives, which represent the original motivation of the study. Accordingly, the following section presents concluding statements and then makes recommendations.

5.1. Summary

The study revealed that development project is one of the development interventions that is benefiting and improving livelihoods of many since its introduction. Thus, this intervention was taken as it is aligned with development policy and strategy of Addis Ababa city administration. The results of both open-ended and closed-ended questionnaires, focus group discussion, key informant interview and documents reviews consistently identified that development projects have been planned and implemented in up-down approach.

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

The result of study found out that development project monitoring and evaluation was conducted mostly in quarterly and annual bases in a planned manner while it was practiced in unplanned manner and irregularly in some cases. In addition, Addis Ababa BoFED workers stated that they had employed ex-ante, mid-term, terminal, ex-post and impact evaluation while the involvement of beneficiary communities in both ex-post and impact evaluation were not strong, providing evidences of the malfunctioned sub-projects.

Concerning the presence of designed development project monitoring and evaluation tools, the study found out that Addis Ababa BoFED has designed monitoring and evaluation tools including checklist, questionnaires, focus group discussion, field visit and observation, review of administrative records and files, interview, case studies, etc.

Accordingly, it was learnt that while Addis Ababa BoFED set only development project evaluation criteria, its monitoring and evaluation manual lacks project pertinent principles and

standards. It was also identified that Addis Ababa BoFED was not applying similar standards to evaluate all sub-projects and there was not set standards for the evaluation of each sub-component of development projects. In addition, human resource limitations at the specified bureau level and diversity of development projects were the most challenging factors to effectively conduct monitoring and evaluation.

In addition, development project steering committee members at city level and district levels were not participating in monitoring and evaluation, but they were dependent on reports they obtain from Addis Ababa BoFED or sectors to make assessment of the performance of the projects and they also use reports to take corrective measures. It was found that outcomes evaluations were not conducted in Addis Ababa.

In general, the strengths of development project monitoring and evaluation practices of Addis Ababa were: availability of designed project monitoring and evaluation tools like checklists, review of administrative records and files, interview, questionnaires, focus group discussion, case studies and cost-benefits analysis; in general development project monitoring and evaluation practices were participatory in nature; development project monitoring and evaluation tasks were conducted in a planned and regular manner.

On the other hand, the major weaknesses of development project monitoring and evaluation practices were found out. lack of conducting outcomes evaluation Monitoring and evaluation practices were unplanned and conducted in irregular bases; lack of project evaluation principles and standards; Limitation of professional manpower, specially, the absences of engineers to deliver knowledge-based monitoring and evaluation for construction sub-components; Lack of separate budget and plan for project M&E activities

Finally, unlike the previously conducted empirical researches, this study has underlined both strengths and weaknesses of multi-sectoral community-demanded or driven projects monitoring and evaluation practices. Based on overall findings of the study, Addis Ababa BoFED has combined development project implementation as well as its monitoring and evaluation system with usual city administration's regular works rather than implementing it independently in project approach.

5.2. Conclusion

Ethiopia has formulated different development policies, strategies, programs and projects to solve basic socio-economic problems of the society. Accordingly, different development projects have been initiated and implemented in many areas of the country. However, its monitoring and evaluation practice is not adequately studied. This study aimed that assessing development project monitoring and evaluation practice in Addis Ababa: the case of AABoFED with general objective of assessing the development project monitoring and evaluation system by taking projects monitoring and evaluation practice of AABoFED in relation to the implementation of development projects in Addis Ababa City.

The aim of this study were to explore the stakeholders' expectation of monitoring and evaluation systems; to investigate the current monitoring and evaluation practices of AABoFED; to assess policy/legal frameworks to follow in monitoring and evaluation of development projects in Addis Ababa; to identify s faced in monitoring and evaluation of development projects in Addis Ababa; and to identify the projects monitoring and evaluation tools, techniques, criteria and standards set by AABoFED for development projects that were implemented in the City Administration, to assess the project monitoring and evaluation tasks; process designed, planned and implemented at different levels and result reporting mechanismsto identify whether there was cooperation and coordination mechanism between the bureau and sector level professionals, projects steering committee and beneficiary in the process of development project evaluation and monitoring, set of mechanisms put in place for the stakeholder's participation, to identify the major gaps and forward alternative recommendations which enable AABoFED to fill identified gaps in areas of project monitoring and evaluation.

