

**ASSESSING MONITORING AND EVALUATION PRACTICE OF UNDP PROJECT:  
THE CASE OF CONFLICT PREVENTION AND PEACE BUILDING PROJECT IN ETHIOPIA**

Mickyas Taddese



A Research Submitted to Project Management Masters of Art Program

ii

Advisor: Adane Atara (Ph.D.)

Addis Ababa University College of Business and Economics,  
School of Commerce  
Addis Ababa, Ethiopia  
June 2019

ADDIS ABABA UNIVERSITY  
SCHOOL OF COMMERCE  
COLLEGE OF BUSINESS AND ECONOMICS

**Assessing Monitoring and Evaluation Practice of UNDP Project:  
The Case of Conflict Prevention and Peace Building Project in Ethiopia**

Mickyas Taddese

Advisor: Adane Atara (Ph.D.)

A Research submitted to the School of Graduate studies, Addis Ababa University in  
partial fulfillment of the requirements for the degree of Master in Project  
Management

Addis Ababa, Ethiopia

June 2019

ADDIS ABABA UNIVERSITY

Assessing Monitoring and Evaluation Practice of UNDP project:

The Case of Conflict Prevention and Peace Building Project in Ethiopia

By: Mickyas Taddese

Approved by Board of Examiners:

Advisor

Signature

---

---

Examiner

Signature

---

---

Examiner

Signature

---

---

## STATEMENT OF ORIGINALITY

I declare that this research report on *Assessing Monitoring and Evaluation Practice of UNDP project: The Case of Conflict Prevention and Peace Building Project in Ethiopia* is my own original work, except where due reference is made and neither has been nor will be submitted for the award of a degree by any other university, with assistance and guidance from my Advisor. I further declare that all the latest and up-to-date sources and references used in this research report have been properly recognized and acknowledged as in-text-citation and reference list.

**Declared by:**

Mickyas Taddese

**Confirmed by:**

Adane Atara (Ph.D.)

*Candidate*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Advisor*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Addis Ababa University,

June 2019

## **CERTIFICATE**

This is to certify that this project work, — **Assessing Monitoring and Evaluation Practice of UNDP project: The Case of Conflict Prevention and Peace Building Project in Ethiopia** undertaken by Mickyas Taddese for the Partial Fulfillment of the award of Master’s degree in Project Management at Addis Ababa University, School of Commerce, is an original work and not submitted earlier for any degree either at this University or any other University.

---

Adane Atara (PhD)

Research Advisor

## **Acknowledgements**

First and for most, I would like to thank the almighty God for his unwavering care. I do not want to pass without acknowledging the fact that, had it not be for the tireless effort of the lectures to equip us with the knowledge of Project Management this would have not been anywhere near realization. This research work would not have been conducted without the support of many others as well. In this regard, I would also like to express my deep appreciation to Alemayehu Lakew who helped me in so many aspects and Marta Gedamu who guided and assisted me in the interview process. Also, my parents and friends played a great role in bringing the best out of me. Thank you all.

## **List of Tables**

Table 1: Demographic Information of Respondents.....	39
--	----

## **List of Diagram**

Diagram 1: The Logical Framework (LF) of Result chain of a project.....	11
---	----

## **ACRONYMS AND ABBREVIATIONS**

AWP	Annual Work Plan
BCPR	Bureau for Crisis Prevention and Recovery
CO	Country Office
GPI	Global Peace Index
H.R	Human Resource
HoF	House of the Federation
I.F.R.C	International Federation of Red Cross and Red Crescent Societies
ISS	Institute for Security Studies
L.F.	Log Frame
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MoFED	Ministry of Finance and Economic Development
N.S.Os	National Statistics Offices
P.E.D	Planning and Evaluation Department
P.M	Project Management
R.B.M	Result Based Management
ToR	Terms of Reference
U.N	United Nations
UNDP	United Nation Development Program
USAID	United States Agency for International Development
W.B.	World Bank

## **ABSTRACT**

*This study elucidates the various issues and challenges of monitoring and evaluation encountered at a specific project by UNDP. The specific project of UNDP is Conflict Prevention and Peace Building Project in Ethiopia. The study is a qualitative research conducted by interviewing key professionals selected based on their bearing and closeness to the monitoring and evaluation activity in addition to intense desk review of all the monitoring and evaluation documents. The major findings indicate a lack of participation of necessary stakeholders in the monitoring task. In addition, no plans were devised and no measures were taken to mitigate risk on the monitoring and evaluation process. Furthermore, the breakdown of cost and time presented in the annual work plan were blurry and lack detail constituents, ergo making it hard to identify key performance indicators to the level adequate. The evaluation report failed to prove wrong the claim that outcome and impact seen are the attribute of an endogenous effect or other environmental factors. It also failed to prove the external validity of the participant in the evaluation process. These all reduced the reliability and dependability of the results. As a result, the study recommended inclusiveness and saturated participation of all the vital stakeholders in the monitoring activity and further breakdown of time and cost schedule under the annual work plans as mandatory. Finally, ample methods available to assuredly attribute the impact to and only to the intervention should be engaged. It would greatly benefit the literature and academic-purpose if future research assesses the long term impact of the intervention with emphasis on the monitoring and evaluation practice.*

**Key Words:** Endogenous Effect, External Validity

# Table of CONTENTS

<b>CHAPTER ONE.....</b>	<b>2</b>
<b>GENERAL INTRODUCTION.....</b>	<b>2</b>
1.1 BACKGROUND OF THE STUDY.....	2
1.2 BACKGROUND OF THE STUDY AREA.....	3
1.3 STATEMENT OF THE PROBLEM.....	5
1.4 RESEARCH QUESTIONS.....	7
1.5 RESEARCH OBJECTIVE.....	7
1.5.1 <i>General Objective</i> .....	8
1.5.2 <i>Specific Objective</i> .....	8
1.6 SIGNIFICANCE OF THE STUDY.....	8
1.7 SCOPE OF THE STUDY.....	9
1.8 LIMITATIONS OF THE STUDY.....	9
1.9 ORGANIZATION OF THE STUDY.....	9
<b>CHAPTER TWO.....</b>	<b>11</b>
<b>REVIEW OF RELATED LITERATURE.....</b>	<b>11</b>
2.1 THEORETICAL REVIEW.....	11
2.1.1 <i>Project</i> .....	11
2.1.2 <i>Project Management (PM)</i> .....	13
2.1.3 <i>Conceptual Clarification of Project Monitoring &amp; Project Evaluation</i> .....	13
2.1.4 <i>The Need for Project Monitoring &amp; Evaluation</i> .....	17
2.1.4 <i>Purposes of Monitoring &amp; Evaluation</i> .....	18
2.1.5 <i>Salient Practices in M&amp;E</i> .....	20
2.1.6 <i>The Key Components of M&amp;E Systems</i> .....	23
2.1.7 <i>Participatory Approach in M&amp;E</i> .....	26
2.1.8 <i>External Validity of the M&amp;E</i> .....	28
2.1.9 <i>Ethical Consideration under M&amp;E</i> .....	29
2.1.10 <i>Challenges of M&amp;E</i> .....	30
2.2 EMPIRICAL LITERATURE.....	32
2.3 CONCEPTUAL FRAMEWORK.....	33
<b>CHAPTER THREE.....</b>	<b>34</b>
<b>RESEARCH DESIGN AND METHODOLOGY.....</b>	<b>34</b>
3.1 RESEARCH METHOD.....	34
3.2 RESEARCH DESIGN.....	35
3.3 SAMPLING.....	35
3.4 DATA COLLECTION METHODS.....	36
3.5 METHOD OF ANALYSIS.....	36
3.6 ETHICAL CONSIDERATION.....	37
3.7 METHODS OF VERIFICATION.....	37
<b>CHAPTER FOUR.....</b>	<b>38</b>

<b>DATA PRESENTATION, ANALYSIS AND INTERPRETATION .....</b>	<b>38</b>
4.1 GENERAL INFORMATION ABOUT THE PARTICIPANTS .....	38
4.2 THE OVERALL M&E UNDERTAKING .....	40
4.3 PARTICIPATORY M&E .....	42
4.4 KEY PERFORMANCE, ACTIVITY AND TARGET INDICATORS .....	43
4.5 BUDGET AND HUMAN RESOURCE ALLOCATION FOR M&E.....	44
4.6 M&E RESULTS DISSEMINATION AND LESSON LEARNING .....	45
4.7 EXTERNAL VALIDITY OF THE M&E .....	45
4.8 ETHICAL CONSIDERATION IN M&E .....	46
4.9 CHALLENGES OBSERVED .....	47
4.10 M&E INFORMATION DISSEMINATION AND TRANSPARENCY .....	48
<b>CHAPTER FIVE .....</b>	<b>49</b>
<b>CONCLUSION AND RECOMMENDATION.....</b>	<b>49</b>
5.1 CONCLUSIONS .....	49
5.2 RECOMMENDATIONS.....	51
5.3 RESEARCH LIMITATION.....	52
REFERENCES.....	53
<i>Annex.....</i>	<i>56</i>

## CHAPTER ONE

### GENERAL INTRODUCTION

Under this chapter, the introduction part of the research will be presented. Specifically, it deals with background of the study, statement of the problem, research questions and objectives, significance of the study, delimitation of the study, limitation of the study and operational definitions of terms to be used. In addition it will highlight the succeeding chapters.

#### 1.1 Background of the Study

Social projects are projects of anomaly characteristics. The fact that the intervention is made in uncontrolled environment makes it hard to net out the intervention effect. Social environment is full of both external and internal confounding and polluting variables. Unlike experimental intervention where all things are under strict control like in the cases of laboratory experiments, social interventions are difficult, if not impossible, to be conducted in a controlled environment. Besides these the impact resulted from the intervention of a social projects seem intangible or immeasurable at the first glance. Outcomes, goals and impact of social projects are expected often to take place in the long run- Sometime after the intervention and not immediately. So, impact observation takes time and patience. IFRC (2014)

Hence, it is a highly skill-demanding expert work to know if the project was relevant, effective, efficient and sustainable. The type of monitoring and evaluation (M&E) chosen for

the specific project also matters. The time period, frequency and interval M&E is conducted, the cost incurred and details interacted with are also non-negligible factors. A paragon M&E collects data of the beneficiary prior to the exposure of the intervention. This helps with a clear baseline.

Result Based Management (RBM) is a contemporary vibrant issue in management. It challenged the traditional management style of focus on activity and changed it to focus on result. Because, what matters most finally is the result, not the attempt. M&E being part of RBM gives a holistic picture of the project from birth to cradle, from zero impact to either negative or positive impact and all in all it is essential instrument of decision making and learning. As Mikias's (2017) article, quoting a book by Berhanu et al. (2011), stated that currently, the focus of management changes from activities to result. As a result, the focus of project M&E also changes from focusing on assessing inputs and monitoring progress to the assessment of the contribution of intervention to development project outcomes or real-sustainable changes made.

## 1.2 Background of the Study Area

To give a brief description of the project: The Strengthening National and Local Capacities for Conflict Prevention and Peace-building project of the United Nations Development Programme (UNDP) is anchored at the former Ministry of Federal and Pastoralist Development Affairs (MoFPDA), a partner institution which was in charge of dealing with inter-communal conflicts at strategic level. The project's timeline is 01<sup>st</sup> January, 2010 to 30<sup>th</sup> June, 2016. The project aim is creating permanent local and national mechanisms, systems, structures and capacities for the prevention and resolution of conflicts in Ethiopia. It seeks to build the

institutional and technical capacities of the Ministry of Federal Affairs to develop and implement conflict prevention and management mechanisms at all levels. And mainly focuses on strengthening national conflict prevention architecture (including data collection, conflict analysis, early warning, and response system incorporating internal mediation capacities at the federal, regional and local levels).

[https://www.et.undp.org/content/ethiopia/en/home/operations/projects/democratic\\_governance/project\\_ConflictPreventionsandPeaceBuilding.html](https://www.et.undp.org/content/ethiopia/en/home/operations/projects/democratic_governance/project_ConflictPreventionsandPeaceBuilding.html) (2019), [Accessed 26 May 2019])

As observed in the official web site of the UNDP Projects available at: <https://open.undp.org/projects> (2019, [Accessed 26 May 2019]), all projects are documented and made available for the public. They also have a trend of outsourcing project evaluation to external evaluator on open bid base. Selected and qualified evaluators are then commissioned to evaluate as per the terms of reference (ToR). Once the first project is reviewed and certified for qualification a subsequent project/program will be developed and follow the preceding project.

In an inter-regional conflict and dispute prone areas like Ethiopia the issue of peace and security have been given due concern both by the international community and the state government. According to the report produced by the Institute for Economics and Peace (IEP) global peace index (GPI) of Ethiopia is on the 139<sup>th</sup> rank out of 163 world nations at 2018. Institute for Economics & Peace (2018) The report was conceived by Australian technology entrepreneur Steve Killelea, and is endorsed by individuals such as former UN Secretary-General Kofi Annan. The GPI gauges global peace using three broad themes: the level of societal safety and security, the extent of ongoing domestic and international conflict and the degree of militarization.

The rank showing poor condition of peace and security also as prevailed in its consequence of high internal displacement of citizens, projects pertaining to alleviating and mitigating the wide spread problem are pertinent for a lot of intertwined political, economic, social, technological, legal and environmental aspects.

The goal of the project is strengthening capacity of the government, and other relevant stakeholders to respond to situations that threaten the lives and well-being of a significant portion of a population, which require rapid and appropriate action to ensure their survival, care, protection and recovery while enhancing their resilience to shock and leading to food security sustainability livelihoods. <https://open.undp.org/projects/00059867> (2019 [Accessed 26 May 2019])

Once the importance of the UNDP project intervention is acknowledge the study can see how the project is conducted. But the focus is only on M&E- one of the Project Management process groups.

### 1.3 Statement of the Problem

M&E, being a critical part of RBM, play many vital and indispensable roles in any project. Here are some of the roles listed by IFRC (2011):

First thing is that it supports better performance and greater accountability by applying a clear & logical framework to plan, manage and measure an intervention with emphasis on the results sought to be achieved.

Second it helps to determine whether a difference has genuinely been made for the people concerned. This is very important in that change could occur naturally and unintentional by forces outside than the intervention.

Third is serving as a basis for clear & accurate reporting on the results achieved by an intervention. In this way, information reporting becomes an opportunity for critical analysis and organizational learning that informs decision-making and impact assessment.

To add more M&E assists organizations in extracting pertinent data from the historical and current undertakings such that they may be useful as the foundation for programmatic future planning, reorientation and adjustment. UNDP (2009)

Despite all the criticality of M&E many organization use it just for the sake of formality or tradition and give less real concern to it. Planning, Monitoring and Evaluation are better conducted simultaneously and not on a sequential manner. Evaluation could take at any moment in time during the project /programming cycle- Not necessarily at the end.

Monitoring and Evaluation can sometimes be seen as a much lower priority at the project's inception, as all efforts are aimed at launching the project. This may be due in part to the limited resources available even for project start-up and delivery. Regardless, there is often limited follow-through on implementation of the performance measurement strategies and M&E Plan, in spite of how well defined they may be. The light bottleneck analysis which was conducted by the UNFPA CO Ethiopia in mid-2015 highlights program implementation issues in which M&E is found to be a significant problem. Mikias (2017, p. 4-5)

Here, as stated above, it is clearly stated that UN programs/projects depict weakness in matters of prudence of M&E.

“In 2007, an independent evaluation of the adoption and use of results-based management in UNDP found that UNDP continued to demonstrate a **weak results culture** despite notable progress on some fronts”. United Nations Development Programme (2009, p. 3) From this UN report it is seen that there is a weak results culture in the UN led projects as confessed by the organization itself. So, in this study the problems, caused by the weak culture, specifically on the UN project case study of Conflict Prevention and Peace-Building are assessed.

To add more the researcher found no prior researches conducted on the specific case selected by this study. This clearly depicts the knowledge gap on the subject under study ergo supporting the need for the study.

#### 1.4 Research Questions

- Was the M&E done on the Conflict Prevention and Peace-Building project of UNDP - Ethiopian country office prudent, effective and efficient?
- Were ethical considerations adhered to in the M&E task.
- What are the challenges encountered during the planning and implementation of M&E of Conflict Prevention and Peace Building project of UNDP -Ethiopia C.O.?
- How does the organization deal with the challenges of M&E in managing its projects/programs?

#### 1.5 Research Objective

The research objectives are general and specific. Each are presented separately next.

### 1.5.1 General Objective

The purpose of this research is to assess the M&E practices the UNDP Ethiopia C.O. Projects by examining the case of Conflict Prevention and Peace Building project.

### 1.5.2 Specific Objective

This study peruses the following specific objectives.

1. To examine the prudence, effectiveness and efficiency of the M&E done on the Conflict Prevention and Peace-Building project of UNDP -Ethiopia C.O.?
2. To find the challenges experienced under the M&E of Conflict Prevention and Peace-Building project of UNDP -Ethiopia C.O.
3. To study challenges faced and the way the organization deal with the challenges of M&E in managing its projects/programs

### 1.6 Significance of the Study

First, this research contributes for the academic purposes by enriching the literature on M&E knowledge base from many angles.

It discovers lessons to be learned from the experience of the project under the case study. This research recommends remedies on weakness found and shed light on the strength of the M&E practice of the case under the study. It can further be used by policy makers, governmental and nongovernmental organizations and other interested parties in informing some of M&E challenges and potential solutions. Moreover, this research paper can be used by researchers, students and other interested individuals and organizations who want to make an impact on M&E.

## 1.7 Scope of the Study

The study is confined to assess the M&E practice of a single UNDP Ethiopian C.o. project, of Conflict Prevention and Peace-Building project, only and it does not investigate the practice of other UNDP projects. Hence the reputation of the organization is not generalizable by this study alone.

## 1.8 Limitations of the Study

Due to insufficient data availability at the very moment the research was conducted, the study could not reach and investigate the long term impact assessment conducted on the project. The project ended in 2016. Long term impact assessment assesses the impact of the project sometime after the project completion. This requires a follow up of data of almost five years or more. It has only been 3 years since then. So it is not sufficient to investigate it due to infant age. However, short term evaluation and impact assessment is not be forsaken by the study.

## 1.9 Organization of the Study

This research work constitutes five chapters. The first chapter; deals with introduction, statement of the problem, research objectives and research questions, significance of the study, scope of the study and limitation of the study. The second chapter addresses the review of related literature. The third chapter deals with the research design and methodology, sources of data, target population and sampling technique, and tools of data collection and analysis. Under chapter four, result and discussions are presented. And the last chapter

contains the summary of the findings, conclusions and recommendations. References, interview questions and other relevant documents are attached under the annex part.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

In this section, review of relevant literature will be presented. The basic principles, foundation, types, different models, features, best practices and challenges of M&E will be discussed profoundly.

#### 2.1 Theoretical Review

Before discussing M&E of projects it will be appropriate first to briefly see the fundamental elements necessary for understanding project management.

##### 2.1.1 Project

Robert K. (2014) defines project as a time bounded endeavor directed to achieving a unique target be it product or service. If it is not unique in somehow but routine, it will not be a project rather a production. It is time bounded in a sense that it is only temporary and not everlasting. If when it starts and end is not known, it will not render to the characteristics of a project - therefore not a project. One other thing we need to note is it has a scope of time, cost & quality. This is called the Iron Triangle or the Triple Constraint of a project. Also again if this feature is not seen it is highly unlikely that it is a project. Finally it must enable business

value creation. In a nutshell, project is a planned set of interrelated tasks to be executed over a fixed period and within certain cost and other constraints.