Research methodology employed for this study is descriptive research method and both primary and secondary data were used. Additionally, the sampling techniques employed for this research were purposive sampling technique after categorizing the target population. The collected data was then analyzed using both quantitative and qualitative approaches by which the data gathered through focus group discussion, document reviews and interview were qualitatively described. Individual narratives and case profiles obtained through close-ended and semi-open-ended questionnaires and the other tools were used to summarize and analyze the phenomena.

Triangulation technique was also applied while in all course of the study ethical consideration was observed.

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

The monitoring and evaluation tasks were conducted mostly in quarterly, mid-terms and annual bases in a planned and regular manner at City Administration level and the system of monitoring and evaluation was found out so participatory even though not practical.

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

The study also revealed that

- absence of separate plan for M&E activities,
- lack of involvement of stakeholders in M&E activities,
- absence of appropriate organizational structures which best fit to M&E activities,
- absence of lesson learned document that improve the project implementation in the future
- lack of qualified and experienced consultants, materials and human resource limitation,
- unplanned and irregular monitoring and evaluation practice at the sectoral level,
- weak follow up made to completed projects,
- lack of evaluation standards and principles, malfunctioning of some completed projects, and, lack of outcomes evaluation were some of the major gaps identified.

5.2. Recommendations

In support of the highlighted conclusions, the researcher makes the following recommendations to address some of the key findings of the study.

- The finding of this research highlighted development projects are not having separate plan as well as budget for M&E of development projects can affect the success of project it is suggested to have separate plan and proportional budget.
- The findings of the research also highlight the fact that there is not much involvement of stakeholder's involvement in monitoring and evaluation activities of development projects in Addis Ababa BoFED. Therefore, all key stakeholders in all phases of the project starting from conception up to the operation improves its monitoring and incorporating project evaluation principles and standards into the M&E guideline helps to be consistent.
- The study result shows qualified and experienced consultants/experts were not assigned for monitoring and evaluation activities of developments project for sectors coordination office. There is need for training in this aspect of monitoring and evaluation. The sectors office should be hired qualified and experienced consultant to support monitoring and evaluation activities of implemented development projects. Hence it is advisable if concerned parties including higher educational institutions propose and provide scholarly viable training areas that could help in filling the gap.
- The needs to reconsider the human resource structure during project design for future development project implementation and the composition of the human resource alignment with sub-projects and their nature enable the implementing agent to deliver professional monitoring and evaluation.
- Based on finding of this study, lesson learned from development projects implemented were not documented adequately. An effective Lessons Learned process should prevent the project from repeating mistakes and repeat the project successes. Therefore, the project should have documented lesson learned for continuous improvement of project implementation in the future.
- In sum, as this study is not conclusive, regarding the effectiveness of development projects monitoring and evaluation, further related research work that covers a wider scope, areas, large sample size and takes more time appears to be significant.

Reference

- AABoFED. (2014). Addis Ababa Finance and Economic Bureau Report for 2008 EFY . Addis Ababa.
- AABoFED. (2014). Addis Ababa Finance and Economic Bureau Report for 2008 EFY (First Six Month) . Addis Ababa.
- Aune B. (2000). Logical framework approach and PRA – mutually exclusive or complementary tools for planning?*Journal of Development in practice*, 10 (5): 687-690
- Berhanu, G.,Abraham, G. and Rebeka, A. (2011). Reultbased Monitoring and Evaluation for Organizations Working in Agricultural Development: Guide for Practitioners, Improving Productivity and Market Success of Ethiopian Farmers, International Livestock Research Institute, Addis Ababa: Ethiopia.
- Cracknell, B. (2000). *Evaluation Development Aid: Issues, Problems and Solutions*. Oaks, California: SAGE Developmentations Inc.
- Crawford, P. and Bryce, P. (2003). Project Monitoring and Evaluation: A Method for Enhancing the Efficiency and Effectiveness of Aid Project Implementation, *International Journal of Project Management*, 21(5), 363-373
- Ebrahim, A. and Weisband, E. (2007). *Global Accountabilities: Participation, Pluralism, and Development Ethics*. Cambridge: Cambridge University Press.
- Eckman, K. (1994). How NGOs Monitor projects for Impacts: Results of Recent Research, Available at eckmal00@maroon.te.umn.edu (Retrived on 3/06/2016).
- Edwards, M.&.Hulme, D. (1995). *Non-Governmental Organizations: Performance & Accountability*. London: Save the Children-UK.
- Ethiopia Country Program Evaluation (2010).Synthesis Report.Retrieved from <http://oecd.org/countries/Ethiopia/45875541.pdf>.
- Eccles, J. S. and Gootman, J. A. (2002).Community Programs to Promote Youth Development.National Academy Press. Washington D.C.
- Emel, J., Makene, M.H. and Wangari, E., (2012). Problems with Reporting and Evaluating Mining Industry Community Development Projects: A Case Study from Tanzania, Available at www.mdpi.com/journal/sustainability (Retrieved on 25/05/2016).
- Ethiopian Management Institute (2014). Program Monitoring and evaluation under P for R Program Training Manual. Addis Ababa: Unpublished.