Projects have inputs (land, labor, capital and entrepreneurship) to be converted by activities directed at output to yield outcome and reap goal sustainably in the long run. This is the result chain of project. Inputs, activities, outputs, outcome and goal are the logical frame work (logframe) or the result chain of any project. Outcomes are the objectives or medium-term result of the projects. Goals are the impact of the project which is intended changes in the environment. IFRC (2011)

Diagram 1. The Logical Framework (LF) of Result chain of a project



Sources: IFRC (2011, p. 11)

### 2.1.2 Project Management (PM)

The world renowned book on PM, PMBOK® Guide (2017, p. 10), puts PM as “Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements”. We understand from this plain definition that initiating, planning, executing, controlling, and closing the work of a team to reach a specific goals and with specific success criteria on time is the big picture of PM. PM applies all the knowledge, skills, tools, and techniques at each step of Log Frame (LF).

### 2.1.3 Conceptual Clarification of Project Monitoring & Project Evaluation

The two may seem the same or interchangeably used words to refer to the same idea. But this is far from the truth as we shall see in the consequent sub-topics.

#### 2.1.3.1 Project Monitoring

IFRC (2014, p. 11) Secretariat elucidates monitoring as “the routine collection and analysis of information to track progress against set plans and check compliance to established standards. It helps identify trends and patterns, adapt strategies and inform decisions for project/program management.” From this the study noted that monitoring is a routine activity. It helps to check performance, by tracking progress level, and assure a certain standard. The guide also emphasis the focus area of monitoring, that is input-activities-outputs. In addition to this the practice of monitoring is rarely conducted by external assessor. It is often left for the internal crew. That is why it is usually called self-assessment.

In respect to types there are seven common types of monitoring. All are important but different in their fit to situations based on time, cost, depth, focus area and strictness. So it is

preferable to select that best fit the condition of the project. Here is the list as put by Marta (2017)

**Results monitoring:** tracks effects and impacts. This is where monitoring merges with evaluation to determine if the project is on target towards its intended results (outputs, outcomes, impact) and whether there may be any unintended impact (positive or negative).

**Process (activity) monitoring:** tracks the use of inputs and resources, the progress of activities and the delivery of outputs. It examines how activities are delivered – the efficiency in time and resources.

**Compliance monitoring:** ensures compliance with donor regulations and expected results, grant and contract requirements, local governmental regulations and laws, and ethical standards.

**Context (Situation) monitoring:** tracks the setting in which the project operates, especially as it affects identified risks and assumptions, but also any unexpected considerations that may arise. It includes the field as well as the larger political, institutional, funding, and policy context that affect the project/program.

**Financial monitoring:** accounts for costs by input and activity within predefined categories of expenditure. It is often conducted in conjunction with compliance and process monitoring.

**Organizational monitoring** tracks the sustainability, institutional development and capacity building in the project/program and with its partners. It is often done in conjunction with the monitoring processes of the larger, implementing organization

### *2.1.3.2 Project Evaluation*

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

Evaluations are done independently, unlike Monitoring, to provide managers and staff with an objective assessment of whether or not they are on track. They are also more rigorous in their procedures, design and methodology, and generally involve more extensive analysis as compared to Monitoring. However, the aims of both monitoring and evaluation are very similar: to provide information that can help inform decisions, improve performance and achieve planned results.

Here it is worth highlighting that monitoring and evaluation complement and feed each other. Evaluation heavily relies on the monitoring results. Further, UNDP (2009) elaborate the relation between monitoring and evaluation as monitoring provides real-time information required by management, evaluation provides more in-depth assessment. The monitoring process can generate questions to be answered by evaluation. Also, evaluation draws heavily on data generated through monitoring during the program and project cycle, including, for example, baseline data, information on the program or project implementation process and measurements of results.

Here it is safe to generalize that evaluation focus on outcome (objective) and impact (goal) part of logical frame work of a project. There are different types of evaluations based on timing of the evaluation, conductor of evaluation and technicality and methodology of the evaluation.

Marta (2017) put the different evaluation types as follow:

#### Evaluation Based on Timing

**Formative evaluations** occur during project/program implementation to improve performance and assess compliance.

**Summative evaluations** occur at the end of project/program implementation to assess effectiveness and impact.

**Midterm evaluations** are formative in purpose and occur midway through implementation. For secretariat-funded projects/ programs that run for longer than 24 months, some type of midterm assessment, evaluation or review is required. Typically, this does not need to be independent or external, but may be according to specific assessment needs.

**Final evaluations** are summative in purpose and are conducted (often externally) at the completion of project/program implementation to assess how well the project/ program achieved its intended objectives. All secretariat-funded projects/programs should have some form of final assessment, whether it is internal or external.

**Ex-post evaluations** are conducted sometime after implementation to assess long-term impact and sustainability.

#### Evaluation Based on Conductors

**Internal or self-evaluations** are conducted by those responsible for implementing a project/program.

**External or independent evaluations** are conducted by evaluator(s) outside of the implementing team, lending it a degree of objectivity and often technical expertise.

**Participatory evaluations** are conducted with the beneficiaries and other key stakeholders, and can be empowering, building their capacity, ownership and support.

**Joint evaluations** are conducted collaboratively by more than one implementing partner, and can help build consensus at different levels, credibility and joint support.

According to Evaluation Technicality and Methodology

**Real-time evaluations (RTEs)** are undertaken during project/program implementation to provide immediate feedback for modifications to improve ongoing implementation.

**Meta-evaluations** are used to assess the evaluation process itself.

**Thematic evaluations** focus on one theme, such as gender or environment, typically across a number of projects, programs or the whole organization.

**Cluster/sector evaluations** focus on a set of related activities, projects or programs, typically across sites and implemented by multiple organizations (e.g. National Societies, the United Nations and NGOs).

**Impact evaluations** focus on the effect of a project/ program, rather than on its management and delivery

#### 2.1.4 The Need for Project Monitoring & Evaluation

Now that the study have seen the terms project, PM and M&E it can proceed to “why need M&E is needed?” When someone thinks this question with a good knowledge of the terms what first come to mind is answers like to check progress, to force desired behavior and accountability and so on. Mikias (2017) described that M&E is useful to build greater transparency and accountability regarding the management of financial resources provided by

donor agencies. Also it contributes to ensuring transparency which we build along the way of collecting and dominating accurate and timely data.

Furthermore, Mikias (2017) referring Ravallion, Robbins and Seyum (2008, 1996, 2003) stated that through M&E, we can find out if the project is running as initially planned and inform us about the strengths and weaknesses of project implementation. M&E is important detect unexpected and unintended results and effects of projects to identify the internal and external factors that influence the performance of the project. M&E document and explain the reasons why project activities do succeed or fail and informs how project planning and implementation can be improved in the future.

As stated by Jill et al. (2001) in the finding of USAID from the Turkey population program regarding the M&E they stated the following conclusions:

- M&E is a program asset, not a burden,
- Local ownership is fundamental to increased utilization and sustainability and,
- Leadership continuation and commitment is requisite.

Finally, M&E is so crucial that there should be no negligence to put it in to the first day of the project design and implementation. M&E is not planned and implemented sometime after the project initiation but rather from the very beginning. Mikias (2017)

#### 2.1.4 Purposes of Monitoring & Evaluation

The direct benefits that can be ripped from M&E from the book “Strengthening Impact Evaluation Designs through the Reconstruction of Baseline Data by Bamberger (1986)” as quoted by Mikias (2017), the following were listed.

- Feedback with is constant and persistent on the extent to which the projects are on their intended tracks or not.
- Serve as an early warning system and propose possible solutions.
- Monitor the accessibility of the project to all sectors of the target population.
- Monitor implementation efficiency and recommending betterments.
- Evaluate the trend the project is projecting and estimating whether it will be able to achieve its general objectives if the trend continues. (Also will the trend continue?)
- Became a learning tool for the planning of future projects.
- Determine sector assistance strategy. Relevant analysis from project and policy evaluation can highlight the outcomes of previous interventions, and the strengths and weaknesses of their implementation.
- Improve project design. Use of project design tools such as the log frame (logical framework) results in systematic selection of indicators for monitoring project performance. The process of selecting indicators for monitoring is a test of the soundness of project objectives and can lead to improvements in project design.
- Incorporate views of stakeholders. Awareness is growing that participation by project beneficiaries in design and implementation brings greater “ownership” of project objectives and encourages the sustainability of project benefits. Ownership brings accountability.
- Objectives should be set and indicators selected in consultation with stakeholders, so that objectives and targets are jointly “owned”. The emergence of recorded benefits early on helps reinforce ownership, and early warning of emerging problems allows action to be taken before costs rise.

These all issues strength and support the undeniable purposefulness of M&E. Without M&E it is difficult, if not impossible, to know where we have been, where we are now, where we are going and where we will end up. M&E shed light on the project both for the project crew and the stakeholder. It will give stakeholder of any type the know-how of what is actually being done. Otherwise the project would be in a dark room and no one knows what is being done. So it is safe to say that M&E will serve a tremendous purpose in stakeholder management. Also helps in the project communication management part by disseminating accurate, timely and important data to the right body.

#### 2.1.5 Salient Practices in M&E

What are state-of-the-art monitoring and evaluation principles? Under the following the study presents mainly the experience of the world's premier international development agency and a catalytic actor driving development results which is USAID. Jill et al (2001) listed eight best practices in monitoring and evaluation derived from USAID's experience. The list will follow:

##### **A. Link the M&E Plan to the Strategic Plan and Workplan**

M&E plan must be integrated to the project/program's strategic plan and workplan. It is neither wise nor advisable to monitor and evaluate each and detail element. This we result in bulky and unmanageable information. Hence it is wise only to focus the ones that are highly linked with the big strategic plan and workplan of the project. The focus of M&E should be on the one that brings difference not on the jargons and trivial many. Focus on the big picture that is closely related to the intervention.

The plan, implantation and impact are monitored and evaluated under the roof of the project's strategic area. The project's strategic result will help identify indicators. These indicators

show us what to measure and compare plan against performance. Since not everything (activity) is measurable and important. Finally it is easy to collect data once the indicators are identified. These are the steps; Set program priorities, develop program framework, develop M&E plan, collect data, set/review targets, and develop program action plans and workplans.

### **B. Emphasize Efficiency and Cost-effectiveness**

Speed, modest cost and simplicity are the aspects of M&E that determines its magnitude of worth. The Better the three aspects the most efficient it can be said it is. Simplicity is a feature that makes it easily understandable, interpretable and usable. It will also make the learning benefit of M&E easy and likable. Also these features are intertwined with each other. Simple results a better speed, better speed means less time spared which imply cost decrease.

### **C. Use Data from Multiple Sources**

Multiple data source is advisable because of reasons like it will make it comprehensive and efficient. Plus helps gauge progress at various levels of the program.

### **D. Employ a Participatory Approach**

Participation from local communities in which the intervention is undertaken to the stakeholders less affected by the intervention or affects the intervention is important for a reason. Ownership feeling, diverse ideas (different angles of perception and perspectives), and sharing knowledge will be guaranteed better under the participatory motto. Note that it is not easy for M&E office experts to know the issues on the ground as locals do. That is why it is recommended to participant locals, the first affected of the intervention. Collection of data requires being on the ground hence no one is closer to that like the local staff. By this time is saved as well.

### **E. Draw on the Best Combination of International and Local Expertise**

Access to appropriate technical expertise is essential in order to ensure the validity and longevity of an M&E plan. Monitoring and evaluation structures, including indicator definitions and survey techniques, must be carefully chosen and agreed upon in order to avoid making changes from year to year. Jill et al. (2001, p. 17)

### **F. Disseminate the Results to a Broad Audience**

Disseminate and discussion of results, at all levels, to broad audience facilitates exchange of information, creative thinking, and innovative solutions to issues occurred.

### **G. Facilitate the Use of Data for Program Improvement**

Jill et al (2001) summarized it as this way “The M&E plan is also exceptional in that it yields “living data,” by setting up structures to facilitate the use of data for rapid program improvement. Because the data are simple to collect and easy to interpret, local teams have formed under their own initiative to improve program areas with inadequate quality.”

### **H. Promote Sustainability**

After the phase-out of the donor/sponsor assistance the plan should be replicated in additional provinces by local partners with or without little external donor assistance. The learning M&E ripped from M&E should transfer knowledge from the upper organ to the locals and institutionalize evaluation expertise among local partners.

To finalize, Mikias (2017) remarked that “Monitoring and evaluation can and should be evident throughout the life cycle of a project, program, or policy, as well as after completion.

M&E with its continuing streams of data and feedback has added value at every stage from design through implementation and impact.”

#### 2.1.6 The Key Components of M&E Systems

Literature justify for the existence of twelve main M&E components. According to (Mikias 2017), these components are not like a sequential steps but are needed and working at an acceptable level for the national M&E system to function effectively. “However, not all components need to be implemented at all levels of the system; what is relevant at the national level, for example, may not be relevant at the service delivery level”. Mikias (2017, p. 20). These components of M&E system are strengthening tool of the system. This tool is the product of a comprehensive review and consolidation of existing assessment tools and has been endorsed by the global M&E Reference Group for HIV and AIDS (MERG). UNAIDS (2009a).

The study unveils them one by one briefly. UNAIDS (2009a) presented the twelve as a guide as follows:

##### **A. Organizational Structures with Project M&E Functions**

In this trait unit with the job of coordinating all M&E functions at all levels is required.

##### **B. Human Capacity for Project M&E**

This component stresses the need to have the necessary HR that can run the M&E function by hiring employees with sufficient knowledge and experience in M&E implementation. Also these employees should continuously develop through training and other capacity building initiatives to ensure that they stay dynamic and up-to-date.

### **C. Partnerships to Plan, Coordinate, and Manage M&E System**

M&E partnerships systems complement the organization's M&E efforts in the M&E process and they act as a source of verification for whether M&E functions align to intended objectives. It also serve cross-checking and auditing to compare M&E outputs with reported outputs.

### **D. Project M&E Plan**

This enables the M&E expert know what to measure and how to measure it. M&E structure maps the objectives, inputs, outputs, outcomes and assumptions of the intended project and the indicators that will be used to measure all these.

### **E. Annual, Costed, National Project M&E Work Plan**

The work plan maps how the resources that have been allocated for the M&E functions will be utilized to achieve the goals of M&E. The work plan shows how personnel, time, materials and money will be used to achieve the set M&E functions.

### **F. Communication, Advocacy and Culture for Project M&E**

There must be organizational policies and strategies to promote M&E functions. Continuous communication and advocacy initiatives within the organization to promote M&E helps establish the M&E culture within the organization. The existence of an organizational M&E policy, together with the continuous use of the M&E system outputs on communication channels are some of the ways of improving communication, advocacy and culture for M&E.

## **G. Routine Project Monitoring**

Mentioning's importance is emphasized in this component. From the definition of monitoring which is used in this literature it has been said that it is a continuous and routine data collection that takes place during project implementation.

## **H. Surveys and Surveillance**

Under this component it is seen that national surveys and surveillance needs to be conducted frequently and used to evaluate progress of related projects because up-to-date statistical information is safe for any generalization and decisions.

## **I. National and Sub-national Project Databases**

Due to the fact that the world is an information age and for learning purposes M&E systems need to develop approaches of offering reliable, relevant and valid data to national and sub-national databases.

## **J. Supportive Supervision and Data Auditing**

Monitoring & evaluation systems need associated plans for supervision and data auditing. The supervision component is necessary as the organization needs to supervise the M&E process so that the supervisor can suggest ways to improve the process.

All data generated by any system needs to be verified and as such, data auditing systems are a necessary component of M&E systems. The data needs to be accurate and reliable as all project decisions are based on the raw data produced and hence, data auditing can be used to filter out erroneous data outputs.

## **K. Project Evaluation and Research Agenda**

As defined in the term definition of evaluation in the literature review it has been evident that evaluation of projects is done at specific times most often mid- term and at the end of the project. Evaluation test out whether the project has met its desired goal or not. It is an important for organizational learning and sharing of successes with other stakeholders.

## **L. Data Dissemination and Use**

The need for information is not only for the present but for the future activities, either to reinforce the implemented strategy or to change it. As a result dissemination of information should not be underestimated.

### **2.1.7 Participatory Approach in M&E**

Following participatory approach is an issue in M&E that needs a due concern. But what is participatory approach. “Participatory evaluations are conducted with the beneficiaries and other key stakeholders, and can be empowering, building their capacity, ownership and support”. IFRC (2011, p. 16)

Participating is advisable key stake holders in the M&E process for many reasons. But the depth and width varies according to the greater purpose which is cost and time against results.

“Whenever possible, monitoring should be participatory, involving key stakeholders – this can not only reduce costs but can build understanding and ownership” . IFRC (2011, p. 13)

One thing participatory M&E helps is in data collection at the grass-root-level and genuine reflection of the community in which project is underway. “Ideally, data collection and analysis is undertaken with the very people to whom these processes and decisions most

relate. This is an important principle for the Movement, which prioritizes the involvement of local volunteers and communities. Often, local participation in M&E is expected or required, and building local capacity to sustain the project/programme is identified as a key objective of the project/programme itself". IFRC (2011, p. 69)

More on the IFRC report participatory methods also provide active contribution in decision-making for those with a stake in a project and generate a sense of ownership in the M&E results and recommendations. It helps in learning about local conditions and local people's perspectives and priorities to design more responsive and sustainable interventions. Brainstorming by identifying problems and trouble-shooting problems during implementation is also another fruit of participatory approach.

Regardless of all these it is some time seen as less objective, time-consuming, potential for domination and misuse by some stakeholders to further their own interests.

"The Commonly used participatory approach includes stakeholder analysis, participatory rural appraisal, beneficiary assessment and participatory monitoring and evaluation." The World Bank (2004, p. 17)

Also it is vital to consider the double side of participatory evaluation before applying it. It has its own disadvantage as it has many advantages. The advantages and disadvantages are not autonomous but are highly contextual and situation dependent. They differ as the project's uniqueness. So the list under presented by IFRC (2014) summarizes the cons and pros of participatory M&E:

On the cons side participatory approach face things such as more time is consumed, more cost is endured, more skill is required and it requires genuine commitment of locals. On the pro

side of participatory approach it empowers beneficiaries to analyse and act on their own situation than being passive, it builds local capacity and ownership, it develops collaboration and consensus, and it also reinforces beneficiary accountability.

#### 2.1.8 External Validity of the M&E

When a sample is taken, for the purpose of M&E, the sample needs to represent the population it is taken from. Otherwise it will be flawed. Since samples intend to measure the whole population which is otherwise costly, impossible, inefficient or unwise. “External validity refers to the generalizability of study results to other groups, settings, treatments and outcomes”. IFRC (2011, p. 82). In M&E of a social project sample taking is often conducted by impact evaluators from the participants exposed to the intervention. This sample’s representativeness is an issue that needs a serious concern. Otherwise it will put the evaluation process at a fatal risk.