Family Health International (2004). Monitoring and Evaluation Fundamentals, A self guide mini course. Addis Ababa: Unpublished.

FHI (2004). Monitoring and evaluation of Behavioral change communication programs. Washington D.C: FHI

Gyorkos T. (2003). Monitoring and Evaluation of large scale Helminth control programs. *Acta Tropica*, 86(2): 275-282

Hughes-d'Aeth (2002). Evaluation of HIV/AIDS peer projects in Zambia. *Evaluation and Program Planning*, 25(4): 397-407

Hunter, J. (2009). Monitoring and Evaluation: Are We Making Difference. Namibia: Namibia Institute for Democracy Namibia Institute for Democracy.

International Fund for Agricultural Development (2002). "A Guide for Project M&E: Managing for Impact in Rural Development." Rome: IFAD. Available at <http://www.ifad.org/evaluation/guide/>

International Union for Conservation of Nature (2005). Monitoring and Evaluation Systems Manual. Retrieved from <http://www.mekongwetlands.org/assets/.../systems/M&E%20manual.pdf>.

Inter-American Development Bank (1997). Evaluation: A management tool for improving project performance. Washington DC: IADB.

International Finance Corporation (2008). The Monitoring and Evaluation Handbook for Business Environment Reform. Retrieved from [http://www.pUBLICPRIVATEDIALOGUE.org/monitoring and Evaluation/M&E%20Handbook%202016.pdf](http://www.pUBLICPRIVATEDIALOGUE.org/monitoring%20and%20Evaluation/M&E%20Handbook%202016.pdf).

Jody Z and Ray R. (2004). Ten steps to a result based monitoring and evaluation system: A Handbook for Development practitioners. Washington: World Bank

Kellam, H. (1999). Decentralized District Development Planning in Uganda: UN-DESA, UNDP/OPS.

Kelly K and Magongo B. (2004). Report on assessment of monitoring and evaluation capacity of HIV/AIDS organizations in Swaziland. Swaziland: NERCHA.

Loveridge, D., (2011). Theories of Change: Monitoring and Evaluation Capacity Development. Development Studies. Melbourne, Australia: Centre of Program Evaluation, Melbourne Graduate School of Education.

Lyons, A., (2000). An Effective Monitoring Framework for Community Based Natural Resource Management: A case Study of the ADMADE Program in Zambia: University of Florida.

Lysyl, M. (1997). Organizational consequences of evaluation as a function of strategic planning. Paper present at the American Evaluation Association Annual Meeting. San Diego, CA.

Mbeche, I. (2000). Project Planning, Implementation and Evaluation: Training Manual, United Nations Center for City Administration Development, Africa Office, Nairobi: Kenya.

McCoy, L., Ngari P. and Krumpel E. (2005). Building Monitoring, Evaluations and Reporting Systems for HIV/AIDS programmes. Washington DC. USAID

McDonald (2003). Summary Annual Report. Retrieved from [http://www.aboutmcdonalds.com/.../about McDonalds/.../c-%5fake path%5cinvestors-2003-annual report.pdf](http://www.aboutmcdonalds.com/.../about%20McDonalds/.../c-%5fake%20path%5cinvestors-2003-annual%20report.pdf).