Impact evaluation results are particularly useful when the conclusions can be applied to the broader population of interest. The question of generalizability (known as “external validity” in the research methods literature) is a key concept for policy makers, for it determines whether the results identified in the evaluation can be replicated for groups beyond those studied in the evaluation if the program is scaled up. Paul Gertler et al. (2011, p. 32)

So it is therefore important the sample be a representative, and if this is the case, characteristics observed in the sample will also be observed in the total population and the vice versa. This is called a true sample. Here true sample does not mean the sample is one hundred percent representative and flawless. In fact, nothing as such exists in the social environment. In the social sphere perfection is tied to some degree of acceptability and

tolerance. There is a room left or tolerated and it is measured by a term called significance level.

If the sample used in the study is representative of the population from which it was drawn, the researcher can draw conclusions about the population based on the results obtained with the sample. In other words, using a representative sample is what allows researchers to reach broad conclusions applicable to the entire population of interest based on the results obtained in their specific studies. Geoffrey Marczyk et al. (2005, p. 69)

The book adds more by saying for a sample to be a true sample there are many methods but is not always easy but sometime difficult and challenging. But this depends on the nature of the population. Random selection is one method. Also random selection is only possible when the population is very narrowly defined Kazdin (1992). So, random selection does not always guarantee representativeness. However, depending on the nature of the population many other sampling methods such as systematic sampling, stratified sampling, clustered sampling, convenience sampling, quota sampling, judgment (or purposive) sampling and snowball sampling could be used. Ben-Shlomo et al. (2013)

#### 2.1.9 Ethical Consideration under M&E

Ethical consideration is one of the main important things in any scientific research that is given high concern internationally. Thus, M&E scientifically researching the impact and attribution of a project must follow a set of standards, ethical codes and regulation set worldwide and nationwide.

A number of ethical codes have been developed to provide guidance and establish principles to address such ethical dilemmas. These codes include federally mandated regulations

promulgated by the U.S. Department of Health and Human Services (Title 45, Part 46 of the Code of Federal Regulations), as well as those developed for specific fields of study, such as the APA's Ethical Principles of Psychologists and Code of Conduct (2002). Geoffrey Marczyk et al. (2005, p. 233)

The major ethical consideration set in the international codes are such as; voluntary consent of participant under no pressure or external influence, could comprehend the risks and benefits involved.

Moreover researchers should minimize risk and harm, ensure that risks do not significantly outweigh potential benefits, use appropriate study designs, and guarantee participants' freedom to withdraw at any time. The Nuremberg Code was adopted by the United Nations General Assembly in 1948." Geoffrey Marczyk et al. (2005, p. 235-236)

The considerations are intended to protect the wellness of the society from any harm and embarrassment. Sieber & Stanley (1988). Most importantly it protects research participants from harm. Since, it is them who are the immediate and direct affectees of the intervention.

One final thing is confidentiality. Confidentiality encompass an individual's right to have control over the use or access of his or her personal information as well as the right to have the information that he or she shares with the research team kept private. Geoffrey Marczyk et al. (2005)

#### 2.1.10 Challenges of M&E

It is apparent that M&E is problematical, too demanding, or too sophisticated for a developing country to undertake. Things like unavailability of updated national data, societal low awareness and culture attributed profoundly. Mikias (2017) wrote that, nation-wide good

information systems have enormous support to monitor their own performance developing countries no less than others. It is apparent that challenges faces by developing and developed nations are not exactly the same in all aspects. There is an overlap however.

Mikias (2017, p. 24) quoted Schacter (2000) in the statement saying “... the key constraint to successful monitoring and evaluation capacity development in Sub-Saharan Africa is lack of demand. Lack of demand is rooted in the absence of a strong evaluation culture, which stems from the absence of performance orientation in the public sector”

“...African countries (Ethiopia subject of the case study) face considerable challenges in monitoring and reporting. These challenges include data gaps, insufficient use of official data produced by NSSs, and differences in indicator values between national and international sources” Dimitri (2011)

As the findings of Dimirt (2011) indicate, African countries face a lot of challenges mainly attributed from statistically infancy. It was made clear that the statistical problems were divided in two umbrella; data gap and data discrepancy between the national and the international gained from NGOs. It is a general truth that there is a huge data gap in various aspects. Dimirt (2011) added “a number of differences between national and international sources were identified: definitional problems, methodological issues, lack of recent data at the international level, lack of coordination at the national level, population estimates used at the international level differ from those at the NSOs, lack of transparency in the estimation and modeling procedures by international organizations, delay in publishing results by NSOs, and lack of coordination within and among international agencies. Several of these problems confirm the concerns expressed in Friends of the Chair on MDG Indicators.”

To summarize the studies it is a chronic problem that Africans do not involve stakeholders in the M&E process to the extent sufficient, lack resource (both human and finance) and the methods and tools used itself is problematic.

## 2.2 Empirical Literature

Study conducted by Meheret (2017) on local NGO's practice of monitoring and evaluation assessed the case of Nutrition plus Holistic Home Care project in Ethiopia and reached at the conclusion that monitoring and evaluation practices of the organization was not effective; the organization did not imply its own evaluation, impact assessment or even set indicators to measure the result of the interventions it undertakes.

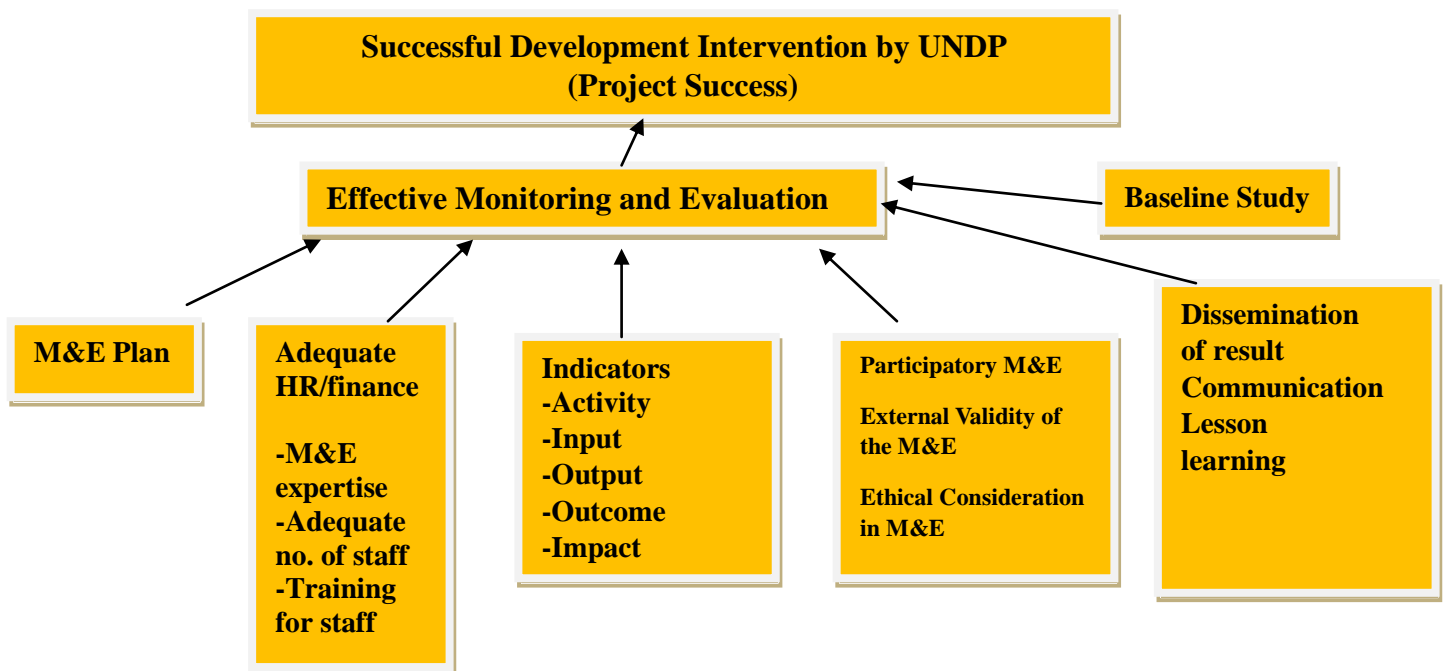
The conclusion of Mikias (2017) on the challenges of monitoring and evaluation of development programs of United Nations Population Fund (UNFPA) Ethiopia are M&E reports generated from projects did not clearly depict the impact resulted from the specific undertaking, the quality of the reports was just utilized as a mechanism to tell number of tasks carried out as per the work plan provided at an activity level to comply with the requirement of the organization. In addition to this limitation of knowledge management for the utilization of M&E purpose of programme implementation was seen. Furthermore, weak collaboration of work between programs and monitoring and evaluation with poor access M&E technical resources and tools needed to plan and conduct program monitoring and evaluation was realized.

Marta (2017) came up with the conclusion from the study on Zemen Bank's e-banking project monitoring and evaluation practice such as lack of expertise, especially in the hardware,

software and applications of the e-banking projects area result in poor monitoring and evaluation processes.

### 2.3 Conceptual Framework

Under this content conceptual framework is presented. To give an introduction, it is a diagram that illustrates the relationships between relevant factors and variables that influence the successful achievement of goals and objectives. It also helps determine which factors will influence and how each of these factors might relate and affect the outcomes.



## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

This section deals with the research method. It mainly provides answer to issues such as how the needed data will be collected? What is the target population? What are the sample and the sampling technique? What are the collection and analysis tools?

#### 3.1 Research Method

This research is identified as a social research. Since this is a research targeted at the M&E techniques of the UNDP social project, the opted research method will lean to social research. Qualitative research method will be employed to ensure the aim of the research, describing reality as experienced by the respondents, is satisfied.

During the latter half of the 20<sup>th</sup> century qualitative researches methods have been used in the field of social sciences, therefore, dominate the social research. Creswell (2014) Qualitative research ensures obtaining profound understanding of the case from the perspective of the key informants being studied.

### 3.2 Research Design

The main reason for using qualitative descriptive approach in this context is to get the ability to ask open questions, to discover what is taking place and get enlightened about a topic of interest which is the challenges of M&E. Saunders et al (2012)

It is deemed, by the research, to follow the foot step of similar research conducted prior, as sensible. Applied research is the best fit category of this kind of researches. The reason why is because it endeavors to answer real life problems. John et al (2007)

Finally of the three research type; Explanatory, Descriptive and Predictive, Descriptive research is chosen. “Descriptive research is aimed simply at describing phenomena and is not particularly concerned with understanding why behavior is the way it is. John et al (2007 p. 20)

### 3.3 Sampling

Regarding the sampling purposive or criterion -based sampling is the chosen approach. It is deemed to be true sample is because issues of M&E are issues of expert and literate. In addition to this key (supervisory level) informants who have direct and close impact on the M&E were selected for the in-depth-interview.

Experience and awareness about it is mandatory to describe and respond. As a result it is the intention of the researcher not to make a random sampling but a merit-based sampling on the grounds of adequate knowledge and experience. It involved non-random selection of "information rich cases" Patton, (1999)

### 3.4 Data Collection Methods

Both primary and reliable secondary source account for the data. Interviewing and project document review will be responsible for the most part of the data to be collected. Interview is simple approach to data collection and it can produce a wealth of information. Interview also helps getting privileged information from respondents in key positions. Creswell (2007)

In addition, interview can cover any number of content areas and is a relatively inexpensive and efficient way to collect a wide variety of data that does not require formal testing. Geoffrey Marczyk et al. (2005). Unstructured and open-ended questions dig the issue further qualitatively. To know the matter more it is a known that open ended interviews get more out of the interviewees than any close-ended questioners. Under qualitative study interviewees tend to express their thought to full depth. Finally, as most literature reviewed, conducted on a similar topic, lean to the same approach have showmen better results. So the same takes please under this study.

Triangulation of the primary source will be with the secondary source data and vice versa if needed. Secondary source data are available at the official web site of the UNDP (2019, <https://open.undp.org/projects/00059867> [Accessed 26 May 2019]). It is encouraging that the entire project document is made available to the public on the UN web site. By these secondary data collection is easy and almost cost-free.

### 3.5 Method of Analysis

The analysis summarizes both the interviewee's response and the secondary source data in a meaningful manner and easily understandable style. This is done by categorizing broad ideas,

concepts, behaviors and identifying themes, data or patterns that can answer research questions, and finding areas that can be explored further.

Regarding document analysis it was used to underpin the analysis by referring different documents of UNDP. Some of the documents that were analyzed include: the project plan, ToR for the M&E, M&E report, AWP, quarterly reports, semi-annual progress reports, annual reports, trainings conducted, procurement notices and final Project Document.

### 3.6 Ethical Consideration

Under this study ethical consideration is given high priority and utmost care. Any societal harm or embarrassment is avoided. Consent of the respondents is guaranteed. Full understanding of the purpose of the research by the respondents is ascertained prior to their participation.

### 3.7 Methods of Verification

The triangulation is done by cross checking the self-consistency of secondary data sources like the project plan, ToR for the M&E, M&E report, AWP, quarterly reports, semi-annual progress reports, annual reports, trainings conducted, procurement notices and final Project Document of many sources (organizations) and years. In addition to this it is cross-checked with the interviewee's response. More on the issue, literature support the method by saying "Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study". Creswell (2014 p. 251)

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Under this chapter data collected are analyzed and discussed. Data was collected from primary and secondary sources in the form of interviews and review of project documents. As stated in the previous chapter the data input for this chapter are in-depth interview with seniors holding sufficient experience of M&E and project document analysis.

The in-depth interview is with five key senior and experienced M&E personnel with direct contact and participation in the M&E of the project under caption.

The project document review mainly encompasses the budget assigned for M&E, the tender document for evaluation bid, the planning for M&E itself and the evaluation report itself. All were gathered from the official UNDP web site (2019, available at: <https://open.undp.org/projects/00059867> [Accessed 26 May 2019]) under Ethiopian C.O. projects.

#### 4.1 General Information about the Participants

The respondent team predominately comprises male. There were 5 interviewees out of which 4 were male and only 1 female. This makes the gender ratio 80% male and 20% female. As far as age is concerned 3 of them are between 29 - 39 years age group and the remaining 2 are between 39 - 49 years age group. 3 of them are holders of Bachelors of Art Degree while the

remaining are holders of Masters of Art Degree. Regarding their work experience all have been working in the M&E activity for over 10 years.

Table 1: Demographic Information of Respondents

	Description	Frequency	Percentage %
Sex	Male	4	80
	Female	1	20
	Total	5	100
Age	<29 Years	0	0
	29-39 Years	3	60
	39-49 Years	2	40
	>49 Years	0	0
	Total	5	100
Educational Background	Degree	3	60
	MA	2	40
	PHD	0	0
	Total	5	100
Work Experience in the Organization	< 1 Year	0	0
	2-4 Years	0	0
	>5 Years	5	100
	Total	5	100

*Source: Own survey, 2019*

Due to purposive sampling (criterion -based) all respondents selected were more than 10 years of experience in activity of project M&E. The thing the researcher observed about the

respondent is that all of them are educated, experienced and matured. So it is no doubt that their awareness about the issues in the interview questions is sufficient beyond the level necessary.

## 4.2 The Overall M&E Undertaking

It was visible from the project document that M&E was part and parcel of the whole project planning and implementation system. The project document was triangulated against the response of the respondents. In the interview all of the five respondents agreed to the existence of M&E plan and implementation from the inception to planning to implementation and to feedback response. The project was monitored through quarterly report to project board members on the basis of the AWP. This can be found at the project document available at: <https://erc.undp.org/evaluation/documents/download/7866> [Accessed 26 May 2019].

The M&E activity undertaken also indicated that there was a baseline study prior to project initiation. This has a tremendous role in that it will be clear to know how the situation looks prior to being exposed to the intervention. Also, evaluation draws heavily on data generated through monitoring during the program and project cycle, including, for example, baseline data, information on the program or project implementation process and measurements of results. (UNDP 2009) Based on question presented to the interviewees all agree for collection of all the mandatory data serving as a baseline.

The main monitoring task was given to the project manager. This was also collected from a secondary source of the official UNDP website: ( <https://open.undp.org/projects/00059867> web [Accessed 26 May 2019]).

The external evaluation team was from the organization by the name of Projust Research and Training Center (PRTC). The organization was selected after winning an open bid posted (refer official UNDP web site under catalog

[http://procurement-notices.undp.org/view\\_notice.cfm?notice\\_id=32988](http://procurement-notices.undp.org/view_notice.cfm?notice_id=32988) and [http://procurement-notices.undp.org/view\\_notice.cfm?notice\\_id=32079](http://procurement-notices.undp.org/view_notice.cfm?notice_id=32079) [Accessed 26 May 2019]).

The commissioning of the external evaluation task to a firm on open bid contract form guarantees the maximum possible extent of demonstrated proficiency. UNDP jointly with MoFA prepared the Term of Reference for the evaluation process to be conducted. To conduct a comprehensive, systematic and participatory assessment and reflection on the process and outcomes of the Conflict Prevention and Peace Building project the evaluation team conducted the following: (from the source of project document prepared by the evaluation team available at: <https://erc.undp.org/evaluation/documents/download/7866> [Accessed 26 May 2019])

- Collected and analyzed relevant data and background information on conflict prevention and peace building project through desk review and interviews;
- Undertook research and prepared a background report on Government strategies and program on conflict prevention and resolving;
- Assessed achievements, successes, challenges, and lessons of the conflict prevention and resolving project;
- Drew up recommendations based on the review of achievements, successes, challenges, lessons of the conflict prevention and resolving project;

- Based on the review, proposed and developed an extension plan to extend the project;
- Undertook field assessment missions to the project sites and gathered information from local project beneficiaries and explored the particular contributions of the program to its beneficiaries.
- Conducted report validation workshop and gathered feedbacks on the draft report.

### 4.3 Participatory M&E

“Participatory methods provide active involvement in decision-making for those with a stake in a project, program, or strategy and generate a sense of ownership in the M&E results and recommendations”. The World Bank (2004, p. 16).

The World Bank (2004) pointed out the four basic participatory tools; Stakeholder analysis, Participatory rural appraisal, Beneficiary assessment and Participatory monitoring and evaluation.

Based on the data collected from the project document different countries, partners and stakeholders such as Government of Ethiopia (through MoFED, HoF, MoFA), ISS, the Japanese Embassy, UNDP, MoFED participated in the M&E activity. Neutral countries (Egypt, Ghana and Kenya) also over watched the project. BCPR provided technical support to the respective country offices in managing the Japanese funded projects. BCPR ensured accuracy and coherence of the reports prepared by different country offices. All in all it can be concluded that the monitoring was participatory in all cases except for the case of direct beneficiary or local groups. The project document did not show in the plan as well in the implementation of them participating in the monitoring activity.

Direct beneficiary and target group compromised the following; mid to high-level African

diplomats, military officers, senior officials and functionaries within ministries relating to policy, prisons, justice, AU officials, officials from RECs in Africa, staff of the African Stand-by Force (regional brigades), delegates from the African NGO community and research institutes.

However, the evaluation activity included all the necessary and key stakeholders in the evaluation process. It went as far as the grass root level by conducting in-depth interviews with the locals at different levels. This can be clearly seen at the project evaluation report presented found at source: UNDP (2019 available at:

<https://erc.undp.org/evaluation/documents/download/7866> p.17 ,21 [Accessed 26 May 2019])

Questions presented to the interviewees regarding the participation of local communities were answered with conforming to the project document. The monitoring team did not participate with the locals prior to the intervention and all the way to the implementation and finalization. This, as explained by some respondents, even though 3 of them did not give the reason, was because the AWP did not put this under the check-list. As one of the respondents added, this showed the lack of detail in the AWP.