Mekonnen, S. (2013). Monitoring and Evaluation System of Development Business Organizations in Addis Ababa: The Assessment of Gaps between Expectations and Experience. Addis Ababa University.

Ministry of Finance and Economic Development (2008). Guidelines for Monitoring and Evaluation of Development Sector Project, June, 2008, Addis Ababa, Ethiopia.

NASA (2001). GAO-01-1015R Survey of NASA's Lessons Learned Process. NASA.

Neuman, L. (2006). 'Social Research Methods: Qualitative and Quantitative Approaches: Boston: Allyn and Bacon.

Mark, M. (2007). Monitoring and Evaluation Practice and Changes of Gaborone Based Local NGOs Implementing HIV/AIDS Project in Botswana. University of Botswana.

Nigel, S. and Rachel, S. (2010). Monitoring and Evaluation Capacity Building: Is it Really that Difficult? Retrieved from [http://www.intrac.org/.../praxis-paper-23-Monitoring-and-Evaluation-Capacity -Building-is-it-really-that-difficult.pdf](http://www.intrac.org/.../praxis-paper-23-Monitoring-and-Evaluation-Capacity-Building-is-it-really-that-difficult.pdf)

Norman, W. (2005). Monitoring & Evaluation Systems Manual (M&E Principles). Bangkok 10110, Thailand, The world conservation union (IUCN). Retrieved from [http://www.mekongwetlands.org/assets/.../systems/M&E%20 manual.pdf](http://www.mekongwetlands.org/assets/.../systems/M&E%20manual.pdf).

OECD (2010). Glossary of Key Terms in Evaluation and Results Based Management. OECD/DCA.

Owur, O., Chepkuto, P., Tubey, R. and Kuto, L., (2011). Effectiveness of Monitoring and Evaluation of CDF Projects in Kenya: A Case of Ainamoi Constituency, School of Human Resource Development Moi University. Available at [http:// WWW.ijac.uk/images/front Images/gallery/ Vol, 1.No.6](http://WWW.ijac.uk/images/frontImages/gallery/Vol,1.No.6) (Retrieved on 12/05/2016).

Palestinian Academic Society for the Study of International Affairs (PASSIA). (2004). Civil Society Empowerment: Monitoring and Evaluation. Retrieved from www.passia.org/seminars/2004/monitoring.htm

Patton (2001). Evaluation, Knowledge Management, Best Practices, and High Quality Lessons Learned. *American Journal of Evaluation*, 22(3).

Preskill, H. and Torres, R. (1997). Building the infrastructure for evaluative inquiry. Paper presented at the American Evaluation Association. San Diego, CA.

PASSIA, (2009). Monitoring & Evaluation: An Introduction to the Palestinian Context/ the s ahead. Seminars.

Reijer P., imba M., and Nakwagala.A. (2002). Malawi goes full scale with anti AIDS clubs and popular media. *Evaluation and Program Planning*, 25(4): 357-363

Rossi, P.H, Freeman, H.E, and Lipsy, M.W., (1999). *Evaluation: A Systematic Approach*. New Delhi. SAGE Developmentations, Inc.

Segone, M. (2006). *New Trends in Development Evaluation: UNICEF& International Program Evaluation Network*.

Salamon, L. (1999). *America's nonprofit sector: A primer (2nd ed.)*. New York: The Foundation Center.

Sarah, D. (2006). *Measuring Outcomes Toolkit*. Retrieved from <http://ccar.wikispaces.com/.../GCF%2BMeasuring%2BOutcomes%2BToolkit%2B%5B%5D.pdf>. Scriven, M.

(1996). The theory behind practical evaluation. *Evaluation*, 2(4),393-404.

Temesgen, T. (2004). *An Assessment of Project Monitoring and Evaluation: The case of Addis Ababa Health Bureau Hospitals Construction Projects*, Ethiopian Civil Service University, Institute of Tax and Customs Administration, Addis Ababa, Ethiopia.

Uisso, H. (2009). *Assessment of the Case Study of South Ruvu Forest reserve in Tanzania*. UNDP. (2009). *Hand book on planning, Monitoring and Evaluation for development results*. New York, USA: Colonial communications corp.

UNEP (2007). *Documenting Successful NGOs Experience, A case of Ethiopia*. Addis Ababa: Unpublished.