“It is best to involve key stakeholders as much as possible in the evaluation process..... helps to ensure different perspectives are taken into account, and it reinforces learning from and ownership of the evaluation findings”. IFRC (2014, p. 14)

#### 4.4 Key Performance, Activity and Target Indicators

It is justified to say that the project has indicators and targets in every AWP despite not being detailed and broken down to pieces that could be said satisfactory. This was confirmed under the previous sub-section of participatory M&E- Both the interviewees and the project document

confirmed. The existence of target and indicators made the M&E process somehow modest but no detail reports were generated. This could be a setback for a report in need of detail and sensitivity. In addition to this the existence of scheduled indicative activities, responsible parties and inputs in the AWP helped the activity of M&E. This can be seen the project document of the official UNDP project web site ( <https://open.undp.org/projects/00059867> [Accessed 26 May 2019]).

In the AWP schedule only the major and core result chains that is from output to activity to input are tied up with time frame and budget scope. This made the M&E of budget utilization and time schedule; however not detailed, non-ambiguous. The interview response of five M&E staffs confirmed the same. They responded that it could have been better with detail.

#### 4.5 Budget and Human Resource Allocation for M&E

It is noted that the project allocated a budget ranging from a minimum of 3% to 6% of the project total budget for the M&E activity. This was stated in the AWP. In the first two years it was only 3% at the final year it went up to seven percent 6%. The source of funding was cost sharing. This was witnessed in the project document.

It was also made apparent on the project document that the head office of UNDP Ethiopia C.O. assigned team of well-experienced 5 M&E personnel to support and oversee M&E activity. In fact the M&E activity was headed by the head office few core staff supported by contracted course leaders, specialists and others upon requirement. In addition based on the interview made with the interviewees the same was confirmed. On a further discussion with the respondents it was understood that the 5 M&E personnel were adequate for the task. One of the respondents replied that the team of five was not too much of a crowd and not too less

of team. Adding more on a common projects that are not as huge as this one in terms of area coverage, budget allocated and parties involved a team of 2 or 3 M&E personnel were enough. But this project can be considered a project with a nationwide base so a team of 5 well-experienced M&E personnel could do the job just right. The other four were also satisfied with the number of assigned personnel.

#### 4.6 M&E Results Dissemination and Lesson Learning

Based on information received from the project document it has been noted that the M&E results has been shared with the Ministry of Finance and Economic Development for their endorsement and disseminated to the public on the official web site of UNDP (2019 Available at: <https://erc.undp.org/evaluation/evaluations/detail/6663#> [Accessed at 26 May 2019] ).

Finally as observed from the project document the Evaluation team has put the recommendations once all the M&E activity wind up. The management also responded to the recommendations proactively. This is a clear proof of the findings being conveyed to all participants and stakeholders in meaningful, timely and appropriate way.

#### 4.7 External Validity of the M&E

The evaluation team conducted an interview with the locals living in a close proximity to the intervened area to discuss the impact of the importance and the impact of the project with other interrelated issues. This was found from the final evaluation report. ( <https://erc.undp.org/evaluation/evaluations/detail/6663#> [Accessed 26 May 2019]). However on the report it could not be confirmed that the selected subject are true samples of the locals. The method of selection or/and the criteria of selection was not explained and justified.

Projects leave affected groups on any point of line with path of dissatisfaction to satisfaction. It should be considered that among the locals or those with high proximity to the intervention there are those with different perception towards the project. To make sure all these are represented in the sample a justifiable sample should have been taken. As discussed in the literature review section 2.7 regarding external validity it was remarked that the sample need to represent the population as much as possible which otherwise render the validity of the result generated powerless.

Respondents of the interview all agreed in one voice on the need of proper tool to make the sample as representative as possible. Most of them added that, the area of coverage of the project is vast therefore affecting many locals. These many locals and affectees need to be well represented by the sample.

#### 4.8 Ethical Consideration in M&E

The project sponsor and parent organization (UNDP jointly with MoFA) had made clear, under the ToR document for the evaluation, to the consultant organization conducting the M&E (Projust Research and Training Center) the ethical consideration to be followed.

Confidentiality of interviewee statements when necessary is one of them. Based on the interview made with all interviewees and from the project document it was confirmed that the confidentiality of the entire participant, whenever required, were respected. In addition to this the interview with the locals was based on consensus, full awareness and understanding of its purpose and aim.

In addition, it was confirmed both from all interviewees and project document that the ethical consideration stated under the TOR were adhered to. These are more on the list of the stated ethical consideration under the TOR document.

- Refraining from making judgmental remarks about communities in conflict or other stakeholders especially on their alleged roles role in violence.
- Unwarranted and unnecessary disclosure of evaluation results other than set guidelines for the same and the like,
- Cultural sensitivity should be there when approaching rural communities including understanding of certain ways of life different from the mainstream, for instance the way some communities limit interaction of female members with non-members (say for interview) or cultural as well as religious rituals.

#### 4.9 Challenges Observed

It is a general truth that any social project tries to ameliorate living condition. It is also a general fact that social project are not conducted in a vacuum or in an isolated environment. Ergo it can be said that the impact cannot easily be isolated from the impacts of other organizations, government policy, and from changes in the global economy or national political economy. In both the monitoring and evaluation it was not made clear how the team of M&E planned to minimize such bias or miss-reading. Also no sign of attempt were seen in the implementation of the M&E to mitigate such issues.

“The measurement of impact is challenging, can be costly and is widely debated. .... it can be difficult to attribute observed changes to an intervention versus other factors (called “attribution”). For example, if we measure changes (or no changes) in psychological well-

being following a psychosocial project, is this due to the project/ programme, or other factors such as an outbreak of dengue fever or an economic recession? Despite these challenges, there is increasing demand for accountability among organizations working in humanitarian relief and development. Therefore, careful consideration should be given to its measurement, including the required time period, resources and specialized skills”. IFRC (2014, p. 20)

In addition to this there were no risk mitigation plan devised under the M&E plan. No clear and detailed breakdown of cost and time to the level of sufficiency were there.

#### 4.10 M&E Information Dissemination and Transparency

Here as per all the project document made available it justified to say that transparency was uphold. This can be confirmed by visiting the UN transparency portal found at <https://open.undp.org> which is available 24 hours for the public on both finished and ongoing projects including this one. With this portal anyone from anywhere can visit and follow all projects.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATION

As elucidated in previous chapters, this research papers primary aim is to assess the monitoring and evaluation practices of UNDP's specific project by taking Conflict Prevention and Peace Building as a case study. Therefore, this chapter deals with conclusion and recommendations of the findings. Primary data gathered through the use of key informants' interviews as well as secondary data from intense desk review was used.

#### 5.1 Conclusions

The researcher would like to emphasize that the findings under this content are specific to this case study may not say anything about the reputation of the organization where the specific case was selected. Any other research on different case study may confirm or reject findings.

Summary of the findings are the following:

M&E was considered by the organization important and imperative. It was not undertaken for the mere purpose of formality or custom. This was confirmed by the document containing the post evaluation report. The evaluation team recommendations were taken seriously and put in effect.

The Project has M&E plan from the get go to the final end. Base line study was there as well.

The M&E of the project was almost participatory in all case except for the monitoring part where it was not stated why it did not participate the locals residing on the area where the project was taking place.

Final evaluation whereby the team evaluating the short term impact of the project conducted an interview with the few selected locals. The few selected locals needs to be representative of the total local population. There was no means the evaluation team justified the external validity of the sample. This decreased the reliability of the evaluation team recommendation and final result report.

Also the annual work plans (AWP) have target and indicators it was not detailed enough to the level sufficient and lack some clarity on time schedule and budget. This created minor difficulty on monitoring transparency and accountability.

Regarding the budget allocation and human resource deployment it was deemed to be adequate by the experts participated and the researcher. The M&E expert saw no problem in the human resource deployment. It was neither under deployed nor crowded. “The 5% to 7% budget of the project to M&E activity is the usual recommended amount by the M&E expert”. (Mikias 2014, p. 34) As noted from the data analysis the 3% to 6% budget allocated in the cast study project of this research is also adequate.

The organization showed a remarkable performance against results dissemination and lesson learning. The entire document was available for the public with any interest and updated regularly. This was not only for completed project but for active project as well.

Ethical consideration, being one of the most important things in any research that is worldwide concern, has been fully adhered the M&E activity of this project. The locals

participated in the M&E consented for the interview. They were also well aware of the purpose of the M&E activity and finally their confidentiality was respected.

Finally the evaluation team conducted the evaluation with no attempt to disprove the claim that the result obtained and impact made could be attributed from an endogenous effect or external and environmental variable outside the intervention. This decreased the reliability and persuasiveness of the result to a non-negligible magnitude.

## 5.2 Recommendations

Summary of the recommendations are the following:

The UNDP Ethiopian CO should make the monitoring task more participatory. This can be done by participating the locals who had major role and task in the project intervention. Since monitoring check for inputs, activities and output, locals were part of the chain and had major stake. Monitoring results without directly participating these locals have a minimized generalizability.

The evaluation team should take sample from the locals in a scientifically sound and justifiable method. Otherwise, the result could be flawed and deceptive.

Annual work plan should be detailed, precise and exhaustive in terms of activity, responsibility, time schedule and budget assignment. This helps in many ways specifically by making M&E activity easy and the report prudent. Transparency and accountability will also be easy to deal with.

The evaluation team should make every method and attempt to net out the intervention impact from other pollution or confounding variables. The endogenous effect or environmental intrusion should be ruled out by scientific methods available.

### 5.3 Research Limitation

This study, do to limit on time, could not asses the long-term impact evaluation activity but only the short-term impact evaluation activity. This is due to the young age completion period of the project. The project ended at 2016 and it has only been 3 years since then. Long-term impact assessment takes more than 5 years.

## REFERENCES

Ben-Shlomo Y, Brookes S and Hickman M. (2013). Lecture Notes: Epidemiology, Evidence-based Medicine and Public Health (6th ed.), Wiley-Blackwell, Oxford.

Dimitri, Sanga (2011). The Challenges of Monitoring and Reporting on the Millennium Development Goals in Africa by 2015 and Beyond. Dakar, Senegal. Web site: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.370.6063&rep=rep1&type=pdf> [Accessed 26 May 2019]

Creswell, John W (2014). Research design: qualitative, quantitative, and mixed methods approaches / John W. Creswell. — 4th ed. SAGE Publications, Inc. 2455, Teller Road, Thousand Oaks, California 91320, E-mail: [order@sagepub.com](mailto:order@sagepub.com)

Geoffrey Marczyk et al. 2005. Essentials of Research Design and Methodology., Published by John Wiley & Sons, Inc., Hoboken, New Jersey. Published simultaneously in Canada.

Institute for Economics and Peace. Global Peace Index (2018): Measuring Peace in a Complex World, Sydney, June 2018. Global Peace Index 2018.

IFRC (2011). Planning and Evaluation Department (PED) of the IFRC Secretariat, (2011). Project/Program Monitoring and Evaluation (M&E) Guide, Switzerland, Web site: [www.ifrc.org](http://www.ifrc.org)

John, Adams, Hafiz, T.A. Khan, Robert Raeside and David White, (2007). Research Methods for Graduate Business and Social Science Students, Thousand Oaks, California

Jill Mathis, Pinar Senlet, Ersin Topcuoglu, Rifat Kose and Amy Tsui (2001). Best Practices in Monitoring and Evaluation: Lessons from the USAID Turkey Population Program, USAID, USA, Web site: [https://www.measureevaluation.org/resources/publications/sr-01-11/at\\_download/document](https://www.measureevaluation.org/resources/publications/sr-01-11/at_download/document)

Kazdin, A. E. (1992). *Research design in clinical psychology* (2nd ed.). Boston: Allyn & Bacon.

Meheret, Getachew (2017). *An Assessment of Monitoring and Evaluation practices of Local NGO's: Case study of Nutrition Plus Holistic Home Care*. Addis Ababa University, Ethiopia.

Marta, Tilahun, (2017). *Assessing Monitoring and Evaluation Practice of E-Banking Projects: The Case Of Zemen Bank S. C. , Addis Ababa, Ethiopia*.

Mikias, Tadele, (2017). *Challenges of Monitoring and Evaluation of Development Programs: A Case Study of the United Nations Population Fund (UNFPA) Ethiopia*, Addis Ababa, Ethiopia.

Paul Gertler et al (2011). *Impact Evaluation in Practice*. Washington, D.C., The World Bank, Web site: <http://www.worldbank.org/pdt>. [Accessed 26 May 2019]

Patton, M. (1997). *Utilization Focused Evaluation*. The New Century Text (3<sup>rd</sup> ed.). Thousand Oaks: Sage Publications.

Project Management Institute ( 2013). *PMBOK® Guide ( 2013)*, (PMI) project management institute, Library of Congress Cataloging-in-Publication Data, USA

Robert K. Wysocki, (2014). *Effective Project Management: Traditional, Agile, Extreme*, Seventh Edition, Indianapolis, IndianaPublished simultaneously in Canada

Sieber, J. E., & Stanley, B. (1988). Ethical and professional dimensions of socially sensitive research. *American Psychologist*, 43, 49–55.

The World Bank, 2004. *Evaluation: Some Tools, Methods & Approaches*, Washington, D.C. 20433, U.S.A., Telephone: 202-477-1234, Facsimile: 202-477-6391, Telex: MCI 64145, Internet: [www.worldbank.org](http://www.worldbank.org)

United Nations Development Programme, (2009). “*Handbook on Planning, Monitoring and Evaluating for Development Results: United Nations Development Programme*” New York,

NY 10017, USA Handbook, Web site: <http://www.undp.org/eo/handbook> [Accessed 26 May 2019]

UNDP, (2019). Project Detail. Available at: <https://open.undp.org/projects/00059867> [Accessed 26 May 2019]

UNDP, Conflict Preventions and Peace Building Project, Available at: [https://www.et.undp.org/content/ethiopia/en/home/operations/projects/democratic\\_governance/project\\_ConflictPreventionsandPeaceBuilding.html](https://www.et.undp.org/content/ethiopia/en/home/operations/projects/democratic_governance/project_ConflictPreventionsandPeaceBuilding.html) [Accessed 26 May 2019]

UNDP (2019), official website, Available at: <https://open.undp.org> [Accessed 26 May 2019]

UNDP (2019), Evaluation report, Available at:  
<https://erc.undp.org/evaluation/evaluations/detail/6663#>  
<https://erc.undp.org/evaluation/documents/download/7866> [Accessed 26 May 2019]

UNDP(2019), procurement notices, Available at:  
[http://procurementnotices.undp.org/view\\_notice.cfm?notice\\_id=32988](http://procurementnotices.undp.org/view_notice.cfm?notice_id=32988) [Accessed 26 May 2019]

UNDP (2019). procurement notices, Available at:  
[http://procurementnotices.undp.org/view\\_notice.cfm?notice\\_id=32079](http://procurementnotices.undp.org/view_notice.cfm?notice_id=32079) [Accessed 26 May 2019]

UNAIDS, (2009a) 12 Components Monitoring & Evaluation System Assessment Guidelines to Support Preparation, Implementation and Follow-Up Activities, Geneva, Web site:  
[http://files.unaids.org/en/media/unaids/contentassets/documents/document/2010/1\\_MERG\\_Assessment\\_12\\_Components\\_ME\\_System.pdf](http://files.unaids.org/en/media/unaids/contentassets/documents/document/2010/1_MERG_Assessment_12_Components_ME_System.pdf)

# Annex



**Addis Ababa University**  
**School of Commerce**  
**Department of Project Management**  
**Master of Project Management Program**

**Interview Questions to Project Managers/Officers Dear Respected Participants,**

I am a post-graduate student of Addis Ababa University, School of commerce, in the field of Project Management. As a graduating student, I am conducting an applied research under the topic — Assessing Monitoring and Evaluation Practice of UNDP project: The Case of Conflict Prevention and Peace Building Project. I expect that you have a valuable experience and insight in the area of M&E, and hence in the monitoring and evaluation processes. Therefore, your response and participation in the interview will contribute a lot on the achievement of the objective of this research. In line with this, you are assured as to the confidentiality of your responses and they will be used only for the purpose of this study. For this, the names and specific positions of the respondents are not recorded and published and disclosed to others in any ways. I thank you in advance for your willingness to participate sacrificing your precious time.

Best Regards,

Mickyas Taddese

## Interview questions

1. Age \_\_
2. Sex \_\_
3. Educational Background \_\_
4. Work Experience in the organization \_\_
5. Was there adequate human resource allocation for the project?

---

---

---

---

6. Was there M&E plan that guides project execution for every project

---

---

---

---

7. Were the indicators on the annual work plan clear and detailed to the level sufficient?

---

---

---

---

8. Was the baseline data for all projects collected prior to start of an operation

---

---

---

---

9. Was the Evaluation Participatory?

---

---

---

---

10. Was the ethical consideration under the ToR adhered to while conducting interview with the locals and direct beneficiary/participants.

---

---

---

---

11. What measures were taken to assure the external validity issue of the respondents subjected to the evaluation

---

---

---

---

Annex ii: Annual Work Plan and Budget

Expected outputs	Key activities	Timeframe							Responsible party	Fund source	Budget description.	Amount (USD)
		2011	2012				2013					
		Q4	Q1	Q2	Q3	Q4	Q1	Q2				
Institutional Capacity for training in peace and security enhanced	1.1.1 Recruitment of project staff (ACPST head, Training Coordinator, Programme Assistant and Office Assistant)	10,000	45,000						ACPST/ISS	GoJ		55,000
	1.2.1 Procurement of office equipment and IT materials		50,294	50,294	50,294	50,294	50,294	50,294	ACPST/ISS	GoJ	Salary costs	301,764
	1.3.1 Project staff training			2,000		2,822			ACPST/ISS	GoJ	Training costs	4,822
Capacity for analysis, application, and implementation of major peace and security instruments in Africa enhanced	2.1.1 Conduct Programme familiarization workshop to stakeholders		18,000						ACPST/ISS	GoJ	Workshops costs	18,000
	2.2.1 Undertake needs assessment for training	5,350	20,000						ACPST/ISS	GoJ	Consultancy	25,350
	2.2.2 Travel fee for consultant to assess the needs for capacity training		14,084						ACPST/ISS	GoJ	Travel costs	14,084
	2.3.1 Curriculum development informed by TNA		30,000		10,000		12,170			GoJ		52,170
	2.3.2 Purchase of books and subscription for resource centre		3,000				2,000		ACPST/ISS	GoJ	Procurement of books	5,000
A community of senior practitioners with a deep knowledge and understanding of African peace and security issues built through the ACPST training courses, and as a result of that, an ACPST Alumni Network established.	3.1.1 Conduct training on emerging issues on African peace and security		126,154	126,154						GoJ		252,308
	3.1.2 Deploy at least one subject-matter-international expert either from Japan or other regions for the training.			10,000								10,000
	3.2.1 ISS management and admin costs		10,247	10,247	10,247	10,247	10,247	10,247		GoJ		61,482
	Office running cost (office rent and communication)		6,170	6,170	6,170	6,170	6,170	6,170				37,020
<b>UNDP 7% GMS</b>												<b>63,000</b>
<b>Total</b>		<b>15,350</b>	<b>324,615</b>	<b>196,531</b>	<b>78,377</b>	<b>73,199</b>	<b>80,547</b>	<b>68,381</b>		<b>GoJ</b>		<b>900,000</b>