UNESCO (2004). *International Oversight Service, Evaluation: Basic Guide*. UNESCO.

Unicef (2006). *New Trends in Development Evaluation*. Unicef& International Program Evaluation Network.

USAID (2012). Ethiopia: United Nations Development assistance Framework(2012-2015),Monitoring and Evaluation Plan. Addis Ababa: Unpublished.

Valadez, J. and Bamberger, M. (2004). Monitoring and Evaluating social Programs in Developing Countries: A Handbook for Policy Makers, Managers and Researchers. Washington D.C, USA.Office of the Publisher, World Bank.

Walker, G. and .G.J (1999). Philanthropy and outcomes: Dilemmas in the quest of Accountability. Bloomington: Indiana University Press.

WegayehuHulukaTulema (2014). Monitoring and Evaluation Practices and s of Local Nongovernmental Organizations Executing Education Projects in Addis Ababa

W.K.Kellogg Foundation (1998). W.K.Kellogg Foundation: Evaluation Handbook. W.K Kellogg Foundation

World Bank. (2004). Ethiopia General Education Quality Improvement Program: Project Appraisal document. Washington: unpublished

World Bank (2011). Monitoring & Evaluation Capacity Development. The world Bank Group. <http://go.worldbank.org/1FASV17EC0>

World Bank (2004). Ten Steps to a results Based Monitoring and Evaluation. Washington : The International Bank for Reconstruction and Development.

World Bank Group (2001). Upgrading Urban Community: Monitoring and Evaluation.

BidoJisso (2014). An Assessment of Project Monitoring And Evaluation Practice in Addis Ababa Pastoral Area Development Commission: The Case Of Pastoral Community Development Projects At Fentalle And Mieso Districts: MA thesis

Burns, N and Grove, K.G (1993).The practice of nursing research conduct, critique and utilization, 2nd ed. Philadelphia. WB Saunders company.

Castillo, J.J (2009). Research Methodology.Brown University.

Ermias H/Mariam (2007). Monitoring and Evaluation of Projects in Government Organizations: Expectations and Practices: The Case of the Ministry of Mining and Geological Survey of Ethiopia: MA thesis.

Mark, M. M., Henry, G. T. and Julnes, G. (2000). Evaluation: An integrated framework for understanding, guiding, and improving policies and programs. Jossey-Bass, Inc., San Francisco.

Tache, F. (2011). Developing an Integrated Monitoring and Evaluation Flow for Sustainable Investment Projects. *Economia. Seria Management* Volume 14, Issue 2.

AABoFED (2016). Government report of 2011-2015).

OPDO (2015). Proceedings of Organizational Conference held in Shashamane, September 2015.

Price, J.J (2009). The conception and operationalization of leadership in construction companies. Masters degree thesis, UNISA.

WegayehuHuluka (2014). Monitoring And Evaluation Practices And s Of Local Nongovernmental Organizations Executing Education Projects In Addis Ababa

ewDida. (2016). An Assessment of Development Project Monitoring and Evaluation of Oromia: the Case of Oro Bureau of Finance and Economic Development . Addis University: MA thesis.

World Parks Congress (2003). A Review of monitoring and evaluation approaches and lessons learned in conservation

World Bank Operations Evaluation Department (2004). Monitoring and Evaluation. Some tools, methods and approaches.

Appendex

Questionnaire

**Addis Ababa University
College of Business and Economics
School of Commerce
Department of Project Management
Master of Project Management Program**

The questionnaire is designed to collect information on—Monitoring and Evaluation of Projects in Government Organizations entitled, *Development project Monitoring and Evaluation Practices in Addis Ababa*. The information is going to be used as a primary data in this research which the researcher is conducting as a partial fulfillment of his study at Addis Ababa University for completing Master of Project Management.

Believing that your frank and genuine responses will contribute vastly to the quality of the findings of this study, the researcher would like to ask you kindly to complete this questionnaire, as truthfully as possible. He would also like to inform you that the responses you provide will be kept confidential and will not be disclosed to the third party without your consent.

The researcher would like to express his heartfelt thanks in advance for taking part in this endeavor.

Abera Regassa: 0911-69-769--51 or abera.regassa@gmail.com

Direction

- ◆ No need of writing your name;
- ◆ Put “X” mark in the appropriate space or circle the choice you select whenever necessary;
- ◆ If you cannot get any satisfying choice among the given alternatives, you can write your answer, in the space provided for the option —if other, please specify area;
- ◆ For the open ended items, give brief answer in the space provided.
- ◆ Consider the following abbreviation and use where appropriate:

SA= Strongly agree

SD= Strongly disagree

NN= Neither agree nor disagree

AG= Agree

DA= Disagree

Consider M&E = Monitoring and Evaluation

Part I: Demographic characteristics of the respondents and general background

1. Sex:

- a. Male
- b. Female

2. Age:

- a. 21-30
- b. 31-40
- c. 41-50
- d. above 50

3. Current academic qualification:

- a. Ph.D.
- b. MA/MSc
- c. BA/BSc
- d. Diploma
- e. High School completed

If other, please specify-----

4. Position in the organization:

- a. Top management
- b. Middle management
- c. Project manager
- d. M&E expert/officer
- e. Other expert

5. Service year in the organization -----

Part II. General Issues

1. Source of your major project fund (*You can circle more than one*)

- a. Government treasury
- b. International donor agencies
- c. Bi-lateral Organizations
- d. Nongovernmental Organizations
- e. Income generating activities
- f. Individual donations

Other, (please specify) -----

2. Do government projects start and completed as per planned in terms of time and cost?

- a. Yes
- b. No
- c. Partially

If No, why? -----

Part III: Monitoring and Evaluation Expectation

1. Please read each items carefully and rate according to the knowledge you have about the M&E System of your organization using „X“ mark.

No	Questions	Response Categories				
		SA	AG	DA	SD	NN
1	Carryout need assessment for all projects					
2	Defined work structure					
3	Allocates resources for M&E					
4	Job evaluation and capacity building scheme					
5	Methods of data acquisition and frequency					
6	Stakeholders involvement in M&E consistently at all levels					
7	Documentation and information sharing					
8	Culture of disseminating M&E findings					
	Most of government projects always start and completed as per the planned time and cost					
	There is a policy/legal framework of M&E					

2. M&E reporting expectations from government, societies and local administration counter parts is:

- a. Very strict
- b. Strict
- c. Lenient
- d. Very lenient

3. The practice of report from the government, societies and local administration side is:

- a. Very strict
- b. Strict
- c. Lenient
- d. Very lenient

Part IV. Monitoring and Evaluation Practices

A. Monitoring and Evaluation plan

Instruction: Please read each items carefully and rate/circle each items according to the practical experience of your organizations.

1. Is there an involvement of stakeholders in the organization M&E activities of your organization?

a. Yes, for all projects b. Yes, for some projects c. Never

2. If your answer is, Never, for the above question, what is the reason behind not to have the plan?

a. It is irrelevant d. Projects are too small
 b. Lack of expertise e. Not important to us
 c. Difficult to prepare

Please mention any other reason that is not included in the choices but you think still that is the reason. _____

3. Which of the following stakeholders do involved in the planning of the M&E processes of your organization?

No.	Questions	Yes	No	Partially
1	City Administration Bureaus			
2	Private sectors			
3	Federal sectors (MoFED)			
4	Organizational middle and top management			
5	Organizational project M&E experts			
6	External advisors/consultants			
7	City Administration Mayor office			
8	Donors			
9	Council of People's Representatives			
10	We do not involve any stakeholders			

4. Which of the following aspects are specified in the plan that guides M&E activities of your organization?

No.	Questions	Responses		
		Yes	No	Partially
1	Data to be collected identified			
2	Frequency of data collection defined			
3	Individual(s) in charge of M&E			
4	Schedule of M&E activities			
5	Plan/schedule for dissemination of findings			
6	Resources needed for M&E			
7	Roles and responsibility of staff in M&E clearly stated			
8	Others, please identify-----			

5. The type of M&E plan, if any, your programs/projects employ?

- a. Separate
- b. Incorporated within main proposal
- c. Incorporated into the routine work plan of your organization

Other, please specify-----

6. In your organization, project M&E activities have:

- a. a separate budget
- b. Not separate budget
- c. I have no idea

7. What percentage of the total project budget is allocated for M&E?

- a. Less than 5%
- b. 5-10%
- c. More than 10%
- d. Not specific

8. For your M&E plan, are there indicators that are clearly linked to the objectives of the program/project?

- a. Yes
- b. No

9. Are M&E indicators linked to inputs, outputs, outcomes and impact of the project?

- a. Yes
- b. No

10. Does your organization use the logical framework approach (log frame) so as to plan M&E activities in your organization?

- a. Yes
- b. No

If you don't use the log frame, please mention any other framework you use.

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

- a. Questionnaire
- b. Interview
- c. Observation
- d. Case study
- e. Community book
- f. Focus group discussion
- g. Document review
- h. No standard tools/techniques used

12. How do you disseminate M&E findings? (*You can select more than one if you have more than one way of dissemination*)

- a. Report for Cabinet council
- b. Stakeholders' meetings
- c. Report for President Office
- d. Report to beneficiaries
- e. Report to field staff
- f. Report to BoFED
- g. Report to respective sectors
- h. No dissemination
- i. Internet/website
- j. Workshop/community meeting
- k. Report to the Council of People's Representatives
- l. Others, please specify-----

B. Capacity building and data management

1. Does your organization provide M&E training for Monitoring and Evaluation staff?

- a. Yes
- b. No

2. Experience sharing and adoption of best practices is:

- a. Absent
- b. Only to some extent
- c. Well developed
- d. Unknown

C. Project Monitoring and Evaluation Process

1. Your organization does compare planned project activities schedule against actual schedule in order to determine project schedule performance.

- a. For all project
- b. For few project
- c. Never

2. Financial performance of the projects is monitored by comparing the planned budget with actual expenditure?

- a. Fortnightly
- b. On monthly bases
- c. Quarterly
- d. Bi-annually
- e. Never

3. Does your organization normally monitor how project resources of the organization like equipment are effectively employed to the project?

- a. Yes
- b. No
- c. partially

4. Over all progress of the projects monitored comparing the planned activities with actual accomplishment is conducted:

- a. Fortnightly
- b. Monthly
- c. Quarterly
- d. Bi-annually
- e. Annually
- f. Never

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

No	Questions	Yes	No	Partially
1	Ex-ante evaluation (beginning of the project)			
2	Midterm (interim) evaluation			
3	Summative evaluation (end of project)			
4	Ex-post Evaluation(after the end of the project)			
5	Impact evaluation			
6	Sustainability evaluation			
7	We never conduct evaluation			

6. To carry out evaluations of projects, how do you involve an external facilitator?

- a. For all projects
- b. For some projects
- c. Never

(a) If you involve an external facilitator briefly explain why?

(b) If you conduct evaluation on your own force briefly explain why?

D. Data/Information management

1. Does your organization regularly analyze data in order to assess achievements and s?

- a. Yes b. No c. I have no idea

2. Is M&E information provided to program managers/officers to assist in decision-making and planning regularly?

- a. Yes b. No

3. How your organization documents lessons learned on project execution?

- a. For all projects b. For effective projects c. Never

4. Please mention any other monitoring and evaluation issues that might not have been covered above. Additional issue:

a. _____

b. _____

5. What do you recommend to cope up any s and improve M&E system effectiveness?

THANK YOU FOR YOUR COOPERATION

Interview Guide Questions Presented to AABoFED Executives

Addis Ababa University
College of Business and Economics
School of Commerce
Department of Project Management
Master of Project Management Program

Date of Interview: _____

Introduction: Good morning/afternoon

Purpose: This interview is being conducted as part of my research examining Monitoring and Evaluation practices and systems of governmental organizations executing social/development projects in Addis Ababa. I am interested in your experience and perspectives.

1. Do projects always start and end at the anticipated time? Why?
2. What do you expect from the organization Monitoring and Evaluation system in general as employee?
3. What is the total number of permanent staff your organization has?
4. What is the total number of employees your organization's M&E unit?
5. How can Monitoring and Evaluation be improved in the future?
6. Any additional issue?
7. What was the total budget in Birr your organization mobilizes and spends for projects implemented in Addis Ababa in the past 5 years? (In million Birr)

Fiscal Year	Planned Budget	Actual Expenditure
2003		
2004		
2005		
2006		
2007		

Thank